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ARTICLE

Second Generation Reforms in Primary Education: A Field Study on Improving Oral Expression Activities

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Abstract

Education plays a pivotal role in pedagogy, prompting the Algerian educational system to undertake several reforms to align with modern developments. Among these, the Second Generation Reforms stand out as a strategic initiative aimed at enhancing the effectiveness of schools and improving educational outcomes, particularly in fostering learners' linguistic development. This study concentrates on a key objective of these reforms: the promotion of oral communicative competence. Recognizing language as a vital tool for expression and comprehension, the research paper titled "Second Generation Reforms in Primary Education: A Field Study to Improve Oral Expression Activities" underscores the significance of oral activities in linguistic growth. It also examines the challenges encountered during their implementation within educational practice, emphasizing the importance of fieldwork to identify and address the specific problems and difficulties related to teaching oral expression.

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Introduction

The openness witnessed by the educational system has introduced a new vision that compels it to keep pace with developments across various fields, in line with the challenges of the modern era and emerging changes. This has driven the system to constantly strive for effectiveness and quality, particularly in ensuring the adequacy and efficiency of training that contributes to the development of the competencies of all stakeholders.

Given that language is not merely a set of theoretical rules to be memorized, but rather a set of skills to be developed, mastered, and employed in daily communication, attention has been directed toward improving the teaching of the Arabic language in order to fully realize its pedagogical, social, and cultural roles. Particular focus has been placed on oral expression, since language acquisition in general depends on its practice and understanding how to use it in various real-life situations. In this regard, educational institutions represent the most suitable environment for practicing, developing, and mastering communicative competencies and using them as a means of interaction and goal achievement.

In this research paper entitled :**Second Generation Reforms in Primary Education : A Field Study to Improve Oral Expression Activities**, we explore the stakes of implementing oral expression activities according to the new curricula

and discuss the challenges faced in practical contexts. The study emphasizes the importance of the applied aspect, as it is the only way to uncover the difficulties and problems affecting the educational process as a whole, and the teaching of oral expression in particular. Furthermore, it investigates the role of oral expression activities in improving the performance of both teachers and learners. The central question remains : can these reforms truly lead to quality and progress for both educators and students, and help achieve the desired communicative competence ?

1-Defining the Study Concepts

1.1 The Concept of Educational Reform

Since its independence, Algeria has sought to develop its educational system in a way that aligns with its identity and national values, while also keeping up with the educational advancements occurring in the developed world. These factors, among others, have contributed to the emergence of the idea of comprehensive educational reform, aimed at addressing challenges and creating individuals with competencies that can be applied in their daily social lives. This would enable them to play an active role in facing the challenges and changes of the current era. Achieving this goal requires an educational system that evolves with these developments.

The concept of reform, in its terminological aspect, refers to "addressing an existing undesirable situation, or one that is likely to become so in the near future, with a desired situation"¹. It also carries the connotation of giving a new shape to words and actions. This definition leads us to assert that educational reform refers to the process of change in the education system, or part of it, towards improvement. From this perspective, "reforms aim to reconsider the objectives, methods, and curricula"², especially since it has become necessary to awaken the learner's potential to benefit from the wealth of various cultural experiences, in order to move forward into the lead in the new world and prepare them to be a strong, competent, and competitive individual in the future.

In the same context, educational reform aims to link the school to social life, in its dynamic face, aligned with a particular era. Reform, in its precise sense, is viewed as "an ongoing, dynamic, and continuous process, involving stages of follow-up and adjustment to ensure the proper and natural functioning of the educational system"³.

Educational reform requires "reconsidering the existing educational system through a series of evaluative studies, followed by a process of development based on the needs of the current phase and future visions for the system"⁴. In this case, global trends and aspects of educational renewal are among the most important factors to be considered. These challenges and changes affect not only the form and style of educational institutions' work but also their objectives, the process of teaching, and its methods. Addressing these challenges and changes necessitates a gradual approach over stages to ensure the success of the reform process. Adopting a particular educational approach and later abandoning it for a new approach indicates that the previous approach no longer meets the requirements of the lived reality, such as acquiring new and evolving experiences, ideas, methods, skills, and tools. Hence, there is a need for a new educational approach that develops the educational process, establishes resources, and fosters the desired competencies that enable the learner to structure their thoughts, build their personality, interact with their environment, and communicate in Arabic in various life situations.

