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Do EFL Teachers in Algeria Receive Adequate Training on How to Promote 21st Century Skills in Their Classroom?

هل يتلقى معلمون اللغة الإنجليزية بالجزائر تربصات كافية حول كيفية تعزيز مهارات القرن الحادي والعشرين لدى التلاميذ؟

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Abstract

Over the last several years growing demand has been put on the importance of mastering 21st century skills in all spheres of human life, education is no exception. To this end, teachers are challenged to promote those skills in their EFL classroom. This research is, thus, an attempt to investigate whether training programs directed to both pre-service and in-service teachers train them on how to promote 21st century skills. To attain this aim, this study follows a quantitative descriptive approach to answer its research questions. An online questionnaire was administered using Google Form to 45 teachers of the English language who teach at different educational levels. The analysis of the questionnaire revealed that the programs adopted to train teachers are not adequate and only promote declarative knowledge. Besides, their inadequacy of keeping pace with modern trends in ELT which in turn would affect the quality of both teaching and learning.

ملخص

على مدى السنوات الأخيرة، ازداد التركيز على مهارات القرن الحادي والعشرون في جل مجالات الحياة وخاصة التعليم. وبالتالي يواجه المعلمون تحديات لتعزيز هذه المهارات في اقسام اللغة الإنجليزية كلغة اجنبية. وفقا لذلك، تهدف هذه الدراسة الى التحقيق فيما اذا كانت التربصات التي يتلقاها المعلمون قبل و اثناء الخدمة تساعدهم على تعزيز هذه المهارات. لتحقيق الهدف المذكور اعلاه، تتبع هذه الدراسة منهجا وصفيا كميا لاجابة على أسئلة الدراسة و تحقيق أهدافها. تم اجراء استبيان عبر الانترنت باستخدام نموذج جوجل لي 45 معلما للغة الإنجليزية في مختلف الاطوار التعليمية. أظهرت نتائج ان التربصات التي يتلقاها الأساتذة ليست كافية حيث تعزز فقط المعرفة النظرية. بالإضافة الى عجز هذه التربصات في تغطية المواضيع الحديثة في مجال التعليم و بالتالي هذا يآثر على جودة التعلم والتعليم.

الكلمات المفتاحية:

تربصات الاساتذة؛
مهارات القرن
الحادي والعشرون.

1. introduction

Over the last few years, educators have shifted attention to 21st century skills. Education is no longer perceived as a process of accumulating declarative knowledge, instead, it has become an active process where students are assumed to develop a set of skills and use their gained knowledge procedurally. Seminal ways of dealing with problems, interacting, socializing, and learning are no longer desired, instead, new skills are recommended to satisfy the demands of this era. More to the point, 21st century skills, namely, critical thinking, communication skills, creativity, problem-solving, collaboration, digital literacy, creativity, self-direction and so on, are deemed to occupy the lion's share in today's English as a foreign language (EFL) classroom. Furthermore, current instructional programs veered towards generating students who would function appropriately and effectively inside and outside the classroom; hence, this can only be attained through teachers and their contextual knowledge and expertise to promote those skills adequately.

Teachers are the chief executors in the EFL classroom, their methodology, decisions and competencies are the pillars ruling any teaching/learning process, thus, they are required to keep abreast of current innovative practices in English language teaching (ELT). To this aim, teachers undertake different forms of training: pre-service and in-service internships to ensure their effectiveness inside the classroom. Through these internships, teachers get to broaden their contextual knowledge and competencies on how to effectively keep pace with modern EFL classroom requirements. Nevertheless, research has revealed that those skills are somehow promoted, if promoted, inside the Algerian EFL classroom. This sheds light on the possibility that training, both pre-service and in-service, are not equipping them with sufficient strategies on how to help the student acquire the set of skills determined by this contemporary era. Therefore, this endeavour aims at unveiling whether teachers' training programs in Algeria are equipping EFL teachers with contextual

knowledge and practical expertise on how to effectively promote 21st century skills in their classes

