**SUSTAINABILITY OF EFL TEACHING**

EFL 教育の持続可能性

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### “When Will AI Exceed Human Performance? Evidence from AI Experts”

“Researchers predict AI will outperform humans in many activities in the next ten years, such as:
- Translating languages (by 2024),
- Writing high school essays (by 2021),
- Driving a truck (by 2027),
- Working in retail (by 2031),
- Writing a bestselling book (by 2049), and
- Working as a surgeon (by 2053).”

Grace et al. (2017)

### Can you be replaced by a robot?

**https://gigaom.com/quiz/**

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<thead>
<tr>
<th>Q.</th>
<th>10</th>
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<tbody>
<tr>
<td>How similar are two random days of your job?</td>
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<tr>
<td>Identical (Data entry, clerk, usher at fast food restaurant)</td>
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<tr>
<td>Somewhat the same, with variation (Bank teller)</td>
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<tr>
<td>Completely different (Electrician, house painter, police officer)</td>
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<tr>
<td>Does your job require you to be in different physical locations, even different rooms?</td>
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<tr>
<td>No (“I stand in one place and take orders all day” or “I could be in Bora Bora all they know”)</td>
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<tr>
<td>Some movement (Hospital nurse)</td>
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<tr>
<td>Yes (Interior decorator, tour guide)</td>
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<td>How many people do your job?</td>
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<tr>
<td>Lots – It is an established job everyone knows about. (Doctor, lawyer, teacher, gardener)</td>
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<tr>
<td>Some – People have probably heard of this job, but few people know one. (Set designer, skydiving instructor, Honest politician)</td>
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<tr>
<td>Few – I have to explain to people what I do. (Literary agent, customs broker)</td>
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<td>How long is training for your job?</td>
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<td>A few days (Custodian)</td>
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<tr>
<td>A few weeks (Office cleaner, commercial fisherman, flight attendant)</td>
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<td>Months or years (Dentist hygienist, auto mechanic, locksmith)</td>
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<tr>
<td>Are there non-repetitive physical requirements of your job?</td>
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<tr>
<td>No (Programmer, cashier)</td>
<td>10</td>
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<tr>
<td>Some (Security guard)</td>
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<tr>
<td>Yes (Dance instructor)</td>
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<tr>
<td>How long does it take to make the hardest decisions on your job?</td>
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<td>Less than two seconds (Movie ticket sales, toll booth operator)</td>
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<tr>
<td>Two to five seconds (House painter)</td>
<td>5</td>
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<tr>
<td>More than five seconds (Trial lawyer)</td>
<td>0</td>
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<tr>
<td>Does your job require emotional connections to people or charisma?</td>
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<tr>
<td>No (Data entry, construction worker)</td>
<td>10</td>
<td></td>
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<tr>
<td>Some (Customer, child psychologist, mayor)</td>
<td>5</td>
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<tr>
<td>Yes (Retail manager, dental hygienist, mail carrier)</td>
<td>0</td>
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<tr>
<td>How much creativity does your job require?</td>
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<tr>
<td>None (Warehouse worker, assembly line worker)</td>
<td>10</td>
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<tr>
<td>Some (Artist, web designer, dress designer)</td>
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<tr>
<td>Lots (Writer, web designer, dress designer)</td>
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<tr>
<td>Do you directly manage employees?</td>
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<td>No (Right� attends)</td>
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<tr>
<td>Some (Restaurant manager)</td>
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<tr>
<td>Yes, and mentor and coach as well. (Police chief)</td>
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<tr>
<td>Would someone else hired into your job do it the same way?</td>
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<tr>
<td>Yes, exactly (Data entry)</td>
<td>10</td>
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<tr>
<td>Close, maybe 75% the same (Dentist, house painter)</td>
<td>5</td>
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<tr>
<td>No (Screenwriter)</td>
<td>0</td>
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</table>

**My Score?**

“Good news! This job scored a 29 on our 100 point scale, where a 0 is a job a robot can never do, and a 100 is one that will certainly be replaced by automation. Any job below a 70 is probably safe for over a decade. Any job below a 60 will probably be around for decades to come.”