From this, it can be pointed out that success in the mission of reforming the educational system requires education professionals to take into consideration that reform requires a dynamic pedagogical model, characterized by practical flexibility, theoretical clarity, and acceptance by the direct stakeholders, in order to attract them and benefit from its positive aspects. Accordingly, it became necessary for them to guide the educational system to operate according to the competency-based approach in its second generation, addressing the shortcomings that existed in the first generation, with the aim of achieving excellence and attaining the desired goals of providing learners with training that enables them to interact positively with world cultures without losing their identity and personality.

1.2 The Terminological Concept Of Educationnel Curriculum

The curriculum in any nation plays a crucial and impactful role in shaping and forming the personality of both the individual and society, in accordance with its principles, foundations, beliefs, and ideas. It reflects the nation's aspirations, ambitions, and hopes for future generations.

The term curriculum has been adopted into the field of education, allowing us to state that the educational curriculum is the path followed by both the teacher and the learner to achieve specific objectives. It is important to point out here that the concept of curriculum has been the subject of philosophical debate, which can be summarized into two main perspectives : the traditional view and the modern view.

From the traditional perspective, the curriculum is defined as “a set of prescribed school subjects for a specific class or stage of education”. According to this definition, it is confined within a narrow scope, limited to predetermined knowledge and information provided by the educational institution. It consists of interconnected elements that influence one another with the goal of achieving specific outcomes. However, to attain these outcomes, it is not sufficient to rely solely on the educational objectives outlined in the curriculum; other factors that may impact the overall purpose of curriculum development must also be considered. From this traditional viewpoint, the curriculum is “characterized by a limited perspective, which is reflected in how those involved in curriculum development, teaching, or evaluation perceive it, resulting in a simplistic, routine, and mechanical educational process”⁶. Under this view, the curriculum mainly consists of educational materials that learners are obliged to study by any available teaching method, often leading to the neglect of experiential learning, disregard for the learner’s nature, and stagnation without any adaptation or change.

In conclusion, the teaching and learning process is continuous and interconnected, influenced by various factors related to both the teacher and the learner, as well as the surrounding environment, starting from the family to society and the broader global changes. It is clear that the concept of curriculum has evolved over time and adopted new meanings to keep pace with these developments. A more modern definition has been proposed to improve the educational system and guide the learner toward adapting to the rapid advancements of modern science, as will be explained in the next section.

In contrast, from a modern perspective, the curriculum has become broader and more comprehensive. It is now viewed as “a set of planned activities aimed at producing learning. It includes educational objectives, content, methods (including assessment), teaching aids (including textbooks), and provisions for the appropriate training of teachers”⁷.

Based on the above, it is clear that the educational curriculum has evolved from a narrow concept limited to school subjects to encompass the broader educational environment. It has become a coherent structure based on a rational and comprehensive vision of the educational system. It is an integrated plan that organizes a set of elements within a system connected by defined relationships. With the guidance of the teacher, the learner is able to acquire knowledge and a variety of educational and experiential skills, ensuring their development in all dimensions: physical, intellectual, social, and psychological. The goal is to assist learners in achieving holistic development and reaching pre-established objectives. The responsibility of education and preparation, therefore, falls upon both society and the school, with the aim of forming future generations that meet the desired standards. The curriculum thus serves as a fundamental tool through which the educational system achieves its objectives, ensuring the formation, preparation, and education of the individual on whom the future depends.

1.3 Definition of the Second Generation Curriculum

Algeria continuously strives to develop its educational system in a way that aligns with its national identity and values, while also meeting the demands of recent developments in the educational field in particular. These factors played a significant role in the emergence of the idea of comprehensive reform of the educational system in 2016. Algeria witnessed a rapid dynamic shift, during which it began to implement the Competency-Based Approach in education, now known as the Second Generation Curricula. These curricula represent an “educational policy within the framework of educational reform, aiming to improve the educational performance and outcomes of Algerian schools by adopting active teaching methods that help learners acquire a set of competencies throughout their educational journey.”⁸ To achieve the objectives of this reform, these curricula have been designed to implement reform strategies that serve the national interest, respond to the real needs of individuals and groups, and work to instill ethical values and national identity in learners. This is accomplished through the use of modern pedagogical methods that save time and effort, while simultaneously helping learners acquire knowledge and apply it in their daily lives. The ultimate goal is to achieve educational quality and pedagogical efficiency.

In addition to that, the strategy is built on four fundamental pillars: **authenticity, openness, integration, and planning**. And among the most important characteristics of the Second Generation Curriculum, we mention the following:

- The pedagogical model shifted from one dominated by knowledge based on memorization and recall to a model that prioritizes the learner’s ability to demonstrate reasoning, deduction, analysis, and the use of critical thinking.
- The Second-Generation educational system is based on knowledge construction through social interaction and cooperative learning, enabling learners to communicate effectively in various situations they encounter.

