ISSN 2185-3762

Studies in Self-Access Learning Journal

<http://sisaljournal.org>

Introduction

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

Neil Curry, Kanda University of International Studies,
Chiba, Japan

Corresponding email address: editor@sisaljournal.org

Publication date: June, 2021.

To cite this article

Mynard, J., & Curry, N. (2021). Introduction. *Studies in Self-Access Learning Journal*, 12(2), 136–138. <https://doi.org/10.37237/120201>

To link to this article

<http://sisaljournal.org/archives/jun21/introduction>

This article may be used for research, teaching and private study purposes. Please contact the authors for permission to reprint elsewhere.

Scroll down for article.

Volume 12, Number 2, June 2021

Edited by Jo Mynard

Contents

- **Introduction** by Jo Mynard and Neil Curry (136–138)

Articles

- **Can Learning Objects Help Student-Teachers Become Self-Regulated Learners?** By Natanael Delgado Alvarado (139–147)
- **Student, Faculty, and Graduate Teaching Assistant Perceptions of Support Provided by a Graduate Student Writing Centre** by Victoria Handford, Joe Dobson, and Yuhang Liu (148–176)

Reviews (edited by Hisako Yamashita)

- **Landmarks in Self-Access: A Summary of the 6th RILAE LAb Session** by Jo Mynard, Dominique Vola Ambinintsoa, Ena Hollinshead, and Ward Peeters (177–189)

Events

- **Advising in Language Learning and Its Application to Classroom Teaching.** Japan Association for Self-Access Learning (JASAL) and Kyoto JALT. 10th July 2021 (online). <https://jasalorg.com/advising-in-language-learning-event-with-kyoto-jalt/>
- **JASAL2021 National Conference**, Saturday 23rd October 2021 (Online). <https://jasalorg.com/jasal2021-national-conference/>
- **Defining and Contextualizing Language Learner Autonomy: Theory and Practice.** IATEFL Learner Autonomy Special Interest Group. 11th September 2021 (online). <https://lasig.iatefl.org/events/pce-2021/>

Introduction

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

Neil Curry, Kanda University of International Studies, Chiba, Japan

Welcome to the second issue of *SiSAL* journal for 2021 which features contributions from colleagues based in Belgium, Canada, Mexico and Japan. We would like to sincerely thank the authors, the reviewers and members of the editorial team who make the publication of this journal possible.

Contents of This Issue

The first paper by **Natanael Delgado Alvarado**, Juarez University of the State of Durango, Mexico, describes a way of fostering ‘learning to learn’ in student-teachers through the provision of interactive online learning objects. The author follows a framework which takes a sociocognitive view of self-regulated learning while integrating technologies.

The second paper by **Victoria Handford**, **Joe Dobson**, and **Yuhang Liu** from Thompson Rivers University, Canada, is an examination of that institution’s graduate writing centre and how it meets the needs of its various stakeholders, and what factors are involved in this success; essential knowledge for anyone involved in such a facility. As well as investigating the academic benefits, of particular relevance to overseas students unused to their new academic environment and its particular requirements, the researchers examined the social aspects of the writing centre and how it can help provide emotional support.

Finally, in the review section (edited by **Hisako Yamashita**), there is a report on a recent event hosted by the Research Institute for Learner Autonomy Education (RILAE) on the topic of ‘Landmarks in self-access.’ The authors, **Jo Mynard**, **Dominique Vola Ambinintsoa**, **Ena Hollinshead**, and **Ward Peeters**—all associated with Kanda University—give a brief report on each of the 15 presentations and make some comments on the themes that emerged at the event..

Notes on the Editors

Jo Mynard is a professor in the Faculty of Global Liberal Arts, 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.

Neil Curry is a Learning Advisor at Kanda University of International Studies' Self-Access Learning Center. His research interests include self-directed learning and foreign language anxiety.