**https://gigaom.com/quiz/**
How can EFL teaching remain relevant?

• Issues to consider
  ➢ Advances in technology
  ➢ Generation Z
  ➢ English as a lingua franca

• A way forward

Advances in Technology

• First industrial revolution (1760-1830)
  ➢ Harnessing water and steam power to mechanize production

• Second industrial revolution (1870-1914)
  ➢ Using electric power

• Third industrial revolution (1980–)

  ➢ Using electronics and information technology

  ➢ Going digital

• Fourth industrial revolution (2016–)

  ➢ Fusing technologies and disciplines

Fourth Industrial Revolution

• First used in 2016 by the World Economic Forum Annual Meeting in Davos, Switzerland: “Mastering the Fourth Industrial Revolution”

  • Professor Klaus Schwab, Founder and Executive Chairman of the World Economic Forum (2016a):

    • “This Fourth Industrial Revolution is, however, fundamentally different. It is characterized by a range of new technologies that are fusing the physical, digital and biological worlds, impacting all disciplines, economies and industries, and even challenging ideas about what it means to be human.”

    • Holds great promise as well as great peril

Society 5.0

• Proposed by the Japanese Cabinet Office in 2014 as part of the 8th Science and Technology Basic Plan

• Defined as:

  “A human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space.”

• Follows the hunting society (Society 1.0), agricultural society (Society 2.0), industrial society (Society 3.0), and information society (Society 4.0)
Something to ponder on

• “With every new major innovation there have been those who have claimed that as a result we have lost some part of our essential humanity.”

• “The Greek philosopher Plato suggested that with the invention of writing humanity lost a skill in the use of memory that was an essential part of being human.”

• How do we harness the possibilities of advancing technology?

Future Learn, Why We Post, 2018
https://www.futurelearn.com/courses/anthropology-social-media/9/steps/329671

How can EFL teaching remain relevant?

• Issues to consider
  ➢ Advances in technology
  ➢ Generation Z
  ➢ English as a lingua franca
  ➢ A way forward

What about our students?

Identifying generation groups
  ➢ Economic conditions
  ➢ Cultural norms and mores
  ➢ Technological advances
  ➢ World events

Chun et al. (2017)

Gen Zers = People of Generation Z

From an American viewpoint
  • The Veterans 1925-1944
  • Baby Boomers 1946-1964
  • Generation X 1965-1980
  • Generation Y 1981-1995
  • Generation Z 1995-2010

Chun et al. (2017)

Gen Zers

• Form the population of our students in college today
• Are digital natives
  ➢ Spend a lot of screen time
  ➢ Are tech savvy
  ➢ Obtain information from web sources, some of which may not be reliable
  ➢ Are accustomed to texting with “slanguage”

Chun et al. (2017)
Impact on learning

- Short attention span
- About 6 seconds to view a Facebook post or YouTube video
- "Acquired attention deficit disorder" (Fudin, 2012)
- Stronger reliance on visual forms
- Instant results and constant feedback expected

Chun et al. (2017)

What do Generation Z EFL students need?

They need to be prepared for Society 5.0
Keidanren predicts:

"A new economy and society which focuses on individuals"

To realize this, we need educational reform to:

- Enable everyone to think independently
- Enable everyone to create new values in collaboration with others
- Foster creativity
- Improve IT literacy from primary and secondary levels
- Promote lifelong education

Need to rethink education systems

"By one popular estimate 65% of children entering primary schools today will ultimately work in new job types and functions that currently don’t yet exist. Technological trends such as the Fourth Industrial Revolution will create many new cross-functional roles for which employees will need both technical and social and analytical skills."

"Most existing education systems at all levels provide highly siloed training and continue a number of 20th century practices that are hindering progress on today’s talent and labour market issues."

World Economic Forum, 2016b

Something to ponder on

- How do we prepare our Generation Z students for Society 5.0?

How can EFL teaching remain relevant?

- Issues to consider
  - Advances in technology
  - Generation Z
  - English as a lingua franca
- A way forward

World Economic Forum, 2015

English as a lingua franca

These languages have the most speakers

[Bar chart showing the most spoken languages]

https://www.weforum.org/agenda/2015/10/which-languages-are-most-widely-spoken/
Until now, most EFL approaches
• have used the English native speaker as the target model.
• have usually meant acculturating non-English speakers to an English language view of the world.
• have recently been promoting “active learning” or critical thinking skills as part of a suite of academic literacy skills.

