12 Global skills and ELT: Moving beyond 21st century skills

Katharina Platzer and Sarah Mercer

English Language Teaching in Austria: From theory to the classroom and beyond, ed. by Schumm Fauster and Fürstenberg, 2022, pp. 162-177
https://doi.org/10.25364/978-3-903374-05-8.013

Katharina Platzer, MS Gnas, katharina.reiterer@edu.uni-graz.at

Sarah Mercer, University of Graz, sarah.mercer@uni-graz.at, https://orcid.org/0000-0003-2558-8149

Key words

21st century skills

Global skills

Integrating global skills in education

Dual-strand approach to teaching English

In this chapter, we ask the following questions:

What are global skills?

What global skills are represented in the Austrian EFL curriculum?

Why should we integrate global skills into education?

To what extent are global skills represented in national curricula?

Why is the language classroom especially suited to teaching global skills?

Theoretical perspectives and the Austrian context

In the current Austrian general curriculum, schools have the responsibility to educate learners about topics that are not assigned to specific subjects. These transversal educational principles refer explicitly to the following life skills: the 4Cs (critical thinking, creativity, collaboration, communication), interpersonal skills, global citizenship, sustainable living, health literacy, and social responsibility (RIS, 2020a, 2020b). Further, the curriculum states that the overarching goal of the transversal educational principles is to help students develop a positive perspective on their future and to support students in finding meaning in their lives. Particular emphasis appears to be placed on citizenship and social responsibility as well as sociocultural competence. In language education, many of these competences (such as socio-cultural competence, collaboration and cooperation) are often already covered as they are relevant to aspects of communicative competence. However, incorporating other competences into classroom teaching may require more of a conscious effort by language teachers to ensure that they are addressed. The following section provides more insight into what is meant by global skills and why they represent an important part of language teaching.

Defining global skills

Global skills is a term that is used to describe those competences previously referred to as 21st century skills. As we are already well into the 21st century, there has been a shift in terminology and conceptualisations of what these skills are, and the term '21st century skills' is being replaced by a range of other terms. For example, scholars are now talking about 'life skills', which are defined as a range of "cognitive, personal and interpersonal skills" (United Nations Children's Fund, 2003), 'global competency', which is considered a multidimensional capacity to "examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being" (Organisation for Economic Co-operation and Development [OECD], 2018, p. 4) and 'global skills', which are defined as "the skills which people are acknowledged to need in order to flourish in their professional and personal lives" (Mercer et al., 2019, p. 10).

Previously, such competences were typically defined in terms of the 4Cs (e.g., Common Core Standards, 2019) plus digital literacy. However, such frameworks were criticised for being too narrowly defined and focusing too much on the workplace with little to no consideration of life more globally conceived (Brewer, 2013; Hilton & Pellegrino, 2012). A change in thinking about what life skills should include began most notably in education with the introduction of UNESCO's four pillars of education (Delors, 1996). Here the focus shifted from an emphasis on the content of subjects to a broader conceptualisation of education concentrating on what learners need for coping in life more generally. The four UNESCO pillars are: learning to know; learning to do; learning to be; learning to live together. The latter two pillars are those which clearly foreground the importance of skills for learners' broader lives and not only for their roles in their future workplace.

In the meantime, the notion of life skills has thus been expanded to include a range of competences. These include aspects such as emotional regulation, wellbeing literacy, citizenship competences and ecoliteracy or sustainable living, among others. This broader conceptualisation is reflected in a number of international educational frameworks for life skills (such as, ATC21S, n.d.; British Council, 2017) as well as PISA's global competence (OECD, 2018) and UNESCO's Education for Sustainable Development (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017). The common ground uniting these frameworks is that they are explicitly relevant to general education, viewing learners as active change-makers and thinkers, with a participatory role to play in shaping life in their local, national,

and global communities. The frameworks encourage educators to empower learners with the skills to cope and succeed as individuals and members of social groups within and beyond the school or workplace.