- There is a focus on enhancing formative assessment to ensure continuous evaluation and monitoring of the learner's progress.

Therefore, the Second Generation Curriculum aims to develop learners who have the ability to continuously improve their competencies, build their own learning, and adapt and act independently in different real-life situations. The educational system's focus has shifted from the simple transmission of knowledge to the comprehensive development of the learner. Likewise, the role of the teacher has shifted from being a transmitter of knowledge to a facilitator who guides the learner's journey in a dynamic framework for building their personality and developing their competencies.

1.4 The Oral Expression Activity

1.4.1 Expression as a Language Activity

Before addressing the concept of language activity, it is important to first refer to the general concept of school activity. In the educational context, it means "the mental and physical effort exerted by the learner in order to achieve a specific goal, and in a more applied context, it takes on a more practical dimension"⁹. From this perspective, school activity refers to the practical engagement undertaken by the learner to achieve a certain educational goal.

There is no doubt that selecting linguistic activities, both inside and outside the classroom, and enabling the learner to engage in them brings various psychological, educational, and social benefits. It strengthens and reinforces the learning process, while also nurturing talents and developing linguistic inclinations such as public speaking and success in discussion situations using persuasion and argumentation techniques, among others. Moreover, it has a clear impact on acquiring positive behaviors and fulfilling various learner needs.

Language activity in school is "one of the school activities that aims to enable learners to benefit from the practical use of language in natural situations, away from the restrictions of the classroom session"¹⁰. It is also defined as "a set of procedures and activities carried out by the teacher and the learner within a specific period of time and in a particular field of knowledge"¹¹. Accordingly, language activity is considered one of the most important elements of the language curriculum in primary education, as it occupies the largest portion of instructional time. The objective is to equip the learner with language skills and enable them to practice these skills both orally and in writing, ensuring their success in various life situations. It is well established that these language activities include **speaking, listening, reading, grammar (syntax and morphology), dictation, and writing**.

Therefore, it can be said that the specific language activity targeted for development and improvement in this process is **Oral Expression**, which represents the ultimate goal to be achieved. The educational system strives to equip learners with this skill by training them and encouraging them to engage in its practical application.

1.4.2 The Terminological Definition of Oral Expression

Oral expression is "a process through which sounds are produced, accompanied by facial expressions that contribute to interaction with listeners. This process is an integrated system that is learned phonetically, semantically, and grammatically, with the aim of conveying ideas or feelings from the speaker to others"¹², in various communicative situations. From this, we find that the ability to possess accurate, clear, and impactful speech in a person's life is achieved by acquiring and developing oral expression skills from the early stages of speech. A young child goes through stages of vocalization such as babbling and crying to express various needs. However, language acquisition is not limited to innate biological capacities; rather, the child is embedded from an early age in a social environment that gradually trains them to use spoken language as an effective tool of communication. From this perspective, it can be asserted that vocabulary is not acquired in isolation but is shaped within a socio-cultural context that accurately reflects the nature of the community to which the speakers belong.

Oral expression holds great importance in the school environment due to its active role in enhancing the teaching/learning process. Through it, the learner is able to "communicate their thoughts and feelings to others verbally, using language, aided by gestures, hand signals, facial expressions, and tone of voice"¹³. The learner lives and communicates within a framework of relationships of influence and interaction, starting within the family, then the school, and finally in society as a whole.

Accordingly, the oral expression session in primary education aims to enable the learner to develop communicative competence, which includes speaking fluently, organizing ideas, using appropriate vocabulary and sentence structures according to the topic and context of speech, while observing language rules and speaking skills such as correct pronunciation, intonation, and body language. Afterward, the learner is able to engage in various accompanying

language activities and deepen their command of the language and ways of using it. “Language is the primary key that a learner must possess to access various fields of learning; it is not only the subject matter that conveys knowledge, but also the means of building harmonious relationships with the surrounding environment, and in this sense, it constitutes the first and fundamental transversal competence.”

2-TheField Study on the Reality of Oral Expression Activity in Primary Education

2.1 Preface

Focusing scholarly inquiry on a specific language activity within the framework of a newly reformed curriculum constitutes, in itself, a topic of significant academic relevance. It seeks to design innovative pedagogical processes that enhance learners’ quality of learning and the efficiency of knowledge acquisition within an engaging and supportive environment.