Two problems
• Linguistic difference between English and Japanese
• Cultural differences among English-speaking cultures and Japanese culture

Two points to consider
1. Nishikawa-Van Eester (2016)
   • Examined research on language/linguistic distance and found no clear-cut definition or measurement system
   • Suggested that rather than rely too much on linguistic distance, more consideration should be given to motivation for learning a second language
   • Deletion of “native” and “native speaker”
   • Example for C2 UNDERSTANDING AN INTERLOCUTOR
     Can understand any native speaker, even on abstract and complex topics or a specialist culture beyond his/her own field, given an opportunity to adjust to a less familiar accent

What about cultural differences?
• “Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them.” (Lederach, J.P. (1995). Preparing for Peace: Conflict Transformation Across Cultures. Syracuse, NY: Syracuse University Press. p. 9).

Foreign Service Institute Language Difficulty Ranking
• Category I: Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish → 23-30 weeks
• Category II: German, Indonesian, Malaysian, Swahili → 36 weeks
• Category III: Albanian, Bengali, Burmese, Czech, Finnish, Hebrew, Hindi, Lao, Nepali, Polish, Russian, Sarito-Croatian, Slovak, Thai, Tagalog, Turkish, Vietnamese, Zulu, etc. → 44 weeks
• Category IV: Arabic, Cantonese, Mandarin, Japanese, Korean → 88 weeks (Languages in this group are considered to be “super-hard” for native English speakers.)

Where problems can arise?
• Values
  • Core beliefs
  • National characteristics
• Attitudes and world view
• Communication Patterns
• Speech styles
• Listening habits
• Concept of Space
• Concept of Time

http://www.crosstculture.com/about-us/the-model/
"Our survey of the field suggests that at least two versions of the Whorfian hypothesis can be dismissed, namely those based on language-as-language-of-thought and linguistic determinism.

On the other hand, five other versions of the Whorfian hypothesis have garnered empirical support: those in which thinking occurs before language use (thinking for speaking), those in which linguistic and nonlinguistic codes compete with each other (language as meddler), or in which linguistic codes extend nonlinguistic thinking (language as augmenter), and those in which thinking is directed toward properties highlighted by language (language as spotlight) or in which language engages a schematic mode of processing (language as inducer)."

**Issues to ponder on**
- How can we overcome linguistic and cultural issues in language learning?

**How can EFL teaching remain relevant?**
- **Issues to consider**
  - Advances in technology
  - Generation Z
  - English as a lingua franca
- **A way forward**

**Issues to ponder on**
- How do we harness the possibilities of advancing technology?
- How do we prepare our Generation Z students for Society 5.0?
- How can we overcome linguistic and cultural issues in language learning?
Is there a way of teaching English that does not require thinking in an “English” way?

Yes! Let’s turn to about a half century of work in English for Specific Purposes.

A genre-based approach based on ESP concepts can make students aware of how genre texts are constructed and the sociorhetorical factors behind them.

Does not enforce “logical thinking”

Does make students aware of the existence of various discourse communities

Shows how information is disseminated

Ability to use English in professional contexts is a must in academia, business and political situations.

However, the use of English does not and should not signify the exclusion or rejection of non-Western ideas and concepts.

Professionals need to actively participate in their communities.

Knowledge becomes, therefore, a “language game” that is maintained through the interaction of community members.

It is the linguistic activity of the members in debating, revising, and legitimizing the “paradigms” that make sense to them that constitute knowledge.

‘If a student doesn’t adopt the established discourses of a discipline, then she simply loses her claim for membership in that community.’

[Canagarajah, 2002]

Can free English teaching from culture-bound concepts by focusing on the texts themselves.

Tribble (2017) on ELFA (English as a lingua franca in academic settings) suggests:

‘a Genre informed paradigm which draws on an apprentice vs. expert dichotomy would be useful as a basis for planning the instruction.’

ELF users can efficiently learn the “form” of the target genre to fulfill the “function.”

Freire (1997) on the “Dominant Syntax”

“The more the oppressed, the poor people, grasp the dominant syntax, the more they can articulate their voices and their speech in the struggle against injustice.”