Reasons for integrating global skills into education

Contemporary society is characterised by a rapid pace of technological advancement, increased global mobility and a range of economic, social and environmental challenges. In order to succeed and flourish in such societies, people need to be equipped with a set of skills designed to meet these challenges. Traditionally, schools have focused on academic success in narrowly defined and discretely bound school subjects, such as mathematics, geography, and history. However, that model of schooling is now being challenged in diverse ways. Wyse et al. (2018), for example, argue against the traditional school subject-based curriculum as, in their view, "thinking is more theme-focussed, drawing across multiple subjects, disciplines and areas of knowledge, in seeking understanding of any aspect that is the focus for learning" (p. 295). Along with the discourse critical of teaching in discretely bound school subjects, many are rethinking the purposes of education. It is now widely recognised that traditional subject knowledge acquisition alone is insufficient to prepare children and adolescents for the 21st century society's opportunities and challenges (White & Murray, 2015). Instead, education systems are increasingly teaching competences aimed to equip students with the skills needed to succeed in dynamic, complex, global societies. These include skills to think creatively and critically, work independently, collaborate with people from diverse backgrounds, be socially and emotionally literate and be able to use technological resources to grow personally and function effectively as an active, engaged citizen in local and global communities. In the classroom, this can be realised, for example, through projects cooperating with other countries and schools, through problem-based learning tasks or through genius-hour type projects where students work together to research issues in their local or global community, potentially also with a service-learning element.

At present, the integration of reformulated 21st century life skills into schooling at all levels is the largest ongoing educational reform taking place globally. Currently, most countries worldwide implement some form of life skills as part of their national school curriculum. Nowadays, the question is no longer ***whether*** we should be teaching 21st century skills, but rather what we think those skills are and ***how*** we should be doing this (Trilling & Fadel, 2009). Indeed, a number of national education ministries have already incorporated broadly defined global skills into their curricula, including Australia, Bhutan, Brazil, Canada, Finland, Ireland, Japan,

New Zealand, Norway and Scotland. The intention in most of these cases is that teachers of all subjects share responsibility for teaching these global skills. In other words, every teacher of every subject is expected to try to find ways to integrate such skills into their regular subject teaching. For example, in Canada, Alberta has developed their curriculum to explicitly include skills needed by learners for success in school as well as for being able to build their careers and lead fulfilling lives. Such skills are: critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and wellbeing (Lamb et al., 2017).

A practical example of this type of integration could be a sequence of lessons in which the teacher helps their learners to improve their ecoliteracy by exploring the topic of pollution in rivers and the environmental issues around this topic. By collaborating with each other in group work, learners get the chance to improve their collaboration skills. Learners could also be asked to research the issue of river pollution in their own local community either through interviews within the local community, thereby enhancing their interpersonal skills, or by researching the topic online and thus developing their digital literacy. Learners could search for an example of a river renaturation success story online where a river has been transformed after positive community action. They could compare their local situation to international examples of good practice and reflect on whether and what action could be taken. Thus, students would not only acquire ecoliteracy, but would also enhance their digital literacy as well as communication and collaboration skills.

However, for any teaching approach of global skills to succeed, it needs to be manageable and sustainable for teachers to integrate into their regular practice. Anything that is considered an additional add-on is unlikely to be taken up by educators who are often already under considerable curricular and time constraints and so could potentially resist the notion of teaching global skills as part of their regular practice. Yet, the adjustments required may be relatively minor. In most language curricula and coursebooks, topics such as the environment (see the example above), globalisation, and consumerism are already covered and thus it is easy to connect and extend work on these issues from other perspectives. Teaching with global skills in mind can simply be a way of becoming conscious of the range of additional skills we can integrate in various forms into our regular practice. Global skills teaching can be realised on a broad range from large-scale projects (such as a project week for a whole class) to simple adjustments to existent tasks in individual lessons.

Language teaching and global skills

Language teaching might be particularly well suited to integrating global skills alongside language goals, especially in contexts which are typically communicative in character, as is the case in Austrian schools following the national language curriculum which is underpinned by the methodology of communicative language teaching (see chapter 1 in this volume). CLT also serves as the framework for the 2018 companion volume to the CEFR (see chapter 5 in this volume) in which the shift towards a dual-strand approach in language education becomes even more apparent. Indeed, it now includes a number of descriptors which also reflect global skills such as critical thinking, problem solving, reasoning, interpretation, synthesizing information, research skills and practices, leadership, teamwork, collaboration, cooperation, and multicultural literacy (Council of Europe, 2018). Language educators working within a CLT framework are possibly already incorporating certain global skills into their language teaching as a more broadly conceived notion of communicative competence in the classroom goes beyond "transactional, oral, face-to-face interaction" and should actually entail "aspects of intercultural as well as mediated communication" (Dalton-Puffer, 2009, p. 200). As such, it is likely that many language teachers already see some of these global skills as part of their regular language teaching practice. This means that it may be easier for language teachers than for teachers of other subjects to envisage expanding their roles and responsibilities to include a fuller, more complete range of global skills alongside linguistic skills.

