



Our experts
advise on

GLOBAL SKILLS: CREATING EMPOWERED 21ST CENTURY CITIZENS

ELT EXPERT PANEL

OXFORD UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide.

ELT EXPERT PANEL

The ELT Expert Panel is a group of leading researchers and practitioners in education who advise us on the key issues shaping language learning today.

The discussion topics are informed through research as well as by listening to our global ELT community.

Bringing together a wide range of insights, the Panel offers evidence-based recommendations to support educators and learners in their future success.

ELT POSITION PAPERS

The ELT position papers are the result of consultation with members of the Panel, selected for their specialism and research expertise. With these papers, we offer guidance to the following readers:

- Teachers
- Head teachers
- Directors of Studies
- School owners
- Curriculum developers
- Policymakers
- Ministries of Education

For expert advice on the key issues shaping language education, download all our position papers at: www.oup.com/elt/expert

EXECUTIVE SUMMARY

In a dynamic, fast-evolving 21st century world, it is increasingly recognized that students need to learn the global skills that are critical for lifelong learning and success. These global skills can be understood in five broad clusters:

- communication and collaboration
- creativity and critical thinking
- intercultural competence and citizenship
- emotional self-regulation and wellbeing
- digital literacies.

Global skills can and should be accessible to every learner in every educational setting. They prepare learners for lifelong success, not only academically and professionally but also personally. Moreover, with its typical emphasis on communication, collaboration, and intercultural competence, the English language classroom is particularly suited to the development of global skills. Supportive assessment practices provide opportunities for learners to demonstrate their progress and receive ongoing and constructive feedback from their teachers. As they develop their global skills, learners can become empowered and fulfilled citizens of an increasingly globalized 21st century world.

Our key messages in this paper are that:

- global skills are open to every learner
- global skills prepare students for lifelong success
- the language classroom is an ideal place to teach global skills
- global skills can be measured and assessed.

THE EXPERTS CONSULTED FOR THIS PAPER



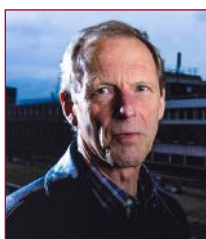
SARAH MERCER

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT Methodology. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, and she has written and edited prize-winning books in this area. She is currently vice-president of the International Association for the Psychology of Language Learning (IAPLL) and serves as a consultant on several international projects. In 2018, she was awarded the Robert C. Gardner Award for excellence in second language research by the International Association of Language and Social Psychology (IALSP). Sarah is a lead author on this paper.



NICKY HOCKLY

Nicky Hockly is the Director of Pedagogy of The Consultants-E, an online training and development consultancy. She is a teacher, trainer, and educational technology consultant who works with teachers all over the world. Nicky writes regular columns on technology for EFL teachers in professional journals and has written several prize-winning methodology books about new technologies in language teaching. Her research interests include digital literacies, blended and online learning, and the integration of learning technologies in the English language classroom. Nicky is a lead author on this paper.



GORDON STOBART

Gordon Stobart is Emeritus Professor of Education at the Institute of Education, University College London, and an Honorary Senior Research Fellow at Oxford University Centre for Educational Assessment (OUCEA). Prior to that, he was a secondary school teacher and educational psychologist, and then a senior researcher at an examination board and at government education agencies. Much of his work has been on approaches to assessment which encourage broader and more effective teaching and learning. This includes how we can best assess global skills. He is a former editor of the international journal *Assessment in Education: Principles, Policy & Practice* and has written books on assessment in education and learner ability. Gordon is a contributing author on this paper.



NEUS LORENZO GALÉS

Neus Lorenzo is Professor at the Universitat Autònoma de Barcelona, chair of the Primary and Pre-primary Research and Development Community of the Association for Teacher Education in Europe, and co-chair of the Transformation Society and Information 4.0 Research and Development Group of the World Federation of Associations for Teacher Education. Neus is an inspector of education in Barcelona, and she has been a training adviser for the European Centre for the Development of Vocational Training and the Council of Europe. She is a widely published author on subjects including language learning, digital communication, organizational networking, and educational assessment. Neus is a consultant on this paper.

CONTENTS

01

02

03

04

Introduction

5

The relevance of global skills

6

Global skills and English language teaching

10

Assessing global skills in the ELT classroom

18

Creating a global skills learning environment

23

Conclusions

27

Appendix 1: Teaching activities for global skills

28

Appendix 2: Examples of classroom assessment

31

Glossary

33

Further reading and resources

34

Endnotes

35

References

36

INTRODUCTION

21st century life is characterized by rapid change. With advances in digital technologies, rising global economic competition, and greater diversity and mobility, our communities are in constant flux and a corresponding pace of change can be observed in the workplace. It is increasingly recognized that education needs to cover more than traditional subjects if learners are to be equipped to flourish now and in the future. Students of all ages need to learn the skills that are critical for lifelong learning and success.

Frameworks to define and categorize these skills have been produced by organizations such as UNESCO and the OECD, and a growing number of Ministries of Education are mandating their integration as a strand in their national curricula. There is a growing recognition that these skills—referred to in this paper as **global skills**—can and should be taught and assessed in every educational setting. Transferable across subjects and to life outside school, global skills are for *all* learners, whatever their educational context.

This paper discusses the integration of global skills into English language teaching (ELT). Drawing on internationally recognized frameworks, we categorize global skills in clusters of complementary, closely related skills which can be taught in ELT settings. We argue that with its emphasis on communicative approaches and collaborative work, the ELT classroom is particularly compatible with global skills development.

It is widely accepted that global skills are necessary for today's learners to be able to fully participate in 21st century life. By teaching our learners global skills, we are equipping them with life skills that go well beyond the language classroom.

NICKY HOCKLY

In Section 1 of the paper, we summarize established frameworks for global skills with international standing which have relevance to ELT and we introduce our five global skills clusters for ELT.

Section 2 discusses the skills clusters in more depth and explores how these skills can be integrated into ELT classroom practices. The skills that learners need to acquire are described in the learner profiles, and we outline the knowledge, skills, and attitudes of a successful global skills teacher. The emphasis is on integrating global skills at a pace that is manageable for teachers and learners and in ways that are appropriate to their learning contexts.

In Section 3, we explore how the formative assessment of global skills alongside language skills can motivate learners while providing opportunities for effective feedback. We offer guidance on how teachers can select and apply global skills assessment criteria and we propose examples of ELT activities with global skills aims.

Finally, Section 4 outlines how a global skills learning environment can be created and maintained in terms of physical space, school culture, training, and ongoing support for teachers. The 'top-down' roles of policymakers and leadership teams need to complement the 'bottom-up' role of teachers, with all stakeholders committed to sustainable educational change.

Appendices are provided with teaching activities for global skills and examples of classroom assessment. Key terms in **bold** are explained in the Glossary.

The paper concludes by affirming the view that the teaching and learning of global skills is a realistic proposition for all teachers and learners of English. Global skills can be taught in the ELT classroom, with teachers incorporating them alongside language skills in their lesson aims. Assessment of global skills as well as language skills is key, both for learner motivation and for moving learning forward. Global skills acquired in the ELT classroom are transferable and will equip learners with the skills they need for lifelong learning and success in their professional and personal lives.

01

THE RELEVANCE OF GLOBAL SKILLS

Developing global skills can prepare students at all levels of education for active participation in our rapidly changing 21st century society. As global skills have become increasingly relevant, many educational frameworks describing them have been produced. We have grouped global skills into five interdependent skills clusters. These are all applicable to ELT settings:

- communication and collaboration
- creativity and critical thinking
- intercultural competence and citizenship
- emotional self-regulation and wellbeing
- digital literacies.

THE RISE OF INTEREST IN GLOBAL SKILLS

The current relevance of global skills is linked to global economic competition, advances in technology, and greater diversity and mobility, which are all products of an increasingly globalized world.¹ It is now widely recognized that global skills are essential if people are to thrive not only in their schools and workplaces but also in society in general.

Many skills which are now labelled in education as 'global skills' are not new: concepts such as communication, collaboration, and critical thinking have existed for a long time. What is new is the recognition that these global skills can and should be taught in any subject. While they can sometimes appear difficult to teach and learn, an integrated educational approach can make global skills accessible to all learners, whatever their educational context.

FRAMEWORKS FOR GLOBAL SKILLS

There are a number of frameworks of 'global skills' publicly available. These frameworks show the importance given to the development of global skills for today's learners, at all levels of schooling. The following four frameworks each have notable international standing and are relevant and applicable to ELT contexts.

UNESCO's four pillars of education

UNESCO (the United Nations Educational, Scientific and Cultural Organization) proposes four 'pillars of education'² that reflect the fundamental principles necessary for reshaping education to make it relevant to today's world and the future.

- ✓ **Learning to know:** developing the cognitive tools required to better comprehend the world and its complexities, and learning to learn
- ✓ **Learning to do:** acquiring knowledge and social skills to support effective participation in the global economy and society
- ✓ **Learning to live together:** developing an understanding of other people and human interdependence, and respecting the values of pluralism, mutual understanding, and peace
- ✓ **Learning to be:** developing one's personality and an ability to act with autonomy, judgement, and personal responsibility.

This framework is concerned with continuous development and learning in a global context at all stages of education.

The OECD PISA Global Competence Framework

The OECD (Organisation for Economic Cooperation and Development) highlights the importance of 'global competence', defined as four interrelated 'capacities' which can be demonstrated through 'skills, knowledge, values and attitudes':³

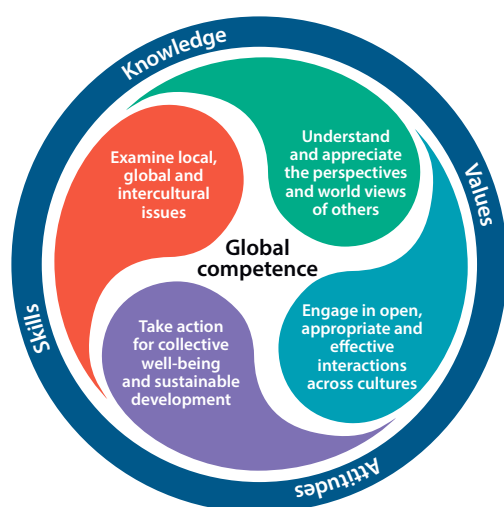


Figure 1. The OECD PISA Global Competence Framework

Like UNESCO's four pillars described above, this framework comprises skills to work towards.⁴ The innovative PISA 2018 tests assessed learners' capabilities in these areas.

ATC21S: Assessment and Teaching of 21st Century Skills

The ATC21S Framework⁵ identifies ten **21st century skills** and divides them into four broad categories. Using the acronym KSAVE, the framework emphasizes Knowledge, Skills, Attitudes, Values, and Ethics within each of these categories.

