

CONFERENCE PROPOSAL FORM

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Selected track: Teachers' training programs for all the stages

Title of paper: The 21st Century Training Skills for EFL Teachers

Abstract

The current study examines the initial training and in-service training of EFL teachers in Algeria. It summarises developments over recent years, depicts the actual training programs, and makes recommendations on how good practice and updated types of training programs can help teachers respond to the learners' needs and insure lifelong learning. The study also examines the EFL teacher skills and their interdependency on the patterns of education presented in each school. Drawing on an overview of two types of schools in Chlef, the report examines initial teacher training for middle and primary schools, looking at organisational, curriculum and structural issues. Furthermore, it discusses in-service training for middle and secondary school teachers, highlighting the diversity of areas of inquiry, qualifications obtained, career recognition available, and the main areas of content usually addressed. The report then draws out the main academic needs that have emerged from the analysis.

Results showed a range of good practices, from which wider lessons can be learned. Following from these, a professional profile of the ideal twenty first century EFL teacher is presented, proposed as a benchmark against which actual teachers and training might be compared.

The report concludes with some recommendations, proposing ways in which EFL teacher training can be further strengthened by actions related to new training programs in order to respond to the 21st century education in terms of quality and quantity.

Key words: 21st century, education, training, qualifications, EFL teacher