2. Review of Literature

2.1. EFL Teachers' Training Programs

For better achievements on the part of EFL students, there ought to be good in-service and pre-service training for teachers. Teachers' training has always been a subject of much debate as nothing can be achieved in the classroom without it; human resource is unreplaceable in education. As claimed by Omulando (1992), the teacher is the most important pillar in the learning/teaching process, as all decisions, implementations, and experiences are taken by him. However, this cannot be realized unless the teacher is well-educated and prepared; teachers have to be fully acquainted with both theoretical and practical knowledge required in managing the classroom. The latter can be achieved through teachers' education which is sub-divided into pre-service and in-service training (Katitia, 2015).

Teacher education programs aim at attaining effective development of teachers' proficiency levels and competencies desired inside the classroom to successfully monitor and run the classroom. In other terms, a teachers' education program is a plan set by policymakers to equip and cultivate teachers' knowledge of skills, materials, trends in ELT, curricula, and syllabi. When launching training programs for teachers, three essential elements ought to be present to build teachers' educational development: teaching skills, pedagogy theory, and professional skills. Teaching skills stand for the set of strategies and techniques possessed by the teacher to carry out his instructions; teaching skills include classroom management skills, preparation of lessons, and communication skills. Pedagogical theory equips teachers with theoretical knowledge on educational psychology, sociolinguistics, and psycholinguistics which would help them to practice their knowledge in the classroom. Professional skills can only take place after the aforementioned elements are established and perfectly mastered, i.e.,

teachers will acquire other soft skills, lifelong skills, and competencies in their workplace after gaining experience in the profession (Naaz, & Agarwal, 2020).

Pre-service teacher education is a well-organized arrangement where EFL learners are prepared to enter the profession of teaching through which both theoretical and practical knowledge on how to manage the classroom are provided (Widdowson, 1990). In the same line of thought, pre-service training programs aim at preparing EFL learners with sufficient pedagogical knowledge that allows them to meet the expectations of modern teaching (Bransford et al., 2005). They are assumed to be the first meeting point between novice teachers and their profession in which they get to know the pedagogical knowledge and comprehend the processes of teaching/learning which are significant to their education and later professional development (Loughran, & Russel, 1997).

Unlike the pre-service teacher program, the in-service program aims at developing the performance of teachers already occupying a position in the profession or those intending to implement a certain innovative practice in the educational system (Sapp, 1996). In-service programs impact positively teachers' professional development through which teachers get to refresh their knowledge (Saiti, & Saitis, 2006). To put it differently, in-service programs help boost teachers' effectiveness inside the classroom which would result in good academic achievement on the part of students as the professional experience of teachers is to a good extent related to their participation in in-service programs (Hewson, 2007; Balta, 2014).

2.2. Twenty-first Century skills

Defining twenty-first century skills is problematic as the term cannot lend itself to a specific definition; it means many things to many people. In common parlance, twenty-first century skills are a set of competencies needed in both workplaces and educational systems to train youth on how to be effective in their future jobs. In a similar vein, twenty-first-century skills are an amalgamation of knowledge,

skills, and behaviours mandatory to effectively cope in society. Although there is no rigid classification of those skills, the main ones to be referred to when mentioning the term are: problem-solving, creativity, critical thinking, cooperation, autonomy, interpersonal skills, communication skills, leadership, cultural awareness, and digital literacy (Voogt, & Roblin, 2010, 2012; Scott, 2015; Chalkiadaki, 2018, in Joynes, & Rossignoli, 2019).

With the rapid changes taking part in the different spheres of human life, individuals are assumed to master some skills required in the 21st century. Collective and individual success is solely related to possessing those skills (Rotherham, & Willingham, 2009). Due to the dramatic shift from an industrial age based on commerce, trade, marketing, and manufacturing to a knowledge age based on data, information, and knowledge, a new set of skills have come to light to satisfy the needs of the 21st century (Erdem, 2019). The change is not apparent only in the economic sphere but in many others. The 21st century age is manipulated by technological advancement and the internet which demands individuals who possess some research and critical thinking skills to cope with reality, i.e., they have to have information literacy. With the boom in information and communicative technologies, not only do the elites of society need critical thinking, problem-solving, and creativity, but everyone needs them to adequately cope with modern life (Erdem, 2019).