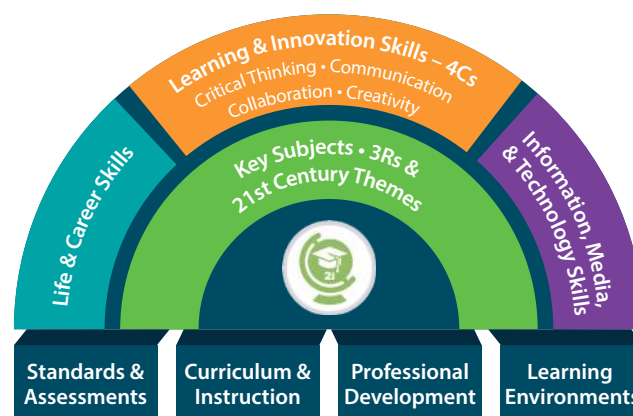
This framework highlights the importance of broader aspects—such as attitudes, values, and ethics—in the development of 21st century skills and also suggests ways that these skills can be assessed.

WAYS OF THINKING <ul style="list-style-type: none"> • Creativity and innovation • Critical thinking, problem-solving, decision-making • Learning to learn/metacognition (knowledge about cognitive processes) 	TOOLS FOR WORKING <ul style="list-style-type: none"> • Information literacy • Information and communication technology (ICT) literacy
WAYS OF WORKING <ul style="list-style-type: none"> • Communication • Collaboration (teamwork) 	WAYS OF LIVING IN THE WORLD <ul style="list-style-type: none"> • Citizenship – local and global • Life and career • Personal and social responsibility – including cultural awareness and competence

Figure 2. The ATC21S Framework

Framework for 21st Century Learning

The Framework for 21st Century Learning⁶ focuses on the skills and knowledge needed to thrive in the 21st century and also on the systems necessary to support learning outcomes. This framework is the source of the '**4Cs**' understanding of 21st century skills—Critical thinking, Communication, Collaboration, and Creativity—and has gained particular traction in education. Teaching of these skills needs to be underpinned by four essential support systems, as shown in Figure 3.



© 2019, Battelle for Kids. All Rights Reserved.

Figure 3. The Framework for 21st Century Learning

The Framework for 21st Century Learning emphasizes that for global skills to be successfully developed, several key macro issues need to be taken into account. These include the suitability of assessment approaches, curriculum and instructional methods, and learning environments, as well as the provision of professional development for educators.

THE FIVE CLUSTERS OF GLOBAL SKILLS

The frameworks described above reflect a general consensus about what skills are essential for today's learner. Building on this, in this paper we have identified skills that are especially relevant to the context of the language classroom and have grouped them into five clusters of complementary skills.

1 Communication and collaboration

In ELT, communication refers to the ability to use language and non-verbal forms of communication in ways appropriate to the context, the communicative aims, and the medium of communication—face-to-face or digital. It involves successfully managing social interactions by using linguistic strategies, such as paraphrasing or use of intonation, and non-linguistic strategies, such as gesture or eye contact. Communication is closely connected to collaboration in the way it draws on social skills such as perspective-switching and empathy.

Collaboration refers to the ability to work effectively with others towards shared goals. It requires individuals to demonstrate openness to learning from others as well as to sharing their own resources with others. As such, it is a cornerstone of communicative ELT, which typically builds language skills through learners working together on activities designed to achieve communicative goals.

2 Creativity and critical thinking

Creativity involves thinking flexibly to generate new ideas and solutions to problems. With creativity, a person can produce various interpretations of and responses to issues, topics, and challenges.⁷

Critical thinking is a natural partner to creativity, as it requires a creative mindset to 'think outside the box' or look at things differently. Critical thinking refers to the ability to analyse information and draw on problem-solving skills to form a balanced judgement. It includes the ability to evaluate the source and accuracy of information found online or offline, which is vital in any learning situation.

3 Intercultural competence and citizenship

Intercultural competence covers the social and interpersonal skills needed to manage cross-cultural encounters in respectful, appropriate, and sensitive ways. The ELT classroom can provide many rich opportunities to do this, such as online projects with learners in other countries, local community projects with diverse cultural groups, and, in some school contexts, group work in mixed-culture classrooms. Learning a language can open up new ways of thinking about and viewing the world, and teachers can encourage their learners to appreciate and understand similarities and differences in perspective.

Both intercultural competence and citizenship have respect and openness to others at their core. Citizenship involves social responsibility—individuals' understanding of their responsibility as members of society with respect to local and global issues, such as sustainability and **inclusivity**.

4 Emotional self-regulation and wellbeing

Emotional self-regulation is the ability to recognize, identify, and understand one's emotions and their functions. It includes an awareness of regulation strategies for managing emotions appropriately and it is a basis for wellbeing.

Wellbeing involves being able to find supportive social connections and a sense of purpose. It also entails awareness of and engagement in positive physical and mental health practices.

5 Digital literacies

Digital literacies encompass the individual, technological, and social skills needed to effectively navigate one's way through a growing and ever-changing range of digital communication channels. These skills include the ability to effectively interpret, manage, share, and create meaning through these channels.⁸

I cannot imagine living in today's world without the ability to think critically, solve problems, and work collaboratively.

Magdalena, Teacher, POLAND





SUMMARY

In recent years, global skills for learning have gained traction in education and have been conceptualized in a number of frameworks. Drawing on these frameworks, we propose an understanding of global skills for English language teaching in five interconnected clusters. The skills in each cluster support each other and can be integrated into pedagogical approaches for ELT.

Learning global skills is a realistic proposition for all learners. Global skills can be taught, and language teachers can support the development of learners' global skills by integrating them into their teaching practice in a principled and effective manner. This paper aims to support teachers with recommendations on how best to achieve this.

02

GLOBAL SKILLS AND ENGLISH LANGUAGE TEACHING

Global skills can and should be developed through teaching and learning. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process. Many features of communicative language teaching are suitable for the development of global skills and the two goals can be achieved together in an integrated way. Teachers can incorporate global skills into their lessons to varying degrees. In this section, we examine each of the five clusters of global skills and explore how they can be integrated into English language teaching.

THE RELEVANCE OF ELT PRACTICE TO GLOBAL SKILLS DEVELOPMENT

In the 21st century, there have been significant cultural, social, and technological developments. These have resulted in a notable shift in the skills which people are acknowledged to need in order to flourish in their professional and personal lives. A need for a new set of skills—global skills—has been identified and this is now becoming central to education systems.⁹

Accordingly, this new skill set is becoming formalized in teaching objectives at institutional levels in countries across the globe.¹⁰ Various understandings of these skills are increasingly integrated into teaching objectives running through curricula across all subjects. Nowadays, teachers' responsibilities typically cover not only the teaching of their specific subjects but also the gradual inclusion of additional skills and competencies.¹¹ In this way, global skills are of relevance to all learners and teachers, irrespective of their subject focus.

While all subject teachers share a responsibility to teach these skills, language teachers are especially well positioned to do so. Firstly, contemporary language teaching in many contexts is based on the principle of learning a language by using it to achieve communicative goals. **Communicative language teaching (CLT)** and content and language integrated learning (CLIL) are both forms of language learning which rest heavily on the notion of learning a language through use. CLIL is an example of how dual learning objectives can be united in one lesson, as it is designed to integrate multiple goals, such as the learning of language alongside content.¹²

Secondly, a core component of communicative language teaching is creating opportunities to use language in interaction with others in the class, often across cultures. This means that socio-emotional, intercultural, and communication skills are at the foundation of any language class as well as an outcome of language learning practice.¹³ Whether students are learning English as a foreign or second language, communicative methods used in teaching English are compatible with the teaching of global skills.

With regard to the value of learning the English language, the prevalence of English internationally means that English is increasingly seen as a vital life skill in itself. Arguably, English is a global skill in its own right and, as such, can be an excellent medium for learning global skills.

Communicative language classrooms have space even within curricular constraints to incorporate global skills in a dual-strand approach. Teaching English and global skills is motivating for teachers as well as for learners and accentuates further the strong relevance of learning for life.

SARAH MERCER

GLOBAL SKILLS FRAMEWORKS AS A FOUNDATION FOR ELT PRACTICE

The frameworks in Section 1 provide a starting point for understanding how global skills can be integrated into English language teaching and learning.

Some international language learning frameworks have started to feature aspects of global skills. The American Council on the Teaching of Foreign Languages includes 'communication, cultures, connections, comparisons and communities'¹⁴ and the Common European Framework now highlights 'plurilingual/pluricultural competence', and social and cultural 'mediation' alongside 'interaction' and 'communicative language competences'.¹⁵

Cluster 1: Communication and collaboration



Learners with communication and collaboration skills can:

LEARNER PROFILE

- communicate effectively, appropriately, and sensitively with others in a range of contexts
- communicate effectively across diverse communication modes—written, spoken, or digital
- show empathy with others and understand a range of alternative perspectives
- collaborate by sharing their skills and supporting others
- collaborate through learning from others.

Several of the existing frameworks are centred around the '4Cs'—communication, collaboration, creativity, and critical thinking—and all frameworks include in some form the two which are core skills in ELT: communication and collaboration. These skills are very closely interconnected: collaboration requires effective communication, and communication is enhanced when people are aware of how they can contribute to the interaction for the benefit of others.

Communication and collaboration are key to effective language learning and they work best when there is an awareness of context, purpose, and audience, as well as a consideration of communication mode—written, spoken, or digital.¹⁶



Teaching practices


Promoting communication skills lies at the heart of good ELT practice. However, while many language teachers already emphasize the importance of understanding context, communicative purpose, and audience, they may spend less time explicitly considering empathy, perspective-taking, and the skills of being a good conversation partner.

Language teaching could include activities to help learners develop these social skills;¹⁷ for example, active listening, using open questioning, and showing interpersonal interest. Empathy can also be developed through literature, art, or film, with related language activities prompting learners to see the world through another person's eyes, predicting how that person might think and feel in a certain situation and why.

Collaboration is a key feature of the tasks used in ELT to achieve communicative language goals. These tasks involve using the language in meaningful, authentic interactions. They often require learners to share knowledge and skills and to learn from and with each other in pursuit of a shared goal. In this way, collaboration is both a process of language learning and an outcome.

Collaboration can be strengthened by working with codes of conduct, including specifying roles and responsibilities, to ensure participants know what is needed and expected of each other. It is also important to find ways to make visible each person's contribution to group work¹⁸ so that everyone is more likely to participate equally and actively.

Cluster 2: Creativity and critical thinking



Learners with **creativity and critical thinking** skills can:

LEARNER PROFILE

- think flexibly to generate new ideas and solutions
- express themselves in creative ways through a range of language and media
- objectively analyse and evaluate material or information
- present coherent arguments about the source, reliability, and accuracy of information
- reach reasoned conclusions based on facts.

