context but not use it in a real context. They tend to be passive learners. They don't like making mistakes and even think it is impossible to be an English user unless they master the language perfectly.

After talking about my insight above, we shared ideas about differences in identity between an L2 user and an L2 learner. Peter shared his insight that the English user vs. English learner might be relevant to fluency vs. accuracy. Sachiko, who is teaching at an English conversation school, shared her idea that her students seemed to have identities as English users rather than English learners because they were aiming to study abroad. We agreed that our group would explore the relationship between self-assessment, learner identity, socio-cultural aspects and motivation. I am excited to see how our group research will develop.

Tomoko teaches English at Kawamura High School. Her current research interests are listening for acquisition, autonomous learning, CALL and cooperative learning. She has an MA TESOL degree from Teachers College Columbia.

Looking forward
今後のイベント

LD SIG Forums in 2012
2012 LD SIGフォーラム（6 月

JALT CALL Conference 2012
Konan University, June 1-3, 2012
http://conference.jaltcall.org/2011/jaltcall-2012/

Darren Elliott
LD-SIG Forum Coordinator

The JALT LD-SIG will be holding another forum at the JALTCALL Conference 2012. JALTCALL 2012 will be held at the Konan CUBE, Hirao School of Management, Konan University from June 1-3, 2012.

From self-access centres with cassette libraries to m-learning, technology has played an important role in learner autonomy in language education. However, CALL activities are not intrinsically autonomous and Learner Autonomy need not make use of educational technologies. In this forum, we will explore CALL as viewed through the prism of learner autonomy, and vice versa, in an attempt to find common ground.

Each presenter will give his or her fifteen-minute presentation twice (including questions) within the 90-minute slot, giving participants the opportunity to see four different presentations. Of course, visitors are welcome to join the full session or just come in to see one or two presentations. We will have short presentations on Facebook, CALL in self-access centres, e-learning, blended learning and other autonomy / technology-related topics, from a number of experienced and talented presenters.

The JALTCALL conference itself is always well worth attending, with visitors from around the world and a lively atmosphere. This year, the conference welcomes a true leader in the field with the visit of Dr. Stephen Bax as featured speaker.

Nakasendo 2012 Conference
Urawa Citizen's Hall, June 2, 2012
http://nakasendoconference.com

Robert Moreau
International Christian University High School

The LD-SIG forum this year at the Nakasendo 2012 Conference in Urawa, Saitama on June 2nd promises to be an interesting space in which participants can share a variety of ideas on teaching and learner development. Since December 2011, members of the LD-SIG have been meeting on a monthly basis and, in groups, have been discussing ideas and conducting small-scale practitioner research in the following areas: collaborative learning, language learning strategies, self-assessment, and vocabulary development.

In this forum, members of each research group will set-up display stations where people can learn more about what members of each group has been working on, ask questions and engage in dialogue on the different topics that people have been exploring so far. Finally, participants will be invited to share thoughts and ideas about what they have seen and discussed.

The goal of the forum is to better acquaint conference attendees with the work of LD-SIG, and also, through the sharing of ideas, allow participants to take away with them new ideas that may be useful for their own learning and teaching practices.

JALT Pan-SIG Conference Literacy: SIGnals of Emergence
Hiroshima University's Higashi-Hiroshima campus, 16-17 June

http://www.pansig.org/2012/

LD SIG Forum: Language, Literacies, Learners - Development Beyond the Classroom

Jim Ronald

Hiroshima Shudo University

ジム・ロナルド，広島修道大学

Outside the classroom is Japan, where English is typically perceived as a very foreign language with which our students will have little contact. Through rotating mini-presentations, we will report explorations of different ways of exploiting, or creating, a world beyond the classroom to challenge this perception, helping our students become more motivated, focused, and independent (or interdependent) language learners. We will address these topics: the purposes, planning and running of English camps; language learner histories and digital comics; media literacy development; online pronunciation resources, finding and talking with English speakers outside the classroom; running Scrabble contests; and assessing learner autonomy.

Learner Development SIG Forum at JALT2012, ACT City, Hamamatsu
October 12-15, 2012

Bill Mboutsiadis
Meisei University and the University of Toronto

D ear Learner Development SIG members and newcomers,

This year we are proposing to hold a forum on "Defining Learner Development: Different Interests", and we would like to invite you to take part.

The plan is for this year's LD-SIG forum is to involve many presentations exploring how learner development can be theorized from different practices, so that overlapping and conflicting definitions and ideologies of 'learner development' can be discussed ahead of the SIG holding a 20th anniversary retreat/conference in 2013 (more details to follow in the coming months).

Definitions and ideologies of learner development may draw from:

- Different theories of learning and the learner (e.g. cognitive, constructivist, or socio-cultural views);
- Different areas and tools of, and/or approaches to, learning (e.g. advising, self-access, self-assessment, collaborative group-based learning, learning strategies, vocabulary development);
- Different issues and principles to do with interaction and learner development (e.g. agency, autonomy, criticality, differentiation, identity, motivation, narrative knowledging, near-peer modeling, positioning, scaffolding);
- Other discourses of learning and development.

Each contributor to the forum will present (a) particular case(s) of learning and learner practices, and also theorize from such cases about what learner development may mean/is about within their local context and practice. Cases may be drawn from classroom learning, self-access learning, outside-class learning, at different levels and ages of education and development. Cases may also be fully language learning-based or to do with academic study, content-based learning, or learning across the curriculum.

At present we envisage that the forum will feature simultaneous displays or presentation corners (poster, laptop, tablet, kamishibai, and so on), with plenty of opportunities for audience interaction, discussion and plenary round-up.

Many thanks – we're looking forward to seeing you there!

Bill