Essentially, teaching with a dual-strand approach in mind (i.e., combining English language and global skills) is already happening in many places in Austria, for example, in Content and Language Integrated Learning (see Chapter 17 in this volume). CLIL is an integrative approach to teaching and learning both content and language. Coyle et al. (2010) explain that in CLIL both content and language are "interwoven, even if the emphasis is greater on one or the other at a given time" (p. 1). Such an approach is ideally suited to interweaving language teaching and global skills. There are lessons to be learned from experiences with CLIL about what works well and how teachers can vary the ways in which and the degree to which the two learning goals are integrated together into one lesson. As with CLIL, lesson planning would thus involve an explicit articulation of the language and global skills aims and objectives at each stage. In this way, teachers can look for meaningful connections and opportunities to explore how to bring the global skills into regular practice without having to neglect their language learning aims. How this happens in practice will, as with CLIL, depend on the aims of teaching and level of proficiency of the learners. For some teachers, integrating global skills may begin with

small steps such as merely including explicit reflective questions for learners on one single skill area; for others, teaching could involve larger projects taking inquiry-based approaches to foster multiple global skills simultaneously.

To give an example, a starting point for including global skills in the EFL classroom could be to view topics such as food or natural disasters (which are typically covered in coursebooks) as opportunities for integrating global skills alongside language objectives. The teacher could, for example, foster their learners' citizenship competence and social responsibility by triggering a discussion about local problems when working through a topic that lends itself well to such a discussion. They could ask their learners to think of ideas for how loneliness among the elderly or digital literacy among adults (e.g., their grandparents, parents and neighbours) could be improved, how the local community's attractivity as a working and living space could be ensured in the future, depending on the local context, of course. Doing such service-learning activities in the language classroom can last for anywhere from ten minutes up to a sequence of lessons, depending on the amount of time the teacher feels able to invest. Additionally, the potential to include creative tasks such as writing stories, songs, and poetry is always possible in respect to any topic in the ELT classroom. Thus, teaching with global skills in mind requires teachers to reflect on these as an equally important goal in every lesson and every task. In other words, educators can merely examine their existent teaching and tasks through the lens of global skills, thinking where and in what ways tasks could be expanded or adapted so as to not only teach language but also a range of global skills.

The call for a dual-strand approach to teaching English and global skills has already been taken up by several publishing houses, which have made this a key theme in recent years. For example, two of the most notable publishing houses, Cambridge University Press (Cambridge University Press, 2019) and Oxford University Press (Mercer et al., 2019), have both published position papers on the need to integrate global skills broadly conceived into language teaching:

- The Cambridge Life Competences Framework (CUP, 2019) was created by Cambridge Language and Pedagogy Research to provide descriptors of key life skills in practice and help language educators make life skills part of their language courses. The framework covers collaboration, communication, critical thinking, creative thinking, emotional development, learning to learn and social responsibilities.
- Oxford University Press (OUP) published a comprehensive framework (Mercer et al., 2019) which centres on a cluster of five global skills (communication and collaboration; creativity and critical thinking; intercultural

competence and citizenship; emotional regulation and wellbeing; digital literacy). The OUP framework also proposes practical suggestions for how to teach English and global skills, ideas for how to assess the development of these skills and an outline of the kinds of environmental support needed for facilitating such teaching.

In terms of teaching materials, major publishing houses have also begun to respond to the need for relevant materials for teaching English and global skills in an integrated way. An increasing selection of coursebooks exist which provide support for English teachers aiming to integrate at least some global skills, although the emphasis tends to still remain on the traditional notion of the 4Cs. Some examples include, for example, *Gateway* and *Beyond* by Macmillan; *Talent* and *Think!* by Cambridge University Press; and *Together* by Oxford University Press. The Austrian schoolbook publishers also touch in part on the topic of life skills (e.g., *Prime Time* by ÖBV). From experiences with CLIL, it is clear that the existence of relevant materials and effective pedagogical ideas which can be employed in sustainable ways is one vital step for teachers being able to move forward and take on dual roles (Banegas, 2013; Kiely, 2011).