A plethora of classifications have been established to categorize twenty-first-century skills, however, the commonly used classification is proposed by Chalkiadaki who grouped them mainly into four major categories: personal skills, social skills, information and knowledge skills, and digital literacy skills. Personal skills involve mainly skills related to autonomy and self-development, creativity, problem-solving, critical thinking, and globality-based skills. Self-development and autonomy revolve around one's ability to manage, regulate, and direct oneself in addition to thinking and acting independently;

creativity calls for one's ability to think out of the box, i.e., to use one's imagination, to produce creative ideas and products, and be innovative; problem-solving and critical thinking allow individuals to analyse, evaluate, reason, decision making, and solve problems in new ways; globality-based skills refer to one's flexibility, adaptability, management of complex situations, and risk-taking (Joynes, & Rossignoli, 2019).

Social skills classification includes communication, collaboration, cultural awareness, global awareness, and leadership. To begin with, communication and collaboration refer to one's ability to appropriately communicate verbally and non-verbally in different contexts, engage in group work, be open-minded, and manage different cultural conflicts; cultural and global awareness allow one to understand and appreciate different cultures in addition to the ability to generate intercultural relationships; leadership enables individuals to self-motivate and take responsibility (Joynes, & Rossignoli, 2019).

Information and knowledge skills include skills related to learning and others related to information management. Learning skills are directed towards personalized learning that allows one to self-assess, self-reflect, self-improve, self-direct, use metacognitive strategies, and collaborate. Information management refers to the generation and manipulation of knowledge, information literacy, data analysis and access (Joynes, & Rossignoli, 2019). Digital literacy is the last category in Chalkiadaki's model, it emphasises the importance of mastering ICT (information communication technologies) devices in addition to possessing some digital skills, namely evaluating, analyzing, and creating digital content.

Owing to the new technological changes, not only people's lifestyles ought to be changed, but also educational programs. The tech age has recognizably put much pressure on educational systems to adjust according to the needs of the era, the 21st century. Today, nearly all educational systems aim to make students effective in which they can easily adapt to their future careers by inculcating into them

competencies adherent to this modern era (Liudmyla, & Oksana, 2019).

3. Methodology and Research Design

3.1 Aim of the Study

This small-scale research seeks to know whether pre and in-service training programs train EFL teachers to promote 21st century skills in their classroom. This research follows a quantitative descriptive approach to examine the topic under research. To this end, this research uses a semi-structured questionnaire to obtain its data. The questionnaire was administered online using Google Form to faster the process of data collection and analysis, and to target the appropriate subjects for the study.

3.2 Research Questions

The present research work investigates whether teachers' training programs equip EFL Algerian teachers with strategies for promoting 21st century skills in their EFL classroom. Accordingly, the following questions require meticulous answers:

- a- Are teachers' training programs in Algeria keeping pace with modern trends of ELT?
- b- Do teachers' training programs equip EFL teachers in Algeria with sufficient strategies for promoting 21st century skills in their classroom?

3.3 Sampling and Settings

The sample population consisted of 45 teachers of the English language. The participants were highly involved and showed consent to fill out the questionnaire which was administered on March the 2nd, 2023 on many Facebook groups pertaining to EFL teachers in Algeria; by April the 6th, 2023, only (N=45) teachers have answered it. It was aimed to have more respondents, yet even the number of participants involved is adequate for the completion of this endeavour. The participants are not randomly chosen as the study calls for collaboration from in-service teachers. As shown in Table 1, the demographic analysis revealed that teachers who took part in this study are with variate experience levels,

have different academic adherence, and teach at different levels. These heterogeneous characteristics are convenient to the aim of this study as they bring validity and reliability to the results.