The researcher has previously examined the reform of the Second Generation Curriculum from both theoretical and analytical perspectives, particularly in her peer-reviewed article entitled *“Oral Expression in Light of the Second Generation Curriculum and Its Role in Enriching the Lexical Repertoire of Third-Year Primary Pupils,”* as well as in her academic book titled *“Theoretical Approaches to Expression Activities in Light of the Rewritten Curricula in Algeria”*⁵. These works addressed the philosophical and pedagogical foundations from which these reforms emerged, with a particular emphasis on the challenges posed by the competency-based approach and the implementation of active learning methodologies. Oral expression was highlighted as a core linguistic activity and a fundamental communicative competence within the curriculum.

The aforementioned monograph, in particular, focused on the conceptual framework of educational reform by analyzing the notions of “reform” and “curriculum,” explaining the characteristics and objectives of the Second Generation Curriculum, and emphasizing the central role that oral expression plays in building linguistic competence among primary school learners.

However, while this theoretical treatment is undoubtedly important, it remains incomplete without engaging with the pedagogical realities on the ground. This current study therefore seeks to bridge the gap between theoretical analysis and empirical investigation, by identifying the practical challenges and difficulties hindering the effective implementation of oral expression in primary education, whether related to teacher performance, learner engagement, or broader classroom and instructional constraints. In this light, the study aims to assess the real impact of Second Generation reforms on oral expression practices, through the analysis of field data and the proposition of practical pedagogical mechanisms for enhancement and implementation. It does so in an attempt to answer the following central question:

What is the reality of teaching oral expression activities to primary school learners under the Second Generation Curriculum ?

Based on this perspective, the field study was conducted according to the following methodology :

2.2Fields of the Study

2.2.1 Geographical Scope

This refers to the location where the field study was conducted, the majority of the study was carried out in primary schools located in the Wilaya of Biskra, Algeria. Additionally, the questionnaire was distributed in an electronic format.

2.2.2 Time Scope

This refers to the period allocated for conducting the study, during which the questionnaire was distributed to the sample of participating teachers. The timeframe extended from **February 25, 2021** to **May 10, 2021**. Most of the questionnaires were completed in the Wilaya of Biskra during training workshops organized by primary education inspectors, while the electronic versions of the questionnaire were received via online communication platforms.

2.2.3Human Scope

It consists of a sample of teachers who are responsible for teaching learners at the fourth and fifth grade levels of primary education, with their total number reaching fifty (50) individuals.

2.2.4 Research Methodology

The methodology is defined as “a set of principles, rules, and systematic steps followed to investigate scientific facts or to examine them thoroughly”¹⁶. Our study required a structured approach based on gathering information about the research problem, followed by statistical analysis and descriptive reporting with the aim of analyzing, interpreting, and commenting on the data in order to reach final conclusions about the studied phenomenon, along with a set of suggestions and recommendations. Since the scientific method is “a way of thinking and working adopted by the researcher to organize, analyze, and present their ideas, thereby reaching reasonable facts and conclusions about the phenomenon under study”¹⁷.

Accordingly, the nature of the study topic, particularly its fieldwork aspect, required the use of the **descriptive method**, employing **statistical and analytical techniques** followed by the interpretation of results, with the aim of identifying the reality of teaching oral expression activities in light of the **Second Generation Curriculum**.

2.2.5 Research Tool

The success of any scientific research is closely linked to the tools used for data collection. In this study, we relied on the questionnaire as our primary research tool. The questionnaire is defined as “a tool for collecting data from individuals or large groups with a high population density, through the use of a form that contains a set of questions aimed at obtaining qualitative or quantitative information.”

The construction and selection of the questionnaire items were based on the nature of the research questions and the objectives outlined in this study.

2.3 Presentation, Analysis, and Interpretation of Field Study Results

2.3.1 Distribution of the Sample According to Specialization

Specialization	Frequency	Percentage
Arabic Literature	15	30%
Psychology	10	20%
Other Specializations	25	50%
Total	50	100%

The table shows that the highest percentage belongs to teachers from **other specializations**. This is mainly due to the lack of recruitment opportunities except in the education sector, especially following the recent wave of early retirement within the Ministry of National Education. In addition to the diversity of subjects taught in primary education, this category of teachers is also capable of fulfilling teaching duties. However, it is essential to provide them with high-quality pedagogical training to enhance their teaching effectiveness. The next largest group consists of teachers specialized in **Arabic Literature**, which is highly suitable for teaching the Arabic language and its related linguistic activities. Finally, there are teachers with specialization in **Psychology**, who possess sufficient competencies to understand learners' personalities and effectively influence them, helping them become active and engaged members of the classroom community.

