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Introduction

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Edited by Jo Mynard

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- **The 2nd JASAL Student Online Forum.** Japan Association for Self-Access Learning. 日本自律学習学会. February 6, 2021 (online). More details: <https://jasalorg.com/the-2nd-jasal-student-online-forum/>
- **Developing Learner Autonomy in Language Learning.** Independent Learning Association (ILA) / IATEFL Learner Autonomy SIG conference, Mexico City, June 28 to 30, 2021. More details: <http://www.enallt.unam.mx/ilac2020/>

Introduction

Jo Mynard, Kanda University of International Studies, Chiba, Japan

Welcome to the latest issue of *SiSAL* journal. Interest in self-access—and particularly with online learning—has increased dramatically in this challenging year as you will have seen from the previous special issue published in September 2020. The current issue is a regular issue, and we hope you will enjoy reading the contributions that leave us with a hopeful direction for the new year. I would like to extend heartfelt thanks to all the reviewers and editorial team members who generously donated their time this year to ensure that we can continue to publish this open-access, peer review journal and take it into its 12th year of publication. Special thanks go to:

Adelia Peña Clavel	Jung Wu
Adelina Ruiz-Guerrero	Katherine Thornton
Amelia Yarwood	Lixiang Gao
Andrew Tweed	Metin Esen
Carol J. Everhard	Qunyan Zhong
Dominique Vola Ambinintsoa	Robert J. Werner
Helen Hendaria Kamandhari Tungga Walan	Stuart Warrington
Hisako Yamashita	Tarik Uzun
Honggang Liu	Walkyria Magno e Silva
Isra Wongsarnpigoon	Yiting Han

Contents of This Issue

In the first paper **Daniel Hooper** from Kanda University of International Studies in Japan describes the ways in which members identify with the community of practice of a student-led learning community within a university SALC. Using Wenger's (2010) modes of identification - engagement, imagination, and alignment, the findings of the pilot study indicate that members express the desire for (1) an accessible learning environment, (2) membership in an international imagined community of English users, and (3) the ability to negotiate sociocultural norms.

In the second paper, **Fang-Ying Yang** from the National Chiao Tung University in Taiwan examines Mandarin-speaking EFL learners' autonomous learning processes and perceptions. Findings of the study show that participants adopted various strategies and self-regulation skills when voluntarily listening to TED talks of their choice outside formal classroom learning.

In the third part of an autoethnography series written by **Robert J. Werner** from Ryutsu Keizai University, Japan, a self-directed learner of French, the author discloses ways in which he attempted to enrich his vocabulary and improve his listening skills. Drawing on his longtime interest in accents and dialects, the Werner provides a moving account of some turning points in his own learning.

Finally, in the review section (edited by Hisako Yamashita), **Judith Buendgens-Kosten** from Goethe University Frankfurt, Germany, explores 'The Secret Agent's Language Challenges' App. The author examines the contents, the benefits, and some of the strengths and weaknesses of the app which was originally based on the *Linguistic Risk-Taking Initiative* where learners are encouraged to take small risks to use the languages they are learning (Slavkov & Séror, 2019).

Notes on the Editor

Jo Mynard is a professor in the English Department, Director of the Self-Access Learning Center, and Director of the Research Institute for Learner Autonomy Education at Kanda University of International Studies in Chiba, Japan. She holds an M.Phil in Applied Linguistics (Trinity College Dublin, Ireland) and an Ed.D. in TEFL (University of Exeter, UK). Her research interests include advising in language learning, the psychology of language learning, and learning beyond the classroom.

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