“It’s impossible to think of language without thinking of ideology and power.”

Freire recognizes that teachers need to teach the “cultivated” pattern to empower their students with the ability to send out effective messages.

ESP can offer a rational, heuristic approach to professional level mastery of the English needed for participation in discourse communities.
Key concepts of ESP
- Discourse community
- Genres
- Moves

How to master ESP
- OCHA
- PAIL
- Hint expressions

What is a discourse community?
A discourse community
- Is a group of people who are connected by discourse
- Has means of communication → Genres
- Is not bound by location → Global connections
- In the case of a professional community:

Constructs knowledge in the relevant field

Adapted from Bhatia (2011)

Perspective view of text and its relationship to the profession

Genre: a repeatedly used communication event

Effect on the discourse community

Information for the discourse community

Linguistic packaging for genre recognition

Purpose
- Observe
- Classify
- Hypothesize
- Apply

Audience
Information
Language features
Rhetorical framework
Collocations
Grammar & technical points
Pronunciation & prosody
From corpus linguistics

- Language users rely on past linguistic experience, which leads to frequency effects including the use of collocations.
- Language acquisition is an imitative process with generalization.
- As language competence and performance are based on total experience of language use, large-scale corpora can serve as a proxy.
- Naturally produced example of usage is better than a fabricated example.

McEnery & Hardie, 2012:220-221

An example of Genre Analysis

- Have frameworks of moves
- Example: Abstract moves
- Background
- Aim of study
- Materials and methods
- Results, Conclusions
- Use hint expressions to guide the audience.


- Background: Traumatic brain injury (TBI) is a major contributor to morbidity and mortality. Computerized tomography (CT) scoring systems are increasingly used for diagnostic screening of intracranial injuries in need of neurosurgical intervention, but may also provide information concerning patient prognosis and enable baseline risk stratification in clinical trials. Novel CT scoring systems have been developed to improve current prognostic models, including the Stockholm and Helsinki CT scores, but so far have not been extensively validated.

- Importance: Diagnostic screening of the brain is essential for patient prognoses. Baseline risk stratification in clinical trials and information concerning patient prognosis and enable baseline risk stratification in clinical trials. Novel CT scoring systems have been developed to improve current prognostic models, including the Stockholm and Helsinki CT scores, but so far have not been extensively validated.

- Unsolved problem: Traumatic brain injury (TBI) is a major contributor to morbidity and mortality. Computerized tomography (CT) scoring systems are increasingly used for diagnostic screening of intracranial injuries in need of neurosurgical intervention, but may also provide information concerning patient prognosis and enable baseline risk stratification in clinical trials. Novel CT scoring systems have been developed to improve current prognostic models, including the Stockholm and Helsinki CT scores, but so far have not been extensively validated.

- Evaluation: An observational, multicenter study was conducted involving 395 patients from 1 January 2013 to 31 December 2014 at the Karolinska University Hospital (Stockholm, Sweden, Division of Neurosurgery, Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden), Helsinki University Hospital (Helsinki, Finland), Karolinska University Hospital Huddinge (Stockholm, Sweden, Division of Neurosurgery, Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden), and the University of Cambridge (Department of Clinical Neurosciences, University of Cambridge, Cambridge Biomedical Campus, Cambridge, United Kingdom).

- Materials and methods: Known outcome predictors at admission were acquired (age, pupil responsiveness, admission Glasgow Coma Scale, glucose level, and hemoglobin level) and used in univariate, and multivariable, regression models to predict long-term functional outcome (dichotomizations of the Glasgow Outcome Scale [GOS]). In total, 478 patients (43%) had an unfavorable outcome (GOS 1-3). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (C-index 0.28) and the Helsinki CT score (C-index 0.18) than for the Rotterdam CT score (C-index 0.15) and Marshall CT classification (C-index 0.22). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (C-index 0.28) and the Helsinki CT score (C-index 0.18) than for the Rotterdam CT score (C-index 0.15) and Marshall CT classification (C-index 0.22). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (C-index 0.28) and the Helsinki CT score (C-index 0.18) than for the Rotterdam CT score (C-index 0.15) and Marshall CT classification (C-index 0.22). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (C-index 0.28) and the Helsinki CT score (C-index 0.18) than for the Rotterdam CT score (C-index 0.15) and Marshall CT classification (C-index 0.22). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (C-index 0.28) and the Helsinki CT score (C-index 0.18) than for the Rotterdam CT score (C-index 0.15) and Marshall CT classification (C-index 0.22). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (C-index 0.28) and the Helsinki CT score (C-index 0.18) than for the Rotterdam CT score (C-index 0.15) and Marshall CT classification (C-index 0.22).