2.3.2 Sample Distribution According to Employment Status

Qualification	Frequency	Percentage
Higher Teacher Training School	05	10%
Based on Academic Degree	35	70%
Graduate of the Technological Institute	10	20%
Total	50	100%

The percentages indicate that the most common qualification is a university degree. The decline in the number of Technological Institute graduates is due to the suspension of training programs on the one hand, and the retirement of most of its former graduates on the other. As for the low number of Higher Teacher Training School graduates, this is mainly because most of them prefer teaching at the middle or secondary levels of education.

2.3.3 Sample Distribution According to Professional Experience

Categories	Frequency	Percentage
Less than 10 years	23	46%
More than 10 years	27	54%
Total	50	100%

The table shows that individuals with more than ten years of experience represent the largest proportion. It is worth noting that they are the most experienced, possessing high-level skills and competencies that enable them to effectively engage in teaching activities. They are also more capable of identifying the problems facing education and learning, as well as finding appropriate solutions. Although the second category lacks extensive experience, they will gradually acquire it, thereby ensuring the continuity of training a new generation of teachers who are capable of keeping pace with development and modernization in the educational system.

2.3.4 What are the new aspects of the second-generation reforms regarding the oral expression activity?

The answers to this open-ended question were provided by teachers, focusing on the innovations introduced by the reform in terms of procedures and objectives. Here, we present the main points highlighted in the teachers' responses as follows :

- Adoption of the competency-based approach founded on the socio-constructivist theory, where the focus is placed on the learners by teaching them how to develop their skills and construct their own learning, while taking into account the surrounding cultural and social aspects.
- Focusing on the development of learners' language abilities, particularly by enhancing the skills of listening and speaking.
- Promoting active participation and dynamism in oral expression through mastering the art of speaking and dramatizing events from some spoken texts.
- Placing emphasis on making the learner active in the classroom through interactive activities, so they can successfully acquire proper oral communication skills.
- Guiding learners and enabling them to pronounce words correctly and accurately.
- Enriching their linguistic and cognitive repertoire through the skill of listening, since oral expression fundamentally relies on speaking and listening.
- Encouraging learners to communicate with others and engage in teamwork by boosting their self-confidence and motivating them to make greater efforts.
- Paying attention to the development of moral values, and reinforcement of national identity elements.
- Developing the assessment system by adopting continuous assessment.
- Making the oral expression session effective by encouraging learners to interact with the teacher and their classmates, and providing them with equal opportunities to speak and express themselves.
- Increasing the time allocated to oral expression by introducing a "Listening Comprehension" session as a preparatory stage for oral expression. During this session, the learner is prepared for oral expression through the development of listening skills, contextual understanding, and the analysis of spoken discourse.

In conclusion, the teachers' responses indicate that the oral expression activity holds great importance in primary education in light of the second-generation reforms. It has been considered one of the key pillars of learning, meaning "a transition from a basic cognitive and competency level to a higher level by adding new information with the assistance of the teacher through appropriate activities." Therefore, it has been implemented with a new feature

that focuses on placing the learner in a unique environment where they share knowledge with their classmates and develop communicative competence.

2.3.5 The Effectiveness of Second-Generation Curricula in Addressing the Difficulties Faced by Primary School Teachers in Delivering Oral Expression Lessons

Proposals	Frequency	Percentage
Yes	25	50%
No	10	20%
Sometimes	15	30%
Total	50	100%

This table shows that 50% of teachers responded that the new curricula address the previously observed shortcomings concerning this activity. From their perspective, the revised curriculum has overcome the deficiencies and limitations of earlier educational programs by introducing new content that frees the learner from ready-made, pre-packaged knowledge. Learning, within the framework of the constructivist approach adopted by the new curriculum, is designed to combat passivity and dependency in acquiring information. It relies on active methodologies that engage the learner directly in the educational process, involving them in constructing their own learning. This aims to reveal their intellectual and practical capabilities, encourage initiative, creativity, innovation, and collaborative work, and promote the exchange of experiences to achieve the personal development that society aspires to through educational efforts ultimately shaping individuals who are proud of their identity and cultural heritage while being open to others.

The 30% figure refers to teachers who believe that the reform efforts have addressed some issues, but only partially. This implies that the curriculum remedied certain aspects that facilitated the teacher's work, yet failed to address others, thereby hindering the teaching process. As a result, it lacked comprehensiveness in tackling the various dimensions of failure observed in previous curricula. Given that the teacher is a key element in the educational environment responsible for activating, motivating, and guiding learners any limitation in the curriculum reduces their ability to perform effectively and comfortably, which in turn negatively affects the credibility of the curriculum itself.

Meanwhile, the remaining 20% indicate that no effective remedy exists in the new curricula. This reinforces earlier claims that problems inherited from previous curricula persist within the new one. It suggests