The competencies of creativity and critical thinking appear in most of the existent frameworks, either explicitly or implicitly. Both are considered important life skills, as well as being increasingly prized in the workplace, and the ELT classroom is rich in opportunities to develop these skills.

As 'fake news' and the challenges of evaluating online information have moved to the fore of public consciousness,¹⁹ the ability to think critically about what we see and read has become ever more significant. Critical thinking requires a creative mindset to look at things differently. These global skills take on an added urgency as we face new economic, political, environmental, and societal challenges.



Teaching practices

Contemporary language teaching materials bring some creativity into lessons by providing opportunities for learners to share personal experiences and new ideas; to create **multimodal** outputs—written, spoken, and/or digital—and, for young learners, to draw, dance, play, and sing. To maximize on such activities, teachers need to nurture a climate of creativity and experimentation in the classroom. This can be achieved within boundaries which make the overall requirements of the activity clear.

Teachers can promote lateral thinking through tasks that allow for multiple responses. For example, a task that says 'Write the past simple form of these verbs: *go, buy, see, drink, eat*' has just one correct answer; a task that says 'Tell me four interesting things you did on a recent holiday' elicits the same language—past simple verbs—while opening up opportunities for interpretation.

Activities that help learners critically evaluate information can support the development of critical thinking skills.²⁰ An example is to have learners prepare a 'reliability report' on a controversial issue such as climate change by working through a list of online sources, evaluating their reliability, and comparing the information they contain.

Cluster 3: Intercultural competence and citizenship

LEARNER PROFILE

Q

Learners with **intercultural competence and citizenship** skills can:

- demonstrate openness and curiosity about their own and diverse cultures
- communicate respectfully and appropriately with interaction partners from diverse cultural backgrounds
- understand and appreciate their own (multi)cultural identities
- demonstrate an awareness of their roles, responsibilities, and potential for action as citizens within society
- understand their local and global roles with regard to international issues, such as environmental issues and sustainable living practices.

This cluster of competencies appears in different forms across the frameworks for global skills introduced in Section 1. Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds and so lends itself especially well to learning a new language.

The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. It often includes an awareness of and respect for cultural diversity, which makes it complementary to intercultural competence.

In language education, openness to other cultures and an appreciation of different cultural perspectives and ways of communicating is one of the foundations of communicative competence²¹ and intercultural awareness.²² Intercultural competence spans both of these and is particularly relevant to ELT, since English is frequently used around the world to facilitate interaction between people from diverse linguistic and cultural backgrounds.

Citizenship is closely related to the promotion of intercultural values, such as respect for diversity and the reduction of discrimination and prejudice. Citizenship also includes a specific set of competencies related to an individual's role in local and global communities. International targets for sustainable living practices²³ are becoming a focus in education, and many school textbooks already address topics and themes such as the environment, global citizenship, social justice, inclusivity, politics, and finance.

Teaching practices

Working on intercultural competence is doubtless already a core dimension of much contemporary language teaching practice. It involves developing learners' understanding of their own cultural perspectives. While encouraging learners to appreciate their own cultural identities and values, it also raises awareness of how these may influence their approach to communication, interactions with others, relationship-building, and behaviours. It seeks to move learners towards attitudes of openness, respect, and appreciation for cultural diversity. Citizenship involves learners becoming aware of and discussing local and global issues, which may include cultural themes as well as other social, political, and environmental issues.



Teaching practices to promote intercultural competence can include critical reflective engagement with films, literature, and other cultural artefacts such as newspapers, magazines, advertisements, pop/folk songs, radio programmes, and podcasts. Excursions, exchange visits, online partnerships, and cultural visits also represent ideal learning opportunities, as do multicultural school classrooms. With respect to citizenship, alongside the typical in-depth projects and textbook units, teachers can exploit topical issues in the media for discussions or debates in class. Learners can also be encouraged to reflect on their own actions and participation in their communities. In addition, schools can provide opportunities for learner participation, for example by including student representatives on school advisory boards.

Cluster 4: Emotional self-regulation and wellbeing

LEARNER PROFILE

Learners with emotional self-regulation and wellbeing skills can:

- recognize, identify, and understand their own emotions
- select healthy strategies for managing their own emotions
- demonstrate awareness of strategies to promote wellbeing
- take actions which contribute to a physically, mentally, and socially healthy lifestyle.

The representation of this cluster of skills in the existent frameworks is diverse and can seem inconsistent. Some overlook this dimension completely, focusing exclusively on workplace competencies, whereas others take a more holistic view of preparing learners for life more generally. Frameworks including these kinds of competencies tend to focus on individuals having a positive socio-psychological development, with a high level of physical and mental health awareness as well as the ability to regulate their emotions.²⁴

In educational institutions around the world, learner wellbeing is now being included as a teaching objective across the curriculum.²⁵ In ELT, more humanistic and learner-centred approaches already focus on related aspects, such as ways of promoting learner autonomy, enhancing learners' sense of self-efficacy, and attending to positive learner attitudes.²⁶ Some teachers also regularly consider other aspects of learner wellbeing in their teaching, such as seeking to boost learner motivation, develop **growth mindsets**, and make learners aware of effective self-regulatory strategies. Thus, although this skills cluster may seem less familiar at first sight, many language teachers are already often engaged in activities which seek to boost their learners' wellbeing for learning in the present and in the future.

Teaching practices

In addition to promoting positive aspects of learner psychology, as they often already do, teachers can consciously seek to acknowledge and recognize learner diversity, embracing and celebrating the unique strengths of each individual and encouraging learners to become proactive about developing their emotional self-regulatory skills. The topics of mental and physical wellbeing can be integrated as a part of regular discourse about lives well lived.

Teaching practices can include explicit discussions about the connection between physical and mental wellbeing and how to maintain a healthy lifestyle, while remaining respectful of physical diversity and avoiding prescriptive or judgemental attitudes. These discussions can be held in class or via project work. Learners can be supported in recognizing and naming emotions, learning to reflect on the functions of these emotions, and considering strategies to regulate their emotional responses.



EMOTIONAL SELF-REGULATION & WELLBEING

Most people want to be happy, enjoy positive relationships with others, and find meaning in their lives. Schools can teach skills of emotional self-regulation and wellbeing that help learners to flourish now and in the future.

SARAH MERCER

Cluster 5: Digital literacies

LEARNER PROFILE

Learners with digital literacies can:

- use a diverse range of digital technologies
- use digital technologies to communicate safely and effectively with others
- deploy digital technologies in socially appropriate ways in a range of cultural contexts
- deploy data literacy to derive meaningful information from digital data sources
- apply global skills across a range of digital technologies.

Many of the frameworks described in Section 1 include general digital competence and refer to this competence in a range of ways. Whatever term is used, our increasingly technology-driven society requires individuals to have at least some familiarity with a range of 'digital literacies'. The ability to create and share meaning with others in **digital spaces** and in a range of digital formats²⁷ is becoming ever more important. Furthermore, in an era of 'big data', **data literacy** has become a key part of digital literacies. This entails successfully reading, interpreting, and evaluating digital sources of information, as well as the social aspects of managing and using data responsibly and ethically.

There is much overlap between the global skills clusters examined in this section, and digital literacies is no exception. For those to whom digital technologies are readily accessible, digital literacies can best be understood as a thread which weaves through many of the other global skills. Communication and collaboration can take place in a digital medium as well as face to face; creativity can lead to **digital artefacts** as well as physical objects. Critical thinking informs data literacy,²⁸ the ability to work with and critically analyse data—an increasingly vital skill for dealing with the current explosion in digital information. Intercultural competence is key to successful online and offline communication in today's globalized world, as is digital citizenship. Emotional self-regulation and wellbeing can both be sustained—or undermined—by one's relationship with

and use of digital technologies, including one's appreciation of internet safety issues. For these reasons, it makes sense to develop learners' digital literacies within the context of the other global skills clusters described in this section, rather than treating them as separate 'technological' skills to be taught on their own.

Teaching practices

In order to help their students develop their digital literacies, teachers need to be digitally literate themselves and believe in the potential that these skills unlock. The digitally literate English language teacher is confident with a range of technologies and is clear on how these can be integrated into learning opportunities for students to support specific language learning outcomes. For example, the digitally literate teacher knows that students can develop their writing skills by writing a paper-based essay but also understands that writing in a digital medium can provide additional opportunities for writing development. A blog post, for example, can increase learner motivation by offering a real external audience. It also exercises additional skills, such as how to include judicious hyperlinking, how to use images effectively, and how to respect intellectual property rights.

SUSTAINABLE IMPLEMENTATION OF GLOBAL SKILLS

Teachers may find they are already combining some global skills, such as intercultural competence or creativity, with their language teaching aims. To what extent they choose to integrate the rest into their teaching practice will vary according to curricular constraints and expectations, time schedules, and the cultural context.

The main challenge for educators intending to integrate the dual learning goals of language and global skills is to ensure that both are taught effectively and efficiently without sacrificing quality in either. During lesson planning, it is important to reflect explicitly on both sets of aims, at the overall lesson level and at the level of each activity, in order to keep sight of each set of learning objectives.

The most sustainable way to begin embedding global skills into teaching practice is to 'start small', integrating short language learning activities which include a focus on global skills. Teachers can then work with larger, more focused activities and sequences of tasks which allow for a more in-depth approach to developing the skills. If appropriate to the teaching context, project work can be a highly effective way of integrating multiple skills and can be very engaging for learners. Project work features learners working together in pairs or groups, setting their own agenda to complete a task, personalizing their learning approach, and, where feasible, using digital resources for research and to organize their ideas.

Examples of shorter and longer activities and project work are provided in Appendix 1 on pages 28–30.



PROFILE OF A GLOBAL SKILLS TEACHER

Every ELT teacher can become a global skills teacher. The profile of such an educator typically calls forth a set of attitudes, knowledge, and skills which facilitate the teaching of English alongside global skills.

Table 1 suggests what these competencies could include, although the list is by no means exhaustive.

Contemporary education requires learners to be prepared for life beyond the classroom and beyond the workplace. ELT teachers are in a position not only to teach a foreign or second language and all the competencies that this inherently entails but also to use language as a medium through which to develop other lifelong skills. Becoming a teacher of both English and global skills can be a unique, empowering, and highly rewarding role for those willing to develop the attitudes, knowledge, and skills which facilitate this kind of teaching. By empowering their learners through global skills development, teachers can make a real and direct difference to society as a whole and the life trajectories of their individual learners.