Table 1: Demographic and General Characterization

	Years of Teaching English	Academic Adherence	Teaching Level
Partic- ipants	For less than five years: (N=5; P=11.1%).	ENS (Teachers' training school) graduate: (N=16; P=35.6%).	Primary school teachers: (N=2; P=4.4%)
	For five years: (N=5; P=11.1%).		Middle school teachers: (N=16; P=35.6%)
	For more than five years: (N=35; P=77.8%).	University graduate: (N=29; P=46.4%).	Secondary school teachers: (N=27; P=60%)
Total: 45	Percentage=100%	Percentage=100%	Percentage=100%

3.4 Research Instrument

Adhering to the current technological advancement, the questionnaire of this research was administered online to EFL teachers, it was administered on a social network, namely Facebook, precisely on Facebook groups of teachers of English in Algeria. This questionnaire contains three sections: the first section is devoted to the demographic and general characterization of participants, the second seeks information about teachers' training programs, and the last one investigates the existence of 21st century skills in teachers' training programs.

The first part of the questionnaire 'Demographic and General Characterization' consists of three demographic questions that seek to gain information about the participants' teaching level, years of teaching the English language, and academic adherence. The second part entitled 'Teachers Training Programs (Pre-service and In-service)' contains six questions related to training programs; it contains four close-

ended questions, one open-ended question, and one multiple choice question (MCQ) in which respondents are asked about the nature of training programs, knowledge, experiences, and skills they gained and/or are gaining from those programs. The third section 'Twenty-first Century Skills and Teacher Training' is dedicated to unveiling whether training programs in Algeria focus on developing teachers' procedural knowledge regarding the implementation of 21st century skills. It consists of three major questions: two multiple-choice questions (MCQs) and one Likert scale question.

4. Results and Discussion

4.1 Presentation of Findings

Section Two: Teachers' Training Programs (Pre-service and In-service)

Question Four: How often do you attend study days 'seminars' hosted by English inspectors?

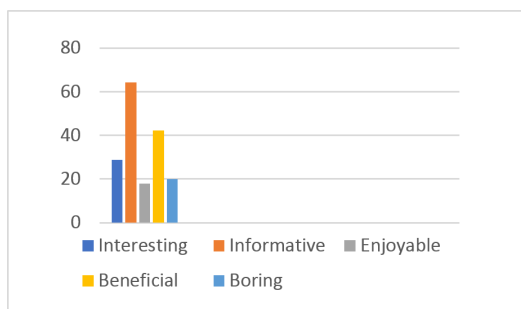
Table 2: Attendance of study days

Valid	Frequency	Percentage (%)
Never	1	2.2%
Rarely	8	17.8%
Sometimes	26	57.8%
Often	8	17.8%
Always	2	4.4%
Total	45	100%

As proffered in the table above, participants were asked about their regular attendance of seminars. Results revealed that 57.8% of them always attend study days, 17.8% often and rarely attend them, 4.4% sometimes attend them, besides, 2.2% who never attend them. This indicates that seminars are not regularly attended by EFL teachers as only half of the participants (N=26) always attend them. The reasons behind their abandonment or regular attendance are further clarified in the upcoming question (see Figure 1).

Question Five: How do you find those study days?

Figure 1: Study Days' Evaluation



The above figure exhibits EFL teachers' evaluation of study days; participants were given a range of options to choose from, 64.4% of participants found study days informative, and 42.2% find them beneficial, in addition to 28.9% and 17.8% claimed that they are interesting and enjoyable. However, 20% find them boring and not worth attending. It is worth noting that these results are relative and cannot be generalized as seminars are hosted by different inspectors who may have different methods of presenting content and engaging teachers.

Question Six: Do study days encourage declarative knowledge (knowing what) or procedural knowledge (knowing how)?

