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### Introduction

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## Introduction

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Welcome to the Final issue of *SiSAL* journal for 2023. It was our pleasure to work with authors from diverse countries. This issue contains three papers in the main section, one paper in the Ethnographies of Self-Access section, and three reviews (edited by Hisako Yamashita). Contributors are based in India, Indonesia, Oman, the Philippines, and Thailand.

Although this is a general issue, technology is a prominent theme in the contributions. The three studies featured in the main section use different research approaches to investigate the role that technology plays in language learning. The student experience was generally positive in all three studies, and the featured application or approach improved learning. Although the three studies were concerned with in-class research rather than self-access, they showed that technology use improved students' awareness of self-regulatory processes essential for self-access learning. In addition, as the three studies show, it is important to introduce technology in classroom settings that can also be applied to self-access learning, particularly focusing on self-regulation skills. Technology is also mentioned in the autoethnographic piece and features in two of the reviews. Although technology use is, to some extent, now normalized in self-access learning, we certainly need more empirical evidence that demonstrates how technology contributes to learning.

## Main Section

The first paper is by **Ali Al Ghaithi** from Sohar University, Oman, and **Behnam Behforouz** and **Abdullah Khalid Al Balushi** from the University of Technology and Applied Sciences in Shinas, Oman. In their paper, the authors use an experimental design to measure the effects of digital storytelling (DST) on motivation, self-directed learning (SDL), and vocabulary learning of Omani EFL students. Their results show progress in both the experimental and control groups and better performance in groups using DST. The authors discuss some implications for educators.

The second paper is by **Danica Anna D. Guban-Caisido** from the Department of European Languages at the University of the Philippines Diliman, Quezon City, Philippines. Using a qualitative approach, the author investigates the experiences of learners of Italian in a flipped classroom supported by language advising. The findings reveal that the presence of advising goes some way to mitigating some of the typical challenges of a flipped classroom, such as lack of motivation and necessary autonomous learning skills. The results reveal that advising enhanced the learners' sense of control of their learning while boosting performance and fostering rapport.

The third paper, by **Roderick Julian Robillos** (Khon Kaen University, Thailand), uses a mixed-methods approach to investigate the impact of the integration of an application (FlipGrid) on writing skills and self-regulation among 30 Thai English as a Foreign Language (EFL) university students. The results show degrees of improvement across different writing genres. In addition, the students' awareness or self-regulation significantly increased after the intervention. Overall, students reported positive experiences, and the author makes suggestions for fostering proficient and self-directed digital-era writers.

### **Ethnographies of Self-Access**

In the second instalment of his autoethnography, **Leoncio P. Olobia** from Leyte Normal University, Tacloban City, Philippines, shares his continued journey to becoming an effective communicator in English as a second language. In this instalment, the author notes the roles of self-motivation, self-perceived competence to communicate, economic status, social background, technological capacity, and cultural identity in language learning.

### **Reviews (Edited by Hisako Yamashita)**

The first review is by **Kiki Juli Anggoro** from Walailak University, Nakhon Si Thammarat, Thailand, and **Damar Isti Pratiwi** from Politeknik Perkeretaapian Indonesia, Madiun Jawa Timur, Indonesia. The authors review an example of a generative AI platform, *Quizizz*, which has great potential as a resource for language teachers and learners. The authors describe the main features and practical applications for teachers and learners.

The second review of a resource has been provided by **D. Maheswari**, who is the Editor-in-Chief of the *International Journal of Tamil Languages and Literary Studies* associated with the

Pandian Educational Trust. The trust is based in Virudhunagar, Tamil Nadu, India. The author provides an overview of a web-assisted learning and teaching approach for Tamil facilitated by the Penn Language Center. The resource is valuable for global learners of Tamil and teaching practitioners of the language.

Finally, we have included a book review by **Candradewi Wahyu Anggraeni** from the State University of Semarang and Universitas Tidar, **Januarius Mujiyanto** from the State University of Semarang, **Katharina Rustipa** from Universitas Stikubank, and **Widhiyanto Widhiyanto** from the State University of Semarang, all in Central Java, Indonesia. The authors review a recent monograph, *Self-Regulated Learning and Second Language Writing*, by Lin Sophie Teng, published by Springer in 2022. The article provides an overview of the content and recommendations for readers.

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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 has an M.Phil in Applied Linguistics (Trinity College, University of Dublin, Ireland) and an Ed.D. in TEFL (University of Exeter, UK). Her research interests include advising in language learning, the psychology of

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