Attitudes	Knowledge	Skills
Believes that the purpose of education across subjects is to prepare learners for life more broadly	Understands the global skills descriptors in the learner profiles	Can form dual learning objectives for lessons, integrating both linguistic and global skills
Is open to the idea of broadening the objectives of the English language classroom beyond linguistic competencies	Knows how to conceptualize the global skills as achievable targets for specific learners	Can find and utilize appropriate resources to promote global skills in ELT classes at diverse proficiency levels
Identifies with the notion of being a global skills educator	Is aware of diverse methodological approaches for teaching global skills and is open to putting new ideas into practice	Can identify creative opportunities within curricula to integrate global skills without compromising on other curricular commitments
Has the confidence to explore new approaches to teaching English alongside global skills	Has competence in global skills and can model them in action	Can give effective feedback to learners in order to move learning forward
Is willing to engage in lifelong continuous professional development as a global skills educator		

Table 1. Profile of a global skills teacher

SUMMARY

Developing global skills is widely accepted as an important aim of education across all subjects and in all disciplines. The communicative methodologies of many English language classrooms mean teaching English can fit extremely well with the teaching of global skills. Activities which support global skills development can be integrated into a wide range of short and larger-scale ELT classroom activities. English language teachers can choose to introduce global skills in a sustainable way that is achievable for them and their learners. An integrated global skills and language approach can help learners develop the sorts of skills that they need to succeed in education and in their future professional and personal lives.

I believe we have to teach more in our English classes than reading, writing, listening, and speaking. Our students need to be able to solve problems, use creativity and communication technologies, interact cross-culturally, and be innovative.

Yeisie, Teacher, PANAMA



03

ASSESSING GLOBAL SKILLS IN THE ELT CLASSROOM

Assessing students' development in global skills highlights the significance of these skills to all stakeholders. Supportive assessment practices can provide motivation for learners to develop their global skills and opportunities for teachers to provide effective feedback on the next steps in learning. The integrated nature of global skills calls for qualitative forms of classroom assessment, not only marks or grades. This aligns better with the approaches to teaching and learning associated with developing learners' global skills. This section explores how teachers can select and apply global skills assessment criteria.

WHY ASSESS GLOBAL SKILLS?

Three critical questions about any assessment are:

- 1 What is the purpose of this assessment?
- 2 Is it fit for purpose?
- 3 What are the consequences?

The word 'assessment' is often associated with formal assessments involving tests and graded papers. The integrated nature of global skills, however, lends itself to a broader view of assessment as *gathering information to make a judgement*. This information can be gathered informally from everyday classroom activities, projects, and students' self-assessments.

Assessing global skills makes clear their value and importance and helps all stakeholders see the visible progress stemming from instructional practices.

SARAH MERCER

1 What is the purpose of this assessment?

Assessing global skills should be primarily **formative**, directly contributing to further learning by providing information about learners' progress and what is needed for their development. We recommend that judgements about global skills are **qualitative** and do not take the form of precise marks or grades.

2 Is it fit for purpose?

An assessment of global skills needs to foster the development of the skills it is measuring. For example, if the teaching focus is on developing learners' creativity, the tasks used in the assessment need to encourage creative responses. Teachers who are developing global skills assessments can consider the assessment opportunities provided by their classroom practices and use professional reflection to plan and evaluate lessons accordingly.

3 What are the consequences?

Assessment of global skills involves using a range of evidence to determine learners' progress, which results in judgements about the quality of learners' performance. Research suggests that many students restrict their learning to what is to be assessed,²⁹ and this restriction may apply to the attitudes and expectations of other stakeholders, from policymakers to parents. One benefit of assessing global skills is that all stakeholders will value them and will be more likely to recognize that these skills are intrinsic to teaching and learning.

SUPPORTING ASSESSMENT PRACTICES FOR ELT

Assessment classifications and success criteria

Before assessing global skills, a teacher needs to have familiarity with the skills clusters. The learner profiles (see pages 11–15) contain the descriptors against which competence in global skills can be measured. For example, under 'creativity and critical thinking', a teacher will judge how well a learner can 'think flexibly to generate new ideas and solutions'.

Assessment decisions should be kept as manageable as possible. Using three ratings is sufficient, for example:

- working towards
- achieved
- exceeded.

These ratings are used holistically in terms of the 'best fit' in relation to the competence statement. If a student is profiled as 'working towards', this may be because an area requires development before the standard is met. For example, a student may have relied heavily on a model answer from the coursebook or on examples of previous student work. With each rating, there is an opportunity for effective feedback, during which both teacher and learner need to appreciate that these skills are built up *gradually*.

Teachers will need to ensure their learners understand the success criteria for any activity, that is, what standard they



How, and what, we assess should directly encourage the skills we want learned.

GORDON STOBART

are trying to achieve. One approach is to provide models of successful work; another is to negotiate the success criteria.³⁰ Students can look at models which meet the criteria in different ways or compare previous examples rated 'working towards', 'achieved', and 'exceeded' and discuss the differences. When assessing global skills, there is unlikely to be just one correct model for any activity, so it is important to provide a range of models which demonstrate that success can be achieved in a variety of ways. Another productive approach is to negotiate the success criteria with the students. Students can brainstorm how descriptors from the global skills learner profiles might be demonstrated through a particular activity. The teacher can add in ideas and help students to categorize their ideas into a few major areas for assessment. A record can be kept of what has been agreed on—for example, through a classroom poster.

Assessment through observation and dialogue

Observation and dialogue add to teachers' awareness of their learners' participation. Teachers' observations lead to impressionistic judgements, which can then be explored in dialogue with a group or individual learners. For example, teachers might actively note which learners are contributing to group work or generating ideas. They might encourage learners to consider their collaboration skills ('How have you divided up the responsibilities in this group?') or prompt deeper thinking about creative solutions to a problem ('Why did you decide X's idea was the best solution?'). Use of observation and dialogue requires just the occasional written comment per learner, minimizing the need for teachers to make notes on each learner's performance.

An integrated assessment of language skills and global skills allows a personalized evaluation of the learner and an in-depth analysis of learning outcomes.

NEUS LORENZO

Learner evidence

Learners themselves can provide a great deal of evidence of their development of skills within a cluster. This could be through outputs, such as a product, a report, or a presentation. This could also be through evaluations, such as self-assessment or a positive appraisal from their peers. Peer assessment can work well when it is based on success criteria which have been negotiated with the students for a particular activity. Self-assessment questions can also be based on these negotiated success criteria. Additionally, learners might reflect on more general questions, such as:

- What are my goals?
- How have I made progress towards my goals?
- What action should I take to make better progress?³¹

Learner portfolios

Probably the most powerful format of learner evidence is the **learner portfolio**, which is a collection of pieces of work. The pieces are selected by the learners to evidence their skills and a written commentary is provided explaining the rationale for the choice, including how the pieces meet the success criteria by referencing descriptors in the learner profiles. In this way, the portfolio provides the information that enables the teacher to make a judgement about language skills and about the level of performance in the different global skills clusters.

The portfolio may be paper-based or digital, depending on the resources available in the local context. Whichever format is used, portfolios should be treated as a carefully selected folder of evidence rather than a repository for all the work which a student has completed. The value of learner portfolios is that the act of assembling the portfolio exercises many of the global skills which are being assessed. Examples of such skills include: communicating effectively, expressing oneself in a creative way, self-awareness, and using a diverse range of digital literacies.



The importance of feedback

Feedback is critical if assessment is to contribute to the learning process. Research on feedback suggests that skilled feedback is one of the most powerful drivers of effective learning.³² Any feedback is most effective when it is related to success criteria which make clear the standard to be reached. The kind of feedback given will depend on the proficiency of the learner. For someone *working towards* competence in a cluster of skills, it may be quite directive—for example, ‘Listen more carefully to what others in the group are saying’. For a student who has *achieved* the expected level of proficiency, feedback may offer a challenge to progress further: ‘When you are presenting, think about your conclusion.’ For those who have *exceeded* expectations, there is an opportunity to ask them to think further about performance using ‘provocative feedback’,³³ which aims to make the recipients look at their work afresh: ‘How could you do this task differently next time?’, ‘What if you had to argue against the point you have made?’ This kind of feedback may be most effective during a course, while learners are developing their profiles, as it provides information about improving their skills.

Effective feedback plays a key role in developing students’ global skills.

GORDON STOBART

ELT classroom examples of assessing global skills

There is a frequent interplay between the different global skills clusters, and teachers can decide whether they prefer to concentrate on one area in particular for assessment or assess their students across a range of skills. The decision for each task will depend on various factors, including the teacher’s focus at that point in the course, the perceived needs of the students, and the cultural context.

Once teachers have identified the global skills they wish to focus on, they can select specific descriptors from the learner profiles for each skills cluster (see pages 11–15). These descriptors show how students could demonstrate their abilities. For each descriptor, teachers can assess whether students have achieved or exceeded expectations, or whether they are still working towards that descriptor. They can draw on a range of evidence, such as the outputs of the task itself, observation and dialogue, response to feedback, learner self-assessment and peer assessment, and the task as presented in a learner portfolio. Teacher decisions about which learner evidence to draw on depend on the focus and purpose of the assessment, the needs of the students, and other considerations such as time and opportunity.

Appendix 2 offers four example scenarios from the ELT classroom to show how global skills might be assessed.



COMMON QUESTIONS AND SUGGESTED APPROACHES

How does this kind of holistic assessment fit with the marks and grades of most course assessments?

Assessment has a 'double duty': to help students master the demands of the course but also to prepare them 'for lifelong learning in an unknown future'.³⁴ Everyday marks and grades focus on the here-and-now of mastering course requirements, but global skills encourage the incorporation of this learning into life beyond the classroom. This is why a holistic approach to global skills assessment is needed: the outcome should be a broad understanding of learners' competence in a particular cluster of skills, accompanied by feedback on strengths and on what further development is needed.

We recognize that some students are highly grade-oriented in their approach. However, the significance of global skills is emphasized through their inclusion in classroom assessment, which may increase student motivation for developing these skills. Furthermore, with global skills assessment, teachers have an opportunity to show learners that being an effective language learner and user goes beyond passing exams.

How does this work with assessing large groups?

The nature of global skills means that assessment can be done over time using a continuous assessment approach. It does not need to involve every student on each occasion. The teacher may select a particular group to observe and hold a follow-up discussion with. In subsequent activities, other groups or individuals will be the focus of informal assessment. The work of 'unobserved' groups on a task can still be assessed if students have the opportunity for peer assessment or have the option of including their outputs in their portfolio. Learner self-assessment is another valuable tool which develops learner autonomy while encouraging students to reflect on their individual progress, their achievements, and the next steps for further development.

How does this work with different teaching approaches?

Depending on the context they are teaching in and their own training, ELT teachers use different approaches. Some place the emphasis on communicative skills; others take a more grammar-based approach to language learning. Both approaches offer opportunities for developing global skills—for example, setting up pair and group work or creating opportunities for creative problem-solving and for the use of digital technologies. The task for the teacher is to consider how these global skills can be incorporated into everyday classroom work.

SUMMARY

Successful assessment of global skills depends on the opportunities students have had to demonstrate their progress in these skills through their English language lessons. Because global skills are interconnected and require qualitative evaluation, holistic assessment approaches are needed. We recommend that teachers use the global skills learner profiles as a starting point in developing success criteria for assessment, and base their judgements on different types of learner evidence as provided via a range of classroom activities. Effective feedback is a vital part of this process, as it allows for a collaborative evaluation of learner progress. The use of portfolios is highly recommended as a way of exercising various global skills in the creation of both the portfolio and the work it contains.



