

# Self-Access and Learner Autonomy in Multiple Contexts

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We are thrilled to present the latest installment of JASAL Journal, an issue that represents the practical application of self-access and learner autonomy in multiple contexts. Our contributors explore various implementations of the principles of learner autonomy, shedding light on innovative approaches and thought-provoking perspectives.

Building on the momentum of our previous issue, which delved into the crucial theme of inclusion and accessibility within self-access, we continue to navigate the evolving terrain of language education (Lavolette, Moore & Watkins, 2022; Watkins, Marzin, & Hooper, 2023). While the preceding edition highlighted the challenges learners face in engaging with self-access facilities, this issue takes a broader perspective, acknowledging the inherent diversity of learners' needs, identities, and learning styles.

Reflecting on the vibrant discussions at the 2023 JASAL National Conference, we recognize the importance of creating spaces that foster self-access language learning through social connection (Hooper, 2023). In the wake of a global pandemic that forced us to reconsider the nature of our Self-Access Centers (SACs), questions arise: How do we ensure that our SACs are not only physically accessible but also welcoming to students from all walks of life? How

can these spaces become forums for authentic self-expression, fostering a sense of belonging and mutual respect among students?

This issue brings together a collection of diverse voices and perspectives that contribute to the ongoing dialogue on self-access and learner autonomy. Firstly, **Yoko Sei** reports on a series of workshops focused on self-directed learning in a university setting. Next, **Prateek Sharma** and **Thomas Ashton** investigate the benefits of implementing a new reflection-based journal format for students living in a university dorm. Moving on, **Phillip Bennett**'s research highlights the importance of language learning advising to support students while presenting a narrative analysis of the ruptures in a student's language learning history. Following that, **Sina Takada**, **Emily Marzin**, and **Eduardo Castro** illustrate how an original card game was used to improve students' ability to reflect on the use of resources and strategies in self-directed language learning. Finally, **Yuki Yamaguchi** reports on the 2023 JASAL Student Forum, describing how activities and projects are promoted across different SACs in Japan, as well as capturing the energy and ideas exchanged among practitioners in the field who attended the event.

We extend our gratitude to the dedicated reviewers and contributors who have made this issue possible. As we embark on this exploration of self-access and learner autonomy, we invite our readers to join us in considering how we can continually enhance the effectiveness of self-access language learning environments.

Together, let us open doors for all in self-access and pave the way for future advancements in language education.

## References

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