Table 3: Type of knowledge promoted by Study Days

Valid	Frequency	Percentage(%)
Declarative knowledge	30	66.7%
Procedural knowledge	7	15.6%
Both	8	17.8 %
Total	45	100%

When asking participants about the knowledge offered to them, 66.7% asserted that they are receiving only the declarative knowledge. Besides, 17.8% only receive both declarative and procedural knowledge, and 15.6% claimed their reception of procedural knowledge. Unfortunately, most of the participants do not receive both types of knowledge although they practically need both in the workplace since the declarative one is never sufficient to run an EFL

classroom effectively.

Question Seven: Are pre-service training programs identical to the in-service ones in terms of the content given? Justify your answer.

Table 4: Similarity between pre-service and in-service training

Valid	Frequency	Percentage (%)
Yes, they are	36	80%
No, they are not	9	20%
Total	45	100%

As manifested in the above table, 80% of participants see that pre-service and in-service training are similar in terms of content given, while 20% disagree with the claim. As a continuation to the question, participants' justifications for their answers can be summarized as follows. Some respondents reported that only theoretical knowledge is given in pre-service training which has nothing to do with the practical reality of the Algerian classroom; also, pre-service training does not mention challenges that will be faced by teachers once they are in service. More so, they asserted that both types of training provide mere theoretical knowledge with little, if any, practice; they are insufficient as they do not back-up teachers with ways to face our local classroom challenges.

Question Eight: Are TTP (teacher training programs) keeping pace with the innovative practices in ELT? Justify your answer.

Table 5: Keeping pace with innovative practices in ELT

Valid	Frequency	Percentage (%)
Yes, they are	5	11.1%
No, they are not	40	88.9%
Total	45	100%

As regards keeping pace with innovative practices in ELT, most participants 88.9% asserted that TTPs in Algeria do not keep pace with modern issues in ELT, while 11.1% claimed the opposite. As a follow-up,

they justified their answers as follows: inspectors are most of the time disconnected and only bring outdated stuff; most TTPs provide the basics of teaching which can be found everywhere; they still educate teachers on how to use printed materials, while neglecting the digital soft ones; on the other side of the spectrum, some participants asserted that pre and in-service training are quite relevant and coping with ELT innovative practices.

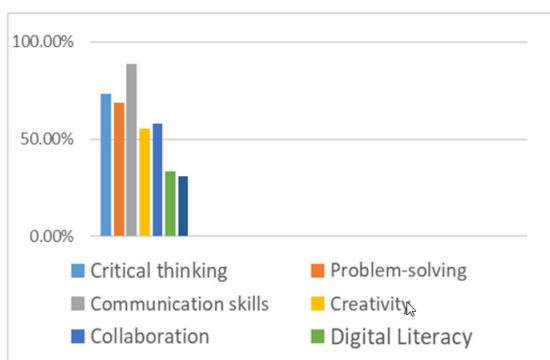
Question Nine: How do you develop your expertise in the domain of teaching?

When asked about ways of developing teachers' expertise, most teachers reported that they rely on both TTPs and their research as they complete one another. Others rely on their experiences as the reality differs markedly from all what is said/written in TTPs and/or the body of literature; others have mentioned self-training to perform adequately as no size fits all, classrooms are not similar and teachers have to develop their competencies based on their needs and the ones of their students. TTPs provide only a slight drop of a wide ocean of ELT, it cannot cover everything, so teachers must rely on research.

Section Three: Twenty-first Century Skills and Teachers' Training

Question Ten: Which of the following 21st century skills do you promote in your EFL classroom?

