



ISSN 2185-3762

Studies in Self-Access Learning Journal

<http://sisaljournal.org>

Editorial: Understanding and Supporting Self-Access Learners

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Publication date: September, 2014.

To cite this article

Mynard, J. (2014). Editorial. *Studies in Self-Access Learning Journal*, 5(3), 200-201.

To link to this article

<http://sisaljournal.org/archives/sep14/editorial>

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Special Issue on *dialogue and advising in self-access Learning*. March, 2015 (Volume 6, Issue 1) edited by Hisako Yamashita and Jo Mynard. DEADLINE FOR SUBMISSIONS: December 10th, 2014.

Editorial by Jo Mynard, Kanda University of International Studies, Japan

This is the 18th issue of *SiSAL Journal* and includes contributions from Australia, the USA, Iran, Turkey, the UK, Japan, and Ecuador.

The first article by **Nga Thanh Nguyen, Donna Tangen** and **Denise Beutel** is a study that explores how the concept of learner autonomy is understood and used in Vietnamese higher educational settings.

In the second article, **Jordan Dreyer** describes a study designed to investigate the effectiveness of using an online vocabulary study tool, Quizlet, in an urban high school language arts class in the USA.

The third article, by **Afshin Mohammadi**, reports on research which investigates learners' views and practices with regards to two facilities at an Iranian university

The article by **Tarik Uzun** describes a study designed to identify the learning styles of students who use the Independent Learning Centre (ILC) on a regular basis at a state university in Turkey.

In the first instalment of a new three-part column (edited by Katherine Thornton), **Michael Allhouse** describes the changes that have taken place at the SAC his institution in the UK, and how he responded to those changes.

Drawing on theories of motivation and self-regulation, **Mayumi Abe, Satomi Yoshimuta, Seigakuin**, and **Huw Davies** present a visual tool developed in Japan that can be used in advising and teaching.

In their short article, **Craig Manning, Brian R. Morrison**, and **Tara McIlroy** present three different perspectives on using Massive Open Online Courses (MOOCs) in educational contexts within Japan.

Finally, **Janine Berger** describes a 'work in progress' whereby EFL students in Ecuador are encouraged to take their learning beyond the classroom by using game-like learning techniques.

We hope you enjoy this issue and maybe consider submitting a paper for our upcoming special issue on 'dialogue and advising and self-access learning' to be published in March, 2015. Details can be found on the website:

<http://sisaljournal.org/for-authors/dialogue-and-advising/>

Acknowledgements

I am grateful to authors, reviewers and members of the editorial team who helped to produce this issue.