04

CREATING A GLOBAL SKILLS LEARNING ENVIRONMENT

A global skills approach to language education is at its most effective when it has support from the whole educational system. Combining bottom-up teacher engagement with top-down management and policy commitment leads to stronger, more sustainable educational change. With the right environment and training, all teachers can be supported to develop the attitudes, knowledge, and skills needed to become effective teachers of both English and global skills, and educational institutions can make lasting progress within a global skills agenda.

A GLOBAL SKILLS LEARNING ENVIRONMENT

Effective instruction benefits from a supportive environment that is aligned with its stated educational intentions. With regard to global skills, Table 2 lists a number of characteristics that such an environment could have.

Communication and collaboration	Physical teaching spaces and online opportunities that foster communication and collaboration within and outside school
Creativity and critical thinking	Support for the exercise and expression of creativity An educational discourse and opportunities that encourage critical participation from learners
Intercultural competence and citizenship	Opportunities to connect with local, national, and global communities Approaches which promote respect and acceptance An inclusive school policy aimed at facilitating diversity
Emotional self-regulation and wellbeing	A respect for and active commitment to the physical and mental wellbeing of both learners and teachers
Digital literacies	Where feasible, the provision of digital technologies and the teaching of digital literacy skills

Table 2. A global skills learning environment

Against the backdrop of a school environment that embraces such attitudes, opportunities, and resources, teachers and learners will more readily enact and develop their global skills. However, doubts from teachers or parents and school leaders can impede the adoption of a global skills strand to the curriculum:

- Teachers may feel that they are not equipped to teach these skills, especially if they have not received specific training.
- There may be a lack of conviction in global skills, with teachers feeling that these skills are not part of their teaching profile.
- Parents and school leaders may fear that time will be lost which could be spent on the core academic objectives, with a resulting decline in achievement levels.

These concerns are understandable, but, with the right support, global skills can be integrated into a regular ELT curriculum without any detriment to language learning. Combined global skills and ELT activities are likely to be highly engaging and thus will ultimately lead to better learning.³⁵ Furthermore, enhancing emotional self-regulation and wellbeing is not only good for learners in the long term but it also improves academic performance in the short term.³⁶

SUPPORT AND CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) FOR TEACHERS

In order to sustainably adopt new teaching practices, teachers need training and continuous support.³⁷ Training needs to be an integral part of the institutional culture. As a cross-curricular concept, global skills can be taught across a range of subjects or disciplines, and time needs to be set aside for interdepartmental or cross-disciplinary collaboration between teachers. Teachers are more likely to integrate new approaches into their classroom practice when there is collaboration with peers and across departments.³⁸

CPD opportunities that teachers can take independently of their institution's continuous professional development include:

- taking a course, whether online, face-to-face, or blended
- taking part in online social network groups aimed at teachers
- creating their own **personal/professional learning network (PLN)** by contacting and interacting with other like-minded professionals via social networks
- joining a Teachers Association and networking with peers
- participating in project-based interactions with other schools or educational organizations
- taking part in teacher research, for example **action research**.

Ideally, CPD activities for teaching global skills will take the same approach as recommended for developing global skills in learners, namely, a focus on development, exploration, and the gradual incorporation of skills into everyday practice.

THE ROLE OF THE LEADERSHIP TEAM

The leadership team are key in defining the school culture and the character of the school environment. They play a critical role in ensuring that global skills become an integral part of their school's educational ethos. There are four main areas that the leadership team should address: participatory pedagogy; curriculum planning; communication with parents; and active collaboration with other schools and communities.

Participatory pedagogy

A commitment to **participatory pedagogy** means collaborating with learners so that they become active in the creation of their educational environment. This requires schools to facilitate learner participation and to be prepared to take forward ideas and initiatives that come from learners. Different contexts will have diverse expectations and cultural norms about learner roles and participation. Any changes towards more participatory approaches will need to be conducted in culturally sensitive ways.

Curriculum planning

With regard to curriculum planning, global skills need to be integrated within the curriculum rather than seen as an 'add-on' set of objectives. Working in consultation with teachers and learners, leadership teams can lead a process of curriculum development which lays the ground for the integration of global skills at every level of the curriculum and across subjects. This process can create fertile ground for interdisciplinary projects and collaboration between teachers across the curriculum.

School should be a place where students are prepared for life. Global skills are life skills. How will students be ready to tackle 21st century life without the skills required of them being taught in schools?

Adrienne, Director of Professional Development, QATAR



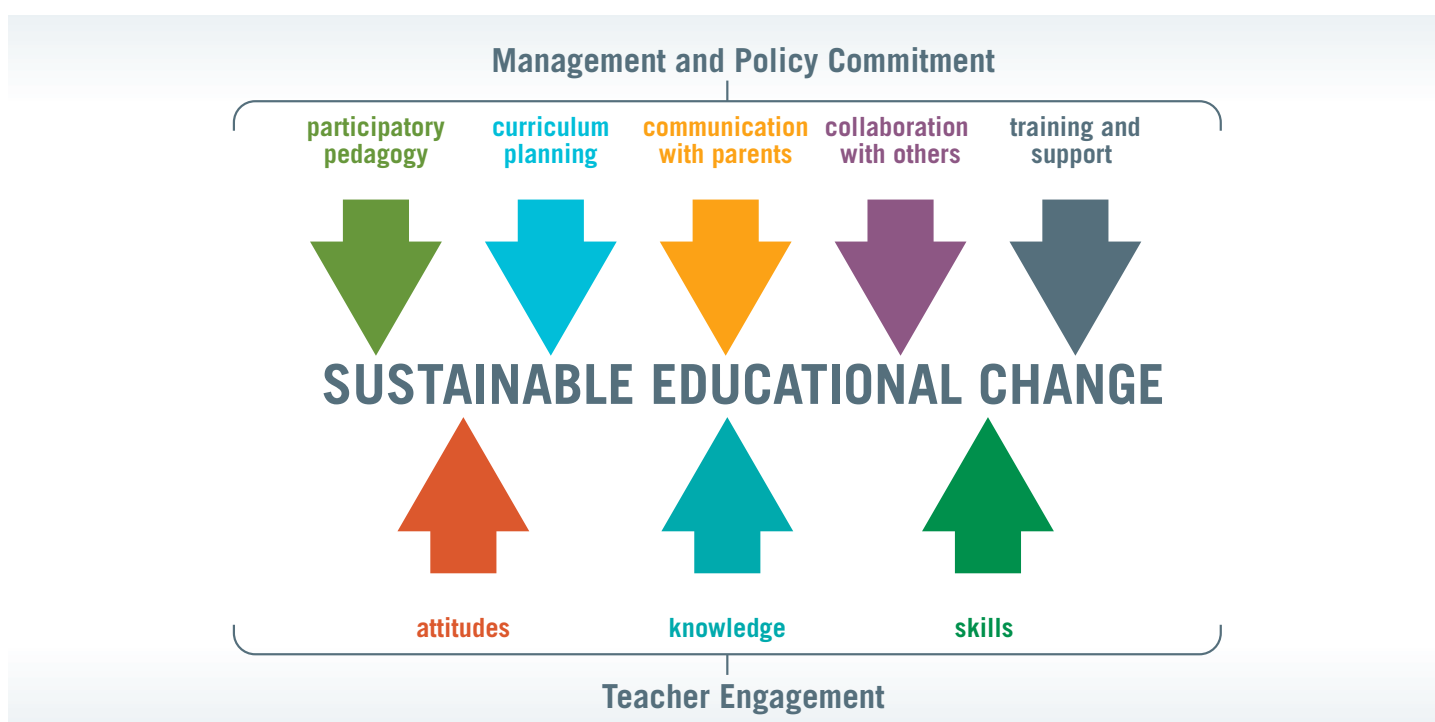


Figure 4. A global skills approach to language education

Communication with parents

It is important to ensure that changes or developments due to the implementation of global skills are communicated to parents and that resulting questions are answered. This two-way communication gives parents the chance to fully understand what is being proposed and how their child will benefit, and it can dispel concerns about potential threats to traditional learning goals.

Seeking collaboration with other organizations

It can be beneficial to find partners, whether national or international, amongst educational institutions who share the vision for global skills and can work together towards promoting such learning objectives. Another potential set of partners are local organizations who can provide opportunities for social engagement and citizenship, thereby lending authenticity to the teaching of global skills.

As global skills are integrated into the curriculum, the whole school will need to continue to work together to engage in ongoing reflection and evaluation of the implementation processes, remaining open to possible needs for further adaptations or developments. Within the bounds of national constraints, a curriculum should ideally be a dynamic and adaptive framework.

THE ROLE OF POLICYMAKERS

International assessment programmes can have a substantial impact on educational policymaking and, by extension, on language teaching and learning policies. For example, PISA (the OECD Programme for International Student Assessment) included the assessment of 'global competence' and 'learner wellbeing' in its recent three-yearly assessment of national educational systems³⁹ (see Section 1). Currently, PISA is working on a 2021 framework for the assessment of creative thinking.⁴⁰ These kinds of initiatives can be expected to affect policymakers in two ways. In countries that already support teaching global skills in principle, such initiatives may strengthen efforts to integrate global skills into classroom practice, materials, and assessment procedures across disciplines. In countries without a focus on global skills, there may be moves toward including such a focus in their curricula in the future.

Partnerships with social stakeholders, educational institutions, and public and private sector organizations can lead to successful and sustainable education built upon shared goals and common principles.

NEUS LORENZO

Policymaking can occur at different levels in different contexts, with Ministries of Education setting directives at the regional, state, or national level. This means that although there may be widespread international agreement about the importance of teaching global skills, there can be particular challenges in the local context that national or state policymakers cannot take into account. To overcome this, local policymakers need to be permitted to adapt or interpret directives to fit their context, thereby setting clear and realistic expectations for schools to implement in locally appropriate ways.