Figure 2: Twenty-first Century Skills Promotion in EFL Classroom

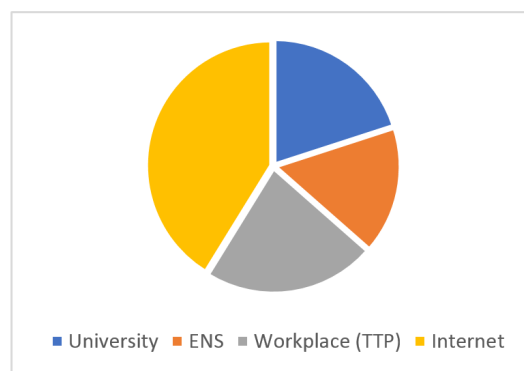


When asking participants about skills mostly promoted in their classrooms, most participants 88.9% promote communicative skills, followed by critical thinking 73.3%, then problem-solving 68.9%; besides, collaboration 57.8% and creativity 55.6%; followed

by, digital literacy 33.3% and self-direction 31.1%. It can be inferred from the results that communication, critical thinking, and problem-solving are taking the lion's, while limited attention is given to the others. It is, thus, problematic that digital literacy and self-direction skills are not stressed although they are essential in this era.

Question Eleven: How did you know about those skills?

Figure (3): Source of knowledge about twenty-first century skills



As shown in the above figure, most participants 77.8% knew about 21st century skills from the internet, 42.2% from the workplace, 37.8% from university, and 31.1% from ENS. These results demonstrate teachers' knowledge of the skills regardless of the source; most of the teachers get to know about them from different sources instead of TTP, which is deemed to be the first source of knowledge that equip them with modern trends in ELT. However, it is worth noting that knowing about the skills is not enough, teachers have to have sufficient contextual knowledge to implement them in their classroom.

Question Eleven: To what extent do you agree or disagree with the following statements:

A: TTPs equip teachers with sufficient procedural knowledge on how to engage students in critical thinking activities.

B: TTPs train teachers on how to make their instructions problem-based, and encourage students to acquire some skills needed when solving problems.

C: TTPs guide teachers on how to make their classrooms more communicative.

D: TTPs provide teachers with strategies for making students think and work creatively.

E: TTPs give paramount importance to collaboration and how to foster it in EFL classrooms.

F: TTPs train teachers on how to make students familiar with recent technological advancements.

G: TTPs train teachers on how to make students self-directors and monitors.

Statement (A) revealed that most participants 42% remained neutral regarding TTPs instructions on how to engage students in critical thinking skills, 31.1% disagreed with the statement, 20% agreed, 8.9% strongly agreed, while only 2.2% strongly disagreed with the statement. This indicates that TTPs are not equipping teachers with sufficient strategies on how to make students critical thinkers.

Statement (B) revealed that most participants 46.6% disagreed with the fact that TTPs train them to make their instructions problem-based, while 24.4% remained neutral, 13.3% strongly agreed, 11.1% agreed, and 4.4% strongly disagreed with the statement. This indicates that strategies for making learning problem-based are not adequately communicated to teachers; this unfortunately opposes the demands of the 21st century.

Regarding statement (C), half participants 55.5% agreed that TTPs do train them on how to make their classroom communicative, 17.7% remained neutral, 15.5% disagreed with the statement, while 11.1% strongly agreed. These results are relatively unsatisfactory as communication is deemed to be the core of today's classroom; making students competent communicators ought to be an essential point to be covered in TTPs.

Statement (D), has been disagreed by almost half of the participants 44.4% who think TTPs do not train them on making students work and think creatively; 2.2% strongly disagreed with the statement; 28.8% remained neutral while 13.3% agreed with the statement, and 11.1% strongly disagreed.

Analysis of statement (E) revealed that 57.7% of participants agreed that TTPs give paramount importance to collaboration, 28.8% remained neutral,

15.5% strongly agreed, and 2.2% disagreed. Results show that TTPs give moderate value to collaboration inside EFL classroom.

Statement (F) demonstrated that 44.4% of teachers disagreed with the fact that TTPs encourage teachers to develop students' digital literacy; 28.8% remained neutral, 11.1% strongly agreed and agreed, and only 4.4% strongly agreed.

The last statement (G) revealed that almost half of the participants 44.4% disagreed that TTPs impart teachers on how to make students direct and monitor themselves, 35.5% remained neutral, 13.3% agreed, 8.8% strongly agreed, and 4.4% strongly disagreed.