Challenges of teaching global skills

Regardless of the increase in relevant materials being made available, a number of obstacles still remain which hinder the teaching of global skills. At present, such skills are often only taught explicitly if an individual teacher has a particular interest in the topic or skill. Teachers may lack confidence in how to teach global skills due to an absence of explicit training or support. Chu et al. (2017) explain that although 21st century skills frameworks name specific learning goals, these models are limited in their applicability because they do not provide educators with the necessary tools by which to reach these global skills goals. Yet, interestingly, research has also shown that teaching 21st century skills can be motivating for both teachers and learners as it further broadens the relevance and meaning of what is done in class (Rueda, 2013). A further obstacle can be that some stakeholders such as parents or administrators/head teachers may believe that teaching global skills detracts from the traditional academic subjects and takes valuable time away from the supposed 'real' business of schools (Durlak et al., 2011; Lamb et al., 2017). However, this is not the case. In fact, evidence suggests that teaching these skills is likely to be beneficial for learners in their academic lives in the present as well as their lives more broadly defined in the future (Norrish et al., 2013; Suldo et al., 2011; White & Murray, 2015). In other words, developing these global skills now helps learners succeed better in the traditional school subjects.

To conclude, there no longer seems to be any debate about the necessity to teach global skills alongside all school subjects. Language teaching in particular may represent an ideal context in which to integrate and further promote such competences. It is likely that many individual language teachers are already working on some elements of global skills with their learners, but often this is done ad hoc and depends on individual teachers, their confidence, and specific interests. At present, there is no systematic approach preparing language teachers for how to teach all global skills and language in a sustainable and integrated way as part of their regular everyday practice. Although the power of motivated teachers who are eager to equip their learners with skills they need in order to flourish in their lives should not be underestimated, more systemic support is needed to help teachers in terms of materials and education.

Teaching global skills has been part of the Austrian curriculum for some years now and it is every teacher's responsibility to prepare today's learners for the life and the challenges ahead of them. Teaching with global skills in mind can empower them to lead happier and more successful lives in and beyond the workplace now and in the future. It is time for global skills to be made an integral part of language teaching, as opposed to an optional add-on.

Practical Applications

In this section, we consider possible approaches to integrating global skills into English language teaching. Teaching approaches can be imagined as stretching along a continuum from weak to strong forms. For example, it is possible to do short, one-off activities, longer activities that cover one or two lessons or even larger projects which are engaged with over a number of weeks. Alternatively, teaching global skills can simply be the teacher's way of being in class so that every single lesson and every task is considered through the lens of what global skills could be drawn out explicitly or implicitly. If teaching global skills is entirely new to the teacher, they might wish to begin merely by posing divergent types of questions or prompting learners to reflect on specific issues or perspectives. In the following, we offer some illustrative examples of the kinds of activities that teachers could consider including in their English language teaching (see also Mercer et al., 2019, for further examples of ideas).

Example 1

Goals

Language learning objectives: learners will develop vocabulary to describe emotions; learners will practise past tenses for describing a situation in the past

Global skill objectives: learners will learn to recognise, identify and understand the function of emotions, to empathise with others, to use digital technologies to communicate visually with others and to critically think using comparative and selection strategies

Activity: 'show and tell' - talking about a photograph

Rationale: An important part of socio-emotional competences is becoming aware of one's own feelings and what triggers them. Understanding one's own emotions is the first step in being able to empathise with others and appreciate what emotions they may be experiencing too. A sensitivity to one's surroundings is also an important part of citizenship.

Pre-knowledge: adjectives to describe emotions; past tenses; ability to take digital pictures and bring them to class to share (e.g., smartphone, tablet, digital camera etc.)

Language level: CEFR A2 and above

Procedure:

1. The teacher asks learners to photograph something that they see on their way to or back home from school that elicits a powerful emotion in them.

2. In the English lesson, learners get together in groups of four. They show these pictures to their peers and describe them: what happened, where the photograph was taken and what emotion it triggers in them and why.

3. Learners are then asked to compare their visuals, stories, and emotions to consider in what ways their choices were similar or different from each other. They should try to find at least one thing they all have in common.

4. Learners decide what was the most interesting insight from their group discussion to share with the whole class. They can also consider whether any of the photographs inspire them to want to take action and if so, what next steps they could take.

5. An optional homework task is to have learners write a blog post about their photograph and any action it might inspire to support others or maybe make a change

in their community or for themselves. An example might be a photograph of litter by the bus stop or graffiti on a church.

