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Introduction

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Introduction

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Welcome to the September issue of *SiSAL* journal in 2022. We are delighted to feature papers from the Kingdom of Saudi Arabia, Spain, Japan, Thailand and Hong Kong. The first four papers draw on broader themes in education, and all have implications for self-access learning. The fifth paper helps us to develop our knowledge of peer tutoring in writing centres. We hope you enjoy the diversity of ideas and the practical applications that the authors suggest.

Overview of the Contents

The first paper by **Mohammad R. Alnufaie** from the Royal Commission for Jubail and Yanbu, Saudi Arabia, concerns mobile applications. The author explores which features of language learning applications users from different backgrounds in the Kingdom of Saudi Arabia consider beneficial for learning. The author also discusses some implications for self-access learning based on the findings.

The second paper, by **Santiago Betancor-Falcon**, from the University of Las Palmas de Gran Canaria, Spain, presents a critical review of the history of language learning. The author notes the factors that limit methodological innovation and are detrimental to the development of learner autonomy, critical thinking, and life-long learning. The conclusions suggest future possibilities for education reform where self-access centres can fulfil a crucial role.

The third paper by **Diane Raluy** of Kanda University of International Studies in Japan and **Ramon Misláng** from National Central University, Taiwan, report on a project designed to support Japanese university students' goal-setting activities. The students used online logbooks, which helped maintain a dialogue between the teacher and learners, supporting personal goals and promoting learner autonomy.

Thinley Wangdi of Walailak University, Thailand and **Ringphami Shimray**, Prince of Songkla University, Thailand, explored Thai EFL university students' perceived benefits of self-learning Coxhead's Academic Word List (AWL). The authors offer some practical guidelines for self-access contexts and suggest future research directions.

Finally, **Yu Hang Kwan** from the University of Hong Kong, Hong Kong, shares some insights into writing centre peer tutoring. The author applied a thematic content analysis to an interview with a Chinese tertiary learner of English to uncover three core themes that have implications for writing centre training and tutoring.

Acknowledgements

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Notes on the Editor

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.