

Author	Dr. Sellami Amina (University of Boumerdes)
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Key Words	Secondary School Education; 21 st -century skills; Critical thinking.

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. Research has revealed that seminal ways of dealing with problems, interacting, socializing, and learning are no longer desired, instead, new skills, namely critical thinking, creativity, information literacy, digital skills, leadership, problem-solving, and collaboration are embraced to satisfy the demands of this era. To this end, teachers are challenged to promote those skills in their EFL classrooms, especially critical thinking which is deemed to be the most recommended skill nowadays. However, some teachers do recognizably lack both theoretical and practical knowledge on how to promote critical thinking; an alternative could be found in teachers' training programs where teachers receive advanced scaffolding on promoting this skill. This research is thus an attempt to investigate whether secondary school teachers promote critical thinking in their classrooms. To attain this aim, this study follows a quantitative approach to approve/refute its hypotheses and answer its research questions. A semi-structured questionnaire was administered online using *Google Form* to 45 secondary school teachers of the English language. The analysis of the questionnaire revealed that most teachers, especially novice ones, do not give much importance to this skill to various personal and environmental factors. In light of these results, some implementations were conferred on how teachers can better promote this skill to form pupils who will be effective and productive citizens in the classroom and society at large.