A BOTTOM-UP ROLE FOR TEACHERS AND LEADERSHIP TEAMS

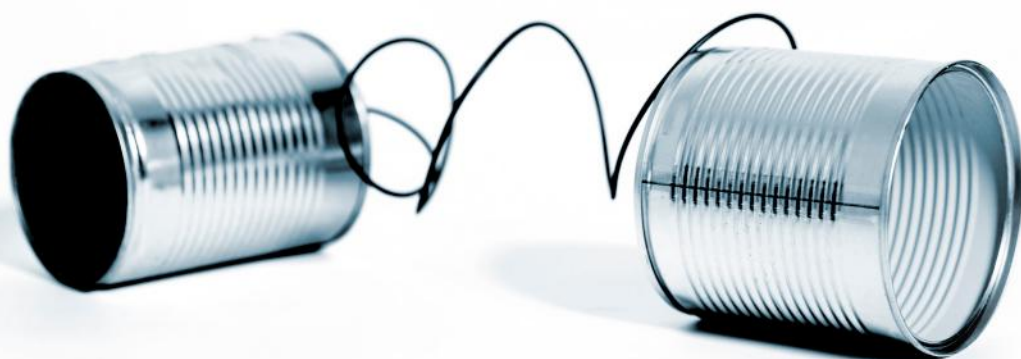
With regard to policymaking, there is a 'bottom-up' role for teachers and leadership teams. The successful implementation of global skills requires a school to be equipped for changes in their curriculum, teaching approach, and assessment. It also demands the right school environment, including training opportunities and ongoing support for teachers' professional development and wellbeing. These requirements need to be relayed to policymakers, who can then understand the necessity of training and support for the successful embedding of global skills in their institutions.

All global skills are transferable to other subjects and life beyond school. Learners, teachers, and institutions can work together to strengthen the connections and facilitate the transferability.

SARAH MERCER

SUMMARY

Successful implementation of global skills within an institution can only happen if all stakeholders are supportive. Stakeholders at all levels need to enable their integration into educational practice. This includes not just creating a physical classroom environment conducive to communication and collaboration but also ensuring that learners are taught and encouraged to express themselves creatively, think critically, engage with real-world initiatives, and embrace values such as respect and inclusivity. Teachers also need support through a school culture which values and provides for their continuous professional development and wellbeing. Leadership teams can play a key role in promoting global skills by supporting participatory teaching approaches through explicit curriculum planning and effective communication with parents, and by actively encouraging collaboration with other schools and communities. Policymakers can be defining for the uptake and subsequent embedding of global skills within schools, on both a regional and a national level. Nevertheless, we should not forget that it is teachers themselves who, through their own classroom practices and principled convictions, enable learners to develop their global skills.



CONCLUSIONS

Global skills have become a key part of education for today's learners, whose future in a fast-changing world will require skills that go beyond traditional curriculum content. We suggest that teaching global skills is accessible to everyone and that learners of all ages and backgrounds can develop the skills necessary for 21st century life. While all teachers can incorporate global skills teaching into their lessons, English language teachers are especially well placed to do so. Not only are they teaching a global language but their teaching methodologies may already involve aspects of global skills, such as communication, collaboration, creativity, and intercultural competence. Global skills learned in ELT classes are transferable to other subjects in school and other areas of life.

There are five clusters of global skills which can be applied to the ELT classroom:

- communication and collaboration
- creativity and critical thinking
- intercultural competence and citizenship
- emotional self-regulation and wellbeing
- digital literacies.

Learner competence in each skills cluster can be described through learner profiles, and these descriptors can also form the basis of assessing progress. Teachers themselves can practise the global skills they are teaching through developing and reflecting on their own knowledge, skills, and attitudes. However, sustainability is key. Teachers should be encouraged to 'start small' when implementing global skills, considering what is appropriate for their educational context and working in a way that feels manageable for them and for their learners.

Assessment of global skills has a dual role. As well as providing opportunities to track progress, it can motivate language learners to value the development of global skills alongside their language learning aims. As a set of integrated skills, global skills benefit from qualitative evaluation through formative assessment. Teachers can use regular classroom activities as assessment opportunities, through observation, dialogue and feedback, and the creation of learner evidence. Learner portfolios in particular allow learners to build up a powerful body of evidence demonstrating their development across all global skills.

Finally, the implementation of global skills teaching is a process which involves all stakeholders. Leadership teams play a vital role in creating a school environment which values teachers' continuous professional development and learners' active participation. Teachers need training and ongoing support as well as time for self-evaluation and collaboration with their peers. Global skills are critical to learners' success in their current and future education and workplaces, and in preparing them to become responsible and fulfilled members of their communities. Global skills help learners to flourish and achieve lifelong success in an increasingly globalized 21st century world.

KEY MESSAGES

- **Global skills are open to every learner.**
Global skills can sometimes appear difficult to teach and learn. However, by integrating global skills into the language classroom, they can be made accessible to everyone.
- **Global skills prepare students for lifelong success.**
These skills are highly transferable and they can be applied to subject areas and situations beyond the language classroom. They prepare students for success in a globalized digital world, helping them to become responsible and fulfilled members of the 21st century community.
- **The language classroom is an ideal place to teach global skills.**
The communicative nature and intercultural focus of much English language teaching makes it particularly conducive to the development of global skills. These skills can be integrated into English language course curricula and teaching materials, and will form an increasingly important part of teacher training programmes.
- **Global skills can be measured and assessed.**
Supportive assessment practices provide opportunities for learners and teachers to engage in ongoing, effective feedback. These practices can motivate learners to develop their global skills and offer powerful opportunities for them to demonstrate their progress.

APPENDIX 1:

TEACHING ACTIVITIES FOR GLOBAL SKILLS

Below are examples of practical ideas for integrating global skills into English language teaching. They are grouped as follows:

- **shorter learning activities**, which can fit alongside other activities in a lesson
- **longer learning activities**, which require a whole lesson
- **project work**, which can be set up in a lesson and completed in subsequent lessons or outside the classroom.

SHORTER LEARNING ACTIVITIES

Global skills focus / Age group	Activity
<ul style="list-style-type: none"> • Creativity and critical thinking • Intercultural competence and citizenship • Digital literacies <p>All age groups</p>	<p>1 Finding and describing images</p> <p>Ask learners to find or create an image which reflects their interpretation of a topic.</p> <p>For example, ask older learners to think of an environmental issue, find an online photograph about it that they feel is powerful, and note the reasons for their choice to share with the class. For younger learners, the topic focus could be on caring for animals.</p> <p>Alternatively, older learners could use their mobile phones to take a photo of an environmental issue in their area and share that with the class. Younger learners could share a photo of a family pet or animals near where they live.</p>
<ul style="list-style-type: none"> • Creativity and critical thinking • Intercultural competence and citizenship • Emotional self-regulation and wellbeing <p>All age groups</p>	<p>2 Open-ended questions</p> <p>Use open-ended questions on classroom topics. Encourage students to question and analyse.</p> <p>For example, as a continuation of Activity 1 above, ask older learners to consider:</p> <ul style="list-style-type: none"> • What is the most serious environmental issue in our town/region/country? • What causes this issue? Who is responsible for it? • What can we, as individuals, do about it? <p>Younger learners could consider:</p> <ul style="list-style-type: none"> • How can we help look after our pets? • How can we care for the animals around us? <p>This kind of activity provides a good foundation for deeper work on critical thinking in longer activities.</p>
<ul style="list-style-type: none"> • Creativity and critical thinking • Digital literacies <p>Older learners</p>	<p>3 Online fact-checking</p> <p>This activity develops learners' search literacy, which is their ability to find and evaluate relevant information online.</p> <p>As part of a classroom activity on a topic, ask your learners to fact-check something online. This can be on their mobile devices or using classroom computers. Ask the learners to find three sources of online information rather than simply accepting their first search result.</p> <p>Learners can then consider how reliable the online source is. For example, is the source a reliable and serious news site, a personal blog or webpage, or comments on a forum? Which source is the most reliable and why?</p>
<ul style="list-style-type: none"> • Creativity and critical thinking • Emotional self-regulation and wellbeing <p>Younger learners</p>	<p>4 If, then</p> <p>To help learners manage negative emotions, encourage them to develop an 'If, then' plan. This means thinking about what they can do if they feel an emotion, such as anger or sadness, and how they can manage that emotion.</p> <p>For example: 'If I feel angry with my classmate, then I can take three deep breaths, count to ten, and think of my pet dog.'</p>

LONGER LEARNING ACTIVITIES

Global skills focus / Age group	Activity
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Intercultural competence and citizenship • Digital literacies <p>All age groups</p>	<p>5 A digital news report on a global issue</p> <p>In pairs, learners use their mobile devices to video- or audio-record a short news report about a global issue (e.g. climate change, endangered animals, access to education, or the global happiness index), with suggested solutions.</p> <p>Learners then share their reports via a class online group platform, such as Moodle or Edmodo. Learners can comment on each other's news reports. The project could also be extended to learners creating a collective proposal for action on a global issue.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Intercultural competence and citizenship • Emotional self-regulation and wellbeing <p>All age groups</p>	<p>6 Collective problem-solving</p> <p>Give learners a complex problem to consider and discuss together. For example, present learners with the following scenario:</p> <p style="padding-left: 40px;">In order to save paper and store student information, a high school is planning to introduce student wristbands with microchips. These wristbands hold information on students' grades, contact information, and health issues. The bands have a GPS tracker and are used during the school day.⁴¹</p> <p>Learners work in groups to identify and discuss the group's emotional reactions, the positive and negative aspects of the planned scheme, and possible improvements or alternatives. They then present their group's thoughts to the class and collectively compile a letter to the school head making the case for an improved version of the scheme.</p>
<ul style="list-style-type: none"> • Creativity and critical thinking • Intercultural competence and citizenship • Digital literacies <p>Older learners</p>	<p>7 Different media perspectives</p> <p>Choose a current topic in the news to discuss with your learners. Give them a newspaper article or a news bulletin on the topic and ask them to share their response with a partner.</p> <p>Then, with the class, examine the same story in different media sources, considering the author, the intended audience, whose perspective is dominating, what emotions are elicited, and what strategies—visual and/or textual—are used to engage the reader.</p> <p>It can be very revealing to mix up the headlines/titles, stories, and pictures to see how they connect.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Emotional self-regulation and wellbeing <p>All age groups</p>	<p>8 Exploring happiness</p> <p>There are various definitions of happiness. Some focus more on the notion of pleasure and enjoyment in the moment, whereas others are concerned with long-term perspectives, such as finding meaning and purpose in what you do, or social connection.</p> <p>Learners can work on projects to explore what happiness means around the globe. Older learners might also consider culturally specific notions of wellbeing such as <i>hygge</i>, <i>pura vida</i>, or <i>ubuntu</i>.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Emotional self-regulation and wellbeing • Digital literacies <p>All age groups</p>	<p>9 Happiness portfolio</p> <p>Encourage learners to create a digital or paper-based portfolio of things they associate with happiness in language learning. This can boost their motivation, help them to focus, and encourage them to recognize the positives in their language learning lives.</p> <p>The portfolios can be used as a basis for discussions, with learners sharing ideas so as to learn from each other.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Emotional self-regulation and wellbeing • Digital literacies <p>All age groups</p>	<p>10 Extensive reading blog</p> <p>This is an ongoing digital product arising from an extensive reading project in which learners are all reading the same novel.</p> <p>Ask learners to create weekly blog posts as a fictional character in the novel, giving that character's perspective on the story as it develops.</p> <p>Encourage learners to comment on each other's blog posts as other characters in the story.</p>