- Conclusions: The Stockholm and Helsinki CT scores for predicting functional outcome, in comparison with the Rotterdam CT score and Marshall CT classification, were more accurate than other existing scoring systems. The Stockholm CT score was the strongest predictor of unfavorable outcome. The main limitations were the retrospective nature of the study, missing patient follow-up time between the centers. The Stockholm and Helsinki CT scores provide more information on patient prognosis and enable baseline risk stratification in clinical trials. Novel CT scoring systems have been developed to improve current prognostic models, including the Stockholm and Helsinki CT scores, but so far have not been extensively validated.

8/10/2018
The primary aim of this study was to evaluate the Stockholm and Helsinki CT scores for predicting functional outcome, in comparison with the Rotterdam CT score and Marshall CT classification. The secondary aims were to assess which individual components of the CT scores best predict outcome and what additional prognostic value the CT scoring systems contribute to a clinical prognostic model.

Aim of study

The Stockholm and Helsinki CT scores provide more information on the damage sustained, and give a more accurate outcome prediction, than earlier classification systems. The strong independent predictive value of tSAH may reflect an underrated component of TBI pathophysiology. A change to these newer CT scoring systems may be warranted.

Conclusion

Implications

In total, 478 patients (43%) had an unfavorable outcome (GOS 1–3). In the combined cohort, overall prognostic performance was more accurate for the Stockholm CT score (0.29–0.34–0.28) and the Helsinki CT score (0.18–0.22) than for the Rotterdam CT score (0.13–0.15) and Marshall CT classification (0.03–0.05). Moreover, the Stockholm and Helsinki CT scores added the most independent prognostic value in the presence of other known clinical outcome predictors in TBI (6% and 4%, respectively). The aggregate traumatic subarachnoid hemorrhage (tSAH) component of the Stockholm and Helsinki CT scores was the strongest predictor of unfavorable outcome.

The Stockholm and Helsinki CT scores provide more information on the damage sustained, and give a more accurate outcome prediction, than earlier classification systems. The strong independent predictive value of tSAH may reflect an underrated component of TBI pathophysiology. A change to these newer CT scoring systems may be warranted.

Materials and methods

Results

Evaluation of novel computed tomography scoring systems in human traumatic brain injury: An observational, multicenter study

Traumatic brain injury (TBI) is a major contributor to mortality and morbidity. Computed tomography (CT) scoring of the brain is one of the first steps in the diagnostic chain. Knowledge of the extent of neuro-axial injury in TBI is important for the neuro-axial trauma team, but is often not well validated in prospective studies. The primary aim of this study was to include the Stockholm and Helsinki CT (SCT and HCT) scoring systems as novel factors in a prognostic model, the Stockholm and Helsinki CT scores added the most independent prognostic value in the presence of other known clinical outcome predictors in TBI (6% and 4%, respectively). The aggregate traumatic subarachnoid hemorrhage (tSAH) component of the Stockholm and Helsinki CT scores was the strongest predictor of unfavorable outcome. Moreover, the Stockholm and Helsinki CT scores for predicting functional outcome, in comparison with the Rotterdam CT score and Marshall CT classification may be warranted.
Google Scholar search results

- is a major contributor to about 89,100 results
- systems have been developed to improve 36,200
- the primary aim of the study was to 171
- The secondary aim was to 9,195
- In total 4,350,000 were retrospectively included from 143
- was more accurate for 3,970
- was the strongest predictor of 42,300
- The secondary aim was to 9,195
- A change ... may be warranted 516,000

Grading of abstracts written after 10 online ESP lessons on research paper writing (n = 431 engineering abstracts)

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<td>6</td>
<td>120</td>
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Average score 3.6 4.8 4.5

Comments from students on learning about professional discourse

- I had not thought much about the origins of the paper until I attended this class. Previously, I took a lot of time to read a paper because I was reading it in the same way as I read a novel. By analyzing my composition on my own, I became able to understand where the author wants to say little by little. In addition, I was able to learn how to express it.