4.2. Discussion of Results and Implication

The final results obtained from the questionnaire analysis have contributed to answering the aforementioned research questions. Regarding section one 'Demographic and General Characterization', it is revealed that teachers who took part in the questionnaire are with different levels of experience, and occupy positions at different educational levels. This amalgamation has greatly contributed to the obtained results as data have been gathered from different teachers who certainly have different estimates regarding the topic under investigation.

Section two 'Teachers' Training Programs', has shed light on the nature of TTPs in Algerian. Results revealed that teachers do attend study days with different degrees of frequency, and they have different views regarding them. While some view TTPs as informative and interesting, others view them as boring. When asked about the type of knowledge provided in TTPs, answers varied from those who receive either declarative knowledge, or procedural knowledge, and those who received both, but the majority receive only the declarative knowledge. Furthermore, participants have reported that pre-service and in-service training is, to a great extent, identical in which they do not most of the time equip teachers with modern trends in ELT. Although their claims are relative and cannot be generalized as this study is a small-scale one, these results are unsatisfactory since the core of TTP ought to be centred on current trends on ELT.

The analysis of section three entitled ‘Twenty-first Century Skills and Teacher Training’ revealed that the most promoted 21st century skills in the Algerian EFL classroom are communicative skills, critical thinking, and problem-solving. While creativity, digital literacy, and self-direction skills are neglected. Equally, when participants were asked about the skills they get trained on when undertaking different types of training, most of them selected the ones they already promoting and inculcating into their learners. This mirrors the great impact TTPs have on teachers’ educational development and adopted teaching strategies.

After reviewing the results, it is appropriate to answer the aforementioned research questions. It can be noted from the participants’ answers that TTPs in Algeria are not fully keeping pace with modern trends in ELT; the knowledge presented in those training is merely based on the basics of the English language teaching. Furthermore, not all 21st century skills are integrated into those training; teachers are not instructed on how to promote digital literacy, creativity, and self-direction skills in their EFL classroom. More to the point, it is inferred from the questionnaire analysis that what teachers are trained on in TTPs is reflected in their classroom practices, i.e., if one skill is presented in TTPs, teachers would in return promote it easily in their classroom, and the reverse might be true. In more simple terms, TTPs in Algeria are not sufficient due to their shortcomings and narrowed scope.

5. Conclusion and Recommendations

This small-scale research aims at investigating whether teachers’ training programs provide EFL teachers with practical strategies on how to promote 21st century skills in their classes. The results are somehow dissatisfactory as TTPs in Algerian are not giving considerable attention to those skills. In today’s contemporary world, 21st century skills are deemed to be pivotal in all spheres of human life, especially in the educational systems; students must possess those skills which will be needed not only in their academic life, but also in their professional one later. This role falls on teachers who are, too, assumed to have those skills and know how to promote them in their EFL

classroom.

Based on the findings of this study, the following recommendations need thoughtful consideration:

- TTPs in Algeria have to undertake considerable reforms to excel the effectiveness of English language teaching in Algeria.
- The content to be delivered to teachers have to keep pace with modern ELT trends and movements, taking into account our local context.
- Pre-service and in-service training have to complete each other instead of replicating the same content.
- Priority must be given to procedural knowledge over declarative knowledge.
- Teachers should not rely on TTPs’ content only to cultivate their expertise, but they have also to consider reviewing recent literature, consulting colleagues, and attending national and international conferences to refresh their knowledge.
- When inspectors visit teachers in their classes, they have to give remarks to teachers on the importance of 21st century skills, guide them on how to promote those skills, and gently oblige those who do not incorporate them to do so.
- Inspectors, too, have to constantly cultivate themselves as knowledge is constantly changing, and teachers and learners, too, across time develop different needs and wants which need to be satisfied.
- National curricula and textbooks have to be reviewed and adjusted according to the demands of this era and its skills.

Conflict of Interest

The authors declare that they have no conflict of interest.

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