PROJECT WORK

Global skills focus / Age group	Activity
<ul style="list-style-type: none"> • Communication and collaboration • Emotional self-regulation and wellbeing <p>All age groups</p>	<p>11 Gratitude diary</p> <p>Ask learners to keep a gratitude diary. This particular type of project is popular and has been shown to be effective in boosting wellbeing.</p> <p>Encourage learners to discuss in their diaries what things, experiences, and people they notice they are grateful for in their lives.</p> <p>These diaries can be shared in pairs, in a class gratitude project, or at times of celebration.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Intercultural competence and citizenship • Digital literacies <p>Older learners</p>	<p>12 Exploring issues</p> <p>Ask learners to explore the issues and campaigns currently shown on a campaigning website such as change.org, citizenGO, or Avaaz.</p> <p>Ask learners to choose one issue and discuss possible campaign initiatives within their school or local communities to help raise awareness of the issue.</p> <p>Learners could implement their campaign ideas as part of a school-wide initiative or project.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Emotional self-regulation and wellbeing • Digital literacies <p>Older learners</p>	<p>13 People at our school</p> <p>Discuss with your learners the key elements of active listening, such as listening attentively, asking open-ended questions, paraphrasing, and being attuned to feelings.</p> <p>Tell them they are going to use active listening and communication skills by interviewing different people in their school for a 'People at our school' page of the school intranet.</p> <p>Encourage your learners to interview various types of people in the school. For example, they could interview their peers from different classes about what they do for their wellbeing or what advice they would offer younger students. They could also interview teachers about their journey to becoming an educator.</p> <p>For personal use, learners can record their reflections on the active listening skills that they have developed through conducting the interviews.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Intercultural competence and citizenship • Digital literacies <p>All age groups</p>	<p>14 Connecting with the community</p> <p>Encourage learners to design their own project that addresses a concern or problem in their local community or globally, for example:</p> <ul style="list-style-type: none"> • working locally with people in an elderly care home who need to improve their technological skills to connect with others • finding ways to partner with those in different schooling contexts by sharing resources or organizing charity events. <p>Ask the learners to investigate what issues there are locally or globally and which groups of people need support. This is a chance to let learners find out about their communities (local and global), define their own issue, and design measures to address it.</p> <p>Learners can report on the project online to encourage others to engage in similar projects.</p>
<ul style="list-style-type: none"> • Communication and collaboration • Creativity and critical thinking • Intercultural competence and citizenship • Emotional self-regulation and wellbeing • Digital literacies <p>All age groups</p>	<p>15 Learner portfolio</p> <p>Learners can be asked to compile a portfolio of their work to demonstrate competence in global skills. The portfolio can be digital or paper-based, with a commentary on each piece to explain why it was chosen.</p> <p>Built up over time, the portfolio tracks the learner's gradual development and the project culminates in a presentation of the portfolio to the teacher or a small group of peers.</p>

APPENDIX 2:

EXAMPLES OF CLASSROOM ASSESSMENT

COLLECTIVE PROBLEM-SOLVING

Global skills focus	Learners can:
Communication and collaboration	<ul style="list-style-type: none">• communicate effectively, appropriately, and sensitively with others in a range of contexts• share their skills and learn from others• cooperate and live together in supportive communities
Creativity and critical thinking	<ul style="list-style-type: none">• objectively analyse and evaluate material or information
Intercultural competence and citizenship	<ul style="list-style-type: none">• demonstrate an awareness of their roles, responsibilities, and potential for action as citizens within society
Emotional self-regulation and wellbeing	<ul style="list-style-type: none">• recognize, identify, and understand their own emotions

For a task description, see Appendix 1 Activity 6 (page 29).

This activity involves learners exercising critical thinking skills in analysing the positive and negative aspects of the scheme described in the activity. It also demands skills of emotional self-regulation to identify and record the group's emotional reaction to the scheme. Creative and collaborative skills are then used for thinking of viable alternatives to the scheme and working together on the persuasive letter to the school head.

Evidence of learning provided by this activity:

- teacher observation of participation and listening skills in group work
- group presentations
- letter to the school head.

GRATITUDE DIARY

Global skills focus	Learners can:
Communication and collaboration	<ul style="list-style-type: none">• communicate effectively, appropriately, and sensitively with others in a range of contexts
Emotional self-regulation and wellbeing	<ul style="list-style-type: none">• recognize, identify, and understand their own emotions• take actions which contribute to a physically, mentally, and socially healthy lifestyle

For a task description, see Appendix 1 Activity 11 (page 30).

In this activity, students will demonstrate emotional self-regulation and wellbeing skills when selecting and writing about the topics of their diary entries. They will then draw on communicative and collaborative skills when sharing their diaries and showing appreciation for others' thoughts and feelings.

Evidence of learning provided by this activity:

- the diary
- teacher observation of supportive responses to other learners during diary sharing.

A DIGITAL NEWS REPORT ON A GLOBAL ISSUE

Global skills focus	Learners can:
Communication and collaboration	<ul style="list-style-type: none"> communicate effectively, appropriately, and sensitively with others in a range of contexts
Creativity and critical thinking	<ul style="list-style-type: none"> express themselves in creative ways through a range of language and media objectively analyse and evaluate material or information
Intercultural competence and citizenship	<ul style="list-style-type: none"> understand their local and global roles with regard to international issues, such as human rights or environmental sustainability
Digital literacies	<ul style="list-style-type: none"> use digital technologies to communicate effectively with others

For a task description, see Appendix 1 Activity 5 (page 29).

In this activity, students will need to demonstrate citizenship skills in understanding why the global issue they have chosen is worth reporting on and in offering solutions. They will use critical thinking skills in analysing and evaluating material for their report. They will draw on creativity and communicative skills in creating and recording their report, and collaborative skills in working cooperatively with their partner. The use of a mobile device will require digital literacies for effective communication. There is a further opportunity to apply critical thinking skills in evaluating each other's reports and collaborative skills in giving feedback.

Evidence of learning provided by this activity:

- the report
- teacher observation of the pair work preparation time
- feedback given to peers on their reports.

LEARNER PORTFOLIO

Global skills focus	Learners can:
Communication and collaboration	<ul style="list-style-type: none"> communicate effectively, appropriately, and sensitively with others in a range of contexts
Creativity and critical thinking	<ul style="list-style-type: none"> express themselves in creative ways through a range of language and media objectively analyse and evaluate material or information
Intercultural competence and citizenship	<ul style="list-style-type: none"> demonstrate openness and curiosity about their own and diverse cultures demonstrate an awareness of their roles, responsibilities, and potential for action as citizens within society
Emotional self-regulation and wellbeing	<ul style="list-style-type: none"> demonstrate awareness of strategies to promote wellbeing
Digital literacies	<ul style="list-style-type: none"> use a diverse range of digital literacies deploy diverse global skills across a range of digital technologies

For a task description, see Appendix 1 Activity 15 (page 30).

In selecting the pieces of work to include and writing their commentaries, learners are using communication skills. Choosing the layout of the portfolio exercises critical thinking, and reflecting on strengths and weaknesses uses skills of emotional self-regulation. Sequences of content may be chosen to demonstrate learners' evolving awareness of their citizenship in society and the place of intercultural competence in their understanding of themselves and others. If the portfolio is digital, learners are able to demonstrate digital literacy skills. Presenting the portfolio to the teacher or peers and receiving feedback on strengths of the portfolio and opportunities for development draws again on skills of emotional self-regulation.

Evidence of learning provided by this activity:

- the portfolio of work
- teacher consultation during the compilation of the portfolio
- learner presentation of the portfolio and response to feedback.

GLOSSARY

action research

A form of practitioner research which typically involves investigating and reflecting on a problem in order to improve practice.

CLT (communicative language teaching)

Approaches to language teaching which emphasize the communication of meaning through interaction.

data literacy

The ability to work with and understand data in order to derive meaningful information.

digital artefact

A digitally produced product, for example a presentation, video, digital portfolio, blog post, etc.

digital space

A digital 'location' online, such as social media, a website, or a learning platform.

formative assessment

Assessment that focuses on informal monitoring of learners' progress as a way to support their learning. It is used to inform and modify approaches to teaching and learning.

global skills

The action-oriented skills that students need for success in a globalized world, including the 4Cs but also broadening out to a wider selection of life skills. This paper identifies global skills as: communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and wellbeing, and digital literacies.

growth mindset

Beliefs that aspects of the human condition can be changed or developed through focused effort.

inclusivity

A policy of including different groups of people, particularly those who might otherwise be excluded, and treating them equitably.

learner portfolio

A paper-based or digital collection of pieces of work selected by learners to evidence their skills. It is sometimes accompanied by a written commentary explaining the rationale for the choices and it enables the teacher to make a judgement about the level of performance demonstrated.

multimodal

Consisting of any mixture of audio, images, video, and text.

participatory pedagogy

Pedagogy which aims to collaborate with learners so that they become active in the creation of their educational environment.

PLN (personal/professional learning network)

An online group of like-minded professionals with similar interests coming together to exchange ideas and learn from each other.

qualitative assessment

Assessment that addresses qualities of work being assessed and informs future learning goals, and that cannot easily be measured by numbers.

21st century skills

The skills students need to prepare for success in the 21st century. There are varying definitions, but many frameworks list the 4Cs and digital literacies.

4Cs

An understanding of *21st century skills* which focuses on critical thinking, communication, collaboration, and creativity.

FURTHER READING AND RESOURCES

Delors, J. (1998). *Learning: The treasure within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO. www.unesco.org/education/pdf/DELORS_E.PDF

Dudeney, G., Hockly, N., & Pegrum, M. (2013). *Digital literacies*. London: Routledge.

Hockly, N. (2016). *Focus on learning technologies*. Oxford: Oxford University Press.

Mercer, S., & Kostoulas, A. (Eds.) (2018). *Language teacher psychology*. Bristol: Multilingual Matters.

Smith, A. M., with Daloiso, M., Delaney, M., Ianes, D., & Kormos, J. (2018). *Inclusive practices in English language teaching*. Oxford: Oxford University Press. www.oup.com/elt/expert

Stobart, G., with Boyd, E., Green, A., & Hopfenbeck, T. (2019). *Effective feedback: The key to successful assessment for learning*. Oxford: Oxford University Press. www.oup.com/elt/expert

Williams, M., Mercer, S., & Ryan, S. (2015). *Exploring psychology in language learning and teaching*. Oxford: Oxford University Press.