Example 2

Goals

Language learning objective: learners will practise expressing opinions

Global skill objective: learners will learn to empathise with someone from a different culture; learners will demonstrate openness and curiosity about diverse cultures; learners will reflect on global citizen responsibilities; learners will communicate appropriately using digital media in a range of cultural contexts

Activity: Dollar Street

Rationale: To develop intercultural competence, it is important to learn to empathise with people from other cultures. Being open and curious about ways of living in other countries and cultures is the foundation for intercultural competence. When comparing one's own lifestyle with that of other people, similarities as well as differences become apparent. Becoming aware of these differences can foster learners' readiness to take on global citizen responsibilities. This task uses the language context and includes an opportunity to promote global citizenship as well as socio-emotional competence, digital literacy, and communication.

Pre-knowledge: language, style and layout of an email

Language level: CEFR B1 and above

Procedure

1. In the first lesson, learners form three groups and sit together at islands of tables. Without saying anything, the teacher distributes different proportions of items (Legos, pieces of coloured card, marbles, or sweets) on the table of each group. Group one receives a large amount. Group two receives approximately half or less and group 3 only receives one or two items. It is important that one group has a lot, one group has notably less and another group has nearly nothing.

2. Then, the teacher asks how they feel about the distribution of the items and what they think they could represent. It is worthwhile not confirming or disconfirming their ideas but asking them to brainstorm as many as possible. They can then be guided towards discussing the notion of fairness in respect to the global distribution of wealth.

3. Using the projector, the teacher opens the website https://www.gapminder.org/dollar-street on the computer. If the resources are available, learners can each open this website individually or in their groups on their laptops or tablets. The tool Dollar Street is designed to represent 300 families and their homes in 56 countries. Through photos, the living standards of families from three different income groups are introduced. The teacher outlines the main features of the website.

4. In class or at home, learners explore the website and research different families' home lives. Learners should pick a country and an income-level to explore in more depth. They should examine other websites to understand more about one family's life and social context. Learners should consider what they have in common with this family and how their lives differ.

5. In the second lesson, learners get together with a partner and outline the family they have chosen while doing their online search (we will call it CF from now on, meaning case family), reflecting on how they are similar or different to them. After each partner has presented their CF, the learners then consider similarities and differences across all four families (the two learners' families and each CF).

6. The whole class discusses the notion of global diversity and wealth distribution. Depending on the age of the learners, they can be given single word prompts but it can be left open for them to form their own discussions and opinions; or this can be facilitated by the teacher (e.g., intercultural competence, diversity, social justice, peace, poverty, inequality, workplace, infrastructure). Alternatively, learners can be presented with the UNESCO Sustainable Development Goals (SDGs) as a visual and asked to reflect on how this task has prompted them to think about the SDGs.

7. Finally, learners can be asked to write an e-mail to their CF.

Task: Your CF wants to get in contact with students from all over the world in order to share insights into their way of life and their culture. You decide to contact this family and write them an email of at least 150 words. Think carefully how to find out about their lives respectfully and share appropriate insights into your own life. Some ideas to help you:

What do you find most interesting about their way of life?

What do you have in common?

What differs in their way of living that you would like to learn more about?

What might they find interesting about your own life and culture?

Activities and questions for reflection

1. Examine the coursebook you currently work with and check to what extent global skills are included.

2. Design a lesson plan with two columns of teaching aims: language learning goals and global skills goals. Try to articulate a goal or objective for both in the overall lesson aims as well as for each activity you plan.

3. To what extent do you already integrate global skills into your language teaching?

4. What kinds of support exist for teaching global skills in your educational context?

References

ATC21S. (n.d.). *Assessment and teaching of 21st century skills*. https://www.atc21s.org [20 November 2020]

Banegas, D. L. (2013). An investigation into CLIL-related sections of EFL coursebooks: Issues of CLIL inclusion in the publishing market. *International Journal of Bilingual Education and Bilingualism, 17*(3), 1–15.

Brewer, L. (2013). *Enhancing the employability of disadvantaged youth: What? Why? and How? Guide to core work skills*. International Labour Organization.

British Council. (2017). *Unlocking a world of potential. Core skills for all*. https://www.britishcouncil.org/sites/default/files/g264_schools_core_skills_tl_brochure3_final_web.pdf

Cambridge University Press. (2019). *The Cambridge life competencies framework*. https://languageresearch.cambridge.org/clc?utm_source=wobl&utm_medium=blog&utm_content=woblcontent&utm_campaign=CLC

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (Eds.). (2017). *21st Century Skills Development Through Inquiry-Based Learning*. Springer.

Common Core Standards. (2019). http://www.corestandards.org/

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion volume with new descriptors*. https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989

Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge University Press.