- 英語論文を読む時はただひたすら辞書を片手に訳すことでほとんどの時間を要し、内容を理解するのは二の次で、ものすごい時間がかかっていた。論文でよく使われるフレーズやテール、表現を突然ごとくに会うことも多かったし、論文を書く時にすぐに参考できることや、他者の論文の役にならないように気をつけることができた。

ESP can help

ELF users express what they want to say but allow them the freedom to think as they wish

- ELF is not form but function
- ELF users can benefit from knowing move frameworks and hint expressions

Key concepts of ESP
- Discourse community
- Genres
- Moves & hint expressions

Important change to CEFR 2001

- Mediation
  “The approaches taken to mediation is broader than that presented in the CEFR book.”
  “In addition to a focus on activities to mediate a text, scales are provided for mediating concepts and for mediating communication, giving a total of 19 scales for mediation activities.”

  “Mediation strategies (5 scales) are concerned with strategies employed during the mediation process, rather than in preparation for it.”

  North & Piccardo (2016)
For EFL teaching to remain relevant as a profession, we need to harness the possibilities of advancing technology.

- Utilize digital tools and devices
- Employ methods to take advantage of technological advances

We should help our Generation Z students to prepare for Society 5.0.

- Understand their characteristics
- Guide them toward intelligent use of reliable, reputable sources
- Foster critical thinking and responsible independence
- Overcome linguistic and cultural issues in language learning

EFL teachers need to help students understand the need to make language work for them.

The value of mediation

- The vision of mediation as a process that connects two spaces is in fact a fundamental point in the work of Vygotsky and in the sociocultural theory that has developed in applied linguistics in North America with reference to his work (Lantolf, 2000).
- “The most fundamental theoretical postulates of the sociocultural theory is indeed the mediation of human thinking, which develops as ‘internalization of socially constructed activity’ where ‘instruction, development, and assessment are inseparable processes, dialectically unified in the Zone of Proximal Development (ZPD)” (Lantolf, 2001: 401). We can say that mediation is at the core of knowledge (coconstruction). Indeed, the whole language acquisition process can be defined as “socialization into communities of practice through the mediation of material signs” (Borms, 2002: 4).”
- “This view completely contradicts traditional theories, which explain language learning as a cognitive process that happens at the level of the individual, later put into practice in a social context. Such a vision relies upon a separation of language itself and language use. Language is seen as a thing apart, separate from both the individual and the social context.”

Student's research:

- Background: What, Why
- In what? Human beings can do, but the machine has...

Details from the scientist...

Possible application: importance of this research

The work is essential to realize...

British People Are So Lonely That They Now Have a Minister for Loneliness

“The U.K. has appointed a minister for loneliness to deal with what Prime Minister Theresa May called "the sad reality of modern life." For too many people, last year, a British commission found that "nearly nine million people in the country either often, or always, feel lonely — a condition that can have harmful health repercussions.”

Across the pond, the American Psychological Association writes that up to 40 percent of Americans over the age of 45 suffer from chronic loneliness. "Being connected to others socioculturally is widely considered a fundamental human need, and to both well being and survival. Extreme examples show infants in custodial care who lack human contact fail to thrive and often die, and indeed, social isolation or solitary confinement has been used as a form of punishment,"

Ref: [Lunstad, 2016: 17]

For EFL teaching to remain relevant as a profession, we need to harness the possibilities of advancing technology.

- Utilize digital tools and devices
- Employ methods to take advantage of technological advances

We should help our Generation Z students to prepare for Society 5.0.

- Understand their characteristics
- Guide them toward intelligent use of reliable, reputable sources
- Foster critical thinking and responsible independence
- Overcome linguistic and cultural issues in language learning

EFL teachers need to help students understand the need to make language work for them.

The value of mediation

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We can remain relevant as language teachers by helping our students:

- Understand the socializing aspect of language
- Grasp the empowering effect of language
- Become motivated to use language to communicate
- Acquire the ability of "linguaging" to be able to articulate their thoughts
- Collaborate with others to develop Society 5.0

References
