CHAPTER 7

Developing Global Skills through Problem-based Learning in Foreign Language Teacher Education

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INTRODUCTION

Rapid developments in digital technologies, growing economic competition, and increased diversity and mobility have changed the world in the past decades (Oxford University Press, n.d.), which, in turn, has started to affect school curricula. Consequently, teachers have to adjust the contents and methodologies of their courses to suit the newly defined learning objectives. In addition to teaching the subject of their expertise, it has become a pivotal task of the teacher to guide and support students in their development towards becoming tech-savvy, social actors with great communication skills and intercultural competence. The required "global skills" (Oxford University Press, n.d.) or "life competencies" (Cambridge University Press, n.d.) can be taught and practiced in many school subjects but foreign language teaching seems to be particularly suitable. In fact, text book publishers have started to produce teaching materials to develop global skills in foreign language classrooms. Foreign language teachers are increasingly expected to integrate global skills in their lessons even though teacher education programs are lagging behind these developments and do not offer much or any pre- service training for global skills teaching.

Since the rise of the communicative approach in the 1970s (Rose et al., 2020), the focus of foreign language instruction has primarily been on the development of language skills (reading, writing, speaking, and listening), knowledge (gram-

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