Dalton-Puffer, C. (2009). Communicative competence and the CLIL lesson. In Y. Ruiz de Zarobe & R. Jiménez Catalán (Eds.), *Content and language integrated learning: Evidence from research in Europe* (pp.197-214). Multilingual Matters.

Delors, J. (1996). *Learning: The treasure within*. Report to UNESCO of the International Commission for the Twenty-first Century. UNESCO. http://www.unesco.org/education/pdf/15_62.pdf

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Hilton, M., & Pellegrino, J. (Eds.). (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st Century*. The National Academies Press.

Kiely, R. (2011). Understanding CLIL as an innovation. *Studies in Second Language Learning and Teaching, 1*(1), 153-171.

Mercer, S., Hockly, N., Stobart, G., & Lorenzo, N. (2019). *Global Skills in ELT*. Oxford University Press. https://elt.oup.com/feature/global/expert/global-skills

Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing, 3*(2), 147–161.

Organisation for Economic Co-operation and Development [OECD]. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. PISA. http://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.

RIS – Rechtsinformationssystem des Bundes. (2020a). *Gesamte Rechtsvorschrift für Lehrpläne der Mittelschulen*. https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20007850 [20 November 2020].

RIS – Rechtsinformationssystem des Bundes. (2020b). *Gesamte Rechtsvorschrift für Lehrpläne – allgemeinbildende höhere Schulen*. https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008568 [20 November 2020].

Rueda, R. (2013). 21st-Century Skills: Cultural, Linguistic, and Motivational Perspectives. In D. E. Alvermann, N. Unrau & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 1241–1267). International Reading Association.

Suldo, S. M., Thalji, A., & Ferron, J. (2011). Longitudinal academic outcomes predicted by early adolescents' subjective well-being, psychopathology, and mental health status yielded from a dual factor model. *Journal of Positive Psychology, 6*(1), 17-30.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.

United Nations Children's Fund. (2003). *The big picture*. https://www.unicef.org/lifeskills/index_statistics.html

United Nations Educational, Scientific and Cultural Organization [UNESCO]. (2017). *Education for sustainable development goals. Learning objectives*. UNESCO.

White, M. A., & Murray, A. S. (Eds.). (2016). *Positive education. Evidence-based approaches in positive education: Implementing a strategic framework for well-being in schools*. Springer.

Wyse, D., Hayward, L., Higgins, S., & Livingston, K. (2018). Traditional school subjects versus progressive pedagogy. *The Curriculum Journal, 29*(3), 295–297.

Suggestions for further reading

Bryson, E. (2019). *Fifty ways to teach life skills: Tips for ESL/EFL teachers*. Wayzgoose Press.

This book is a hands-on guide for teaching life skills in the EFL classroom and is a good starting point for first ideas for activities that integrate various life skills. Very accessible.

Maley, A., & Peachey, N. (Eds.). (2017). *Teaching English. Integrating global issues in the creative English language classroom*. British Council.

For English teachers who wish to integrate global skills into their teaching this publication is a must read. Practical examples are provided for classroom use.

Mercer, S., Hockly, N., Stobart, G., & Lorenzo, N. (2019). *Global skills in ELT*. Oxford University Press.

To date, the most comprehensive document on global skills in an EFL context. Contains clear descriptions of global skills (learner profiles), gives suggestions for how to teach and how to assess global skills.

Trilling, B., & Fadel C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.

This book started the discussion surrounding 21st century skills and later on, global skills. An indispensable read for those who wish to gain a holistic understanding of this movement.

Commentary on reflection questions

1. to **2.** Your answers to these reflection questions will depend on your personal teaching experience and context. The point of these questions is to encourage reflection on including global skills in your teaching.

3. We suspect that many language teachers already integrate some degree of global skills into their teaching such as collaboration, intercultural competence, digital literacy, critical thinking skills, or citizenship. This is a positive sign as it suggests teachers can easily expand what they are probably already doing by consciously

reflecting on other global skills and thinking of ways to perhaps integrate these too without it requiring a substantial shift in practice.

4. The extent to which global skills are integrated into people's teaching often depends on the culture and ethos of the school they work at and how much this is supported. It is also influenced by how much support in terms of pre-service and in-service training there is on this topic. The most notable support can come from access to teaching resources, coursebooks or materials for this kind of teaching. One effective way to become a global skills language educator is to find a colleague to buddy up with and share ideas and inspiration with.