Assessment and Teaching of 21st Century Skills: <http://www.atc21s.org/>

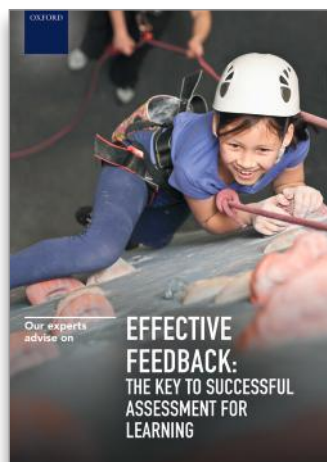
OECD (Organisation for Economic Co-operation and Development): Future of Education and Skills 2030: <http://www.oecd.org/education/2030-project/>

Partnership for 21st Century Learning: www.battelleforkids.org/networks/p21

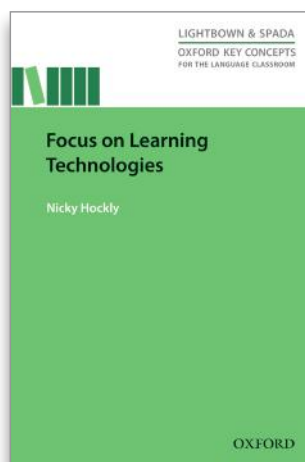
PISA (Programme for International Student Assessment) 2018 Global Competence: www.oecd.org/pisa/pisa-2018-global-competence.htm



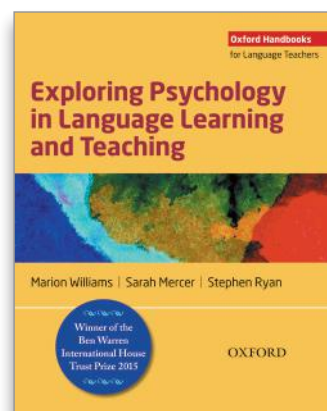
Free to download from:
www.oup.com/elt/expert



Free to download from:
www.oup.com/elt/expert



ISBN: 978 0 19 400311 7



ISBN: 978 0 19 442399 1

ACKNOWLEDGEMENTS

Cover photograph reproduced with permission from: Shutterstock (Evgeniy pavlovski).

Illustrations by: Tim Bradford/Illustration Ltd p9, 11, 12, 13, 14, 15, 16, 20; OUP 25.

The publisher would like to thank the following for permission to reproduce photographs: Adrienne p 24 (Adrienne); Neus Lorenzo Gales p 3 (Neus Lorenzo Gales); Getty Images p 10 (pinwheel/Boccalupo Photography); Nicky Hockly p 3 (Nicky Hockly); Magdalena Brzezińska p 8 (Magdalena Brzezińska); Sarah Mercer p 3 (Sarah Mercer); OUP coverbank p34; OUP DAM 19 (classroom/Shutterstock/Monkey Business Images); Shutterstock 17 (kid with tablet/patat), 18 (mosaic footprints/Robert Adrian Hillman), 21 (young girl/Purino), 22 (handprint/Vladyslav Starozhylov), 23 (dandelion/Alexey U), 26 (tin cans/yurchello108), 27 (jigsaw/VGstockstudio), 4 (blue paint/Caracolla), 6 (marbles/Tomo); Gordon Stobart p 3 (Gordon Stobart); Yeisie Shayegan p 17 (Yeisie Shayegan).

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p. 7: Global Competence Infographic from PISA 2018 Global Competence, Organisation for Economic Co-operation and Development (OECD), www.oecd.org. © 2018 OECD. Licensed under Creative Commons.; p. 7: 21st Century Skills Infographic, www.atc21s.org. Binkley, M., Erstad, O., Hermna, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining Twenty-First Century Skills. In Griffin, P., Care, E., & McGaw, B. Assessment and Teaching of 21st Century Skills, Dordrecht, Springer. Licensed under Creative Commons.; p. 7: Infographic 'Framework for 21st Century Learning' from Battelle for Kids, www.bfk.org. © 2019 Battelle for Kids. Reproduced by permission.

ENDNOTES

01 THE RELEVANCE OF GLOBAL SKILLS

- 1 Vertovec (2007)
- 2 Delors (1998)
- 3 PISA (2018)
- 4 See also OECD (n.d.)
- 5 ATC21S (n.d.)
- 6 Battelle for Kids (n.d.)
- 7 Maley & Peachey (2015)
- 8 Dudeney, Hockly, & Pegrum (2013)

02 GLOBAL SKILLS AND ENGLISH LANGUAGE TEACHING

- 9 Trilling & Fadel (2009)
- 10 OECD (2018a)
- 11 Trilling & Fadel (2009)
- 12 Ball, Kelly, & Clegg (2015)
- 13 Gkonou & Mercer (2017)
- 14 The National Standards Collaborative Board (2015)
- 15 Council of Europe (2018)
- 16 Brown & Yule (1983)
- 17 Mercer (2016)
- 18 Dörnyei & Murphey (2003)
- 19 Wineburg et al. (2016)
- 20 Bloom (1956)
- 21 Hymes (1972)
- 22 Baker (2011)
- 23 United Nations (2015)
- 24 OECD (2019)
- 25 OECD (2017)
- 26 Mercer et al. (2019); MacIntyre, Gregersen, & Mercer (2019)
- 27 Dudeney, Hockly, & Pegrum (2013)
- 28 OECD (n.d.)

03 ASSESSING GLOBAL SKILLS IN THE ELT CLASSROOM

- 29 Stobart (2008)
- 30 Stobart et al. (2019)
- 31 Hattie & Timperley (2007)
- 32 Hattie (2012); see also Stobart et al. (2019)
- 33 Hargreaves (2017)
- 34 Boud (2002)

04 CREATING A GLOBAL SKILLS LEARNING ENVIRONMENT

- 35 Christenson, Reschly, & Wylie (2012)
- 36 Seligman et al. (2009); Quinn & Duckworth (2007); Noble et al. (2010)
- 37 Fullan & Hargreaves (2013)
- 38 Burns (1999)
- 39 OECD (2017, 2018b)
- 40 OECD (2019)

APPENDIX 1

- 41 Adapted from *Together Student's Book*, Level 4 (2017)

REFERENCES

- ATC21S.** (n.d.). *Assessment and teaching of 21st century skills*. Retrieved from www.atc21s.org
- Baker, W.** (2011). Intercultural awareness: Modelling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication*, 11(3), 197–214.
- Ball, P., Kelly, K., & Clegg, J.** (2015). *Putting CLIL into practice*. Oxford: Oxford University Press.
- Battelle for Kids.** (n.d.). *P21 network*. Retrieved from www.battelleforkids.org/networks/p21
- Bloom, B. S.** (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York: Longman.
- Boud, D.** (2002). *The unexamined life is not the life for learning: Rethinking assessment for lifelong learning*. Lecture given at Trent Park, Middlesex.
- Brown, G., & Yule, G.** (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Burns, A.** (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Christenson, S. L., Reschly, A. L., & Wylie, C.** (Eds.). (2012). *Handbook of research on student engagement*. Boston, MA: Springer.
- Council of Europe.** (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*. Retrieved from <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Delors, J.** (1998). *Learning: The treasure within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris: UNESCO. Retrieved from www.unesco.org/education/pdf/DELORS_E.PDF
- Dörnyei, Z., & Murphey, T.** (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.
- Dudeney, G., Hockly, N., & Pegrum, M.** (2013). *Digital literacies*. London: Routledge.
- Fullan, M., & Hargreaves, A.** (2013). *Teacher development and educational change*. New York: Routledge.
- Gkonou, C., & Mercer, S.** (2017). *Understanding emotional and social intelligence among English language teachers*. London: British Council.
- Hargreaves, E.** (2017). *Children's experiences of classrooms*. London: Sage.
- Hattie, J.** (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.
- Hattie, J., & Timperley, H.** (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Hymes, D.** (1972). On communicative competence. In J. Pride, & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). London: Penguin.
- MacIntyre, P., Gregersen, T., & Mercer, S.** (2019). Setting an agenda for positive psychology in SLA: Theory, practice and research. *The Modern Language Journal*, 103(1), 262–274.
- Maley, A., & Peachey, N.** (2015). *Creativity in the English language classroom*. London: British Council.
- Mercer, S., Gregersen, T., MacIntyre, P., & Talbot, K.** (2019). Positive language education: Combining positive education and language education. *TAPLSA*, 4(2), 11–31.
- Mercer, S.** (2016). Seeing the world through your eyes: Empathy in language learning and teaching. In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 91–111). Bristol: Multilingual Matters.
- The National Standards Collaborative Board.** (2015). *World-readiness standards for learning languages, fourth edition*. Alexandria, VA: Author.
- Noble, T., Wyatt, T., McGrath, H., Carbines, R., & Leone, R.** (2010). *Scoping study into approaches to student wellbeing* (Final report). Brisbane: Australian Catholic University and Erebus International. Retrieved from <https://docs.education.gov.au/documents/scoping-study-approaches-student-wellbeing-final-report>
- OECD.** (n.d.). *OECD Future of Education and Skills 2030*. Retrieved from <http://www.oecd.org/education/2030-project/>
- OECD.** (2017). *PISA 2015 results (Volume III): Students' well-being*. Retrieved from <http://www.oecd.org/pisa/publications/pisa-2015-results-volume-iii-9789264273856-en.htm>
- OECD.** (2018a). *About PISA*. Retrieved from <http://www.oecd.org/pisa/>
- OECD.** (2018b). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. Retrieved from www.oecd.org/pisa/Preparing-youth-inclusive-sustainable-world.pdf
- OECD.** (2019). *21st century children*. Retrieved from <http://www.oecd.org/education/cei/21st-century-children.htm>
- OECD.** (2019). *Framework for the assessment of creative thinking in PISA 2021* (third draft). April 2019. Retrieved from <http://www.oecd.org/pisa>
- PISA.** (2018). *PISA 2018 Global Competence*. Retrieved from www.oecd.org/pisa/pisa-2018-global-competence.htm
- Quinn, P. D., & Duckworth, A. L.** (2007). *Happiness and academic achievement: Evidence for reciprocal causality*. Poster presented at the annual meeting of the American Psychological Society, Washington, D.C.
- Seligman, M., Ernst, R., Gillham, J. E., Reivich, K., & Linkins, M.** (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293–311.
- Stobart, G.** (2008). *Testing times: The uses and abuses of assessment*. Abingdon: Routledge.
- Stobart, G., with Boyd, E., Green, A., & Hopfenbeck, T.** (2019). *Effective feedback: The key to successful assessment for learning*. Oxford: Oxford University Press. Retrieved from www.oup.com/elt/expert
- Trilling, B., & Fadel, C.** (2009). *21st century skills learning for life in our times*. San Francisco: Jossey-Bass.
- United Nations.** (2015). *Transforming our world: The 2030 agenda for sustainable development*. Retrieved from <https://sustainabledevelopment.un.org/sdgs>
- Vertovec, S.** (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024–1054.
- Wetz, B., & Pye, D.** (2017). *Together Student's Book, Level 4*. Oxford: Oxford University Press.
- Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T.** (2016). *Evaluating information: The cornerstone of civic online reasoning*. Stanford Digital Repository. Retrieved from <https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf>