

Special Issue

Informal and Incidental Second Language Vocabulary Learning

Message from the Guest Editor

It is now widely acknowledged that the lion's share of second language vocabulary knowledge is acquired informally and/or incidentally through learner-initiated language exposure outside classrooms. Highlighting the importance of language learner autonomy has contributed to the budding up of several subfields of vocabulary research (e.g., IDLE, extramural language learning, and incidental vocabulary acquisition, among others). The published literature has increased our understanding of the effects of frequency and processing; learning vocabulary from listening, reading, and writing; multimodal input and gaming; learner differences; and how incidental and intentional learning of vocabulary can complement one another. However, there are several other pertinent issues that have received limited attention by researchers. This special issue calls for empirical research on informal second-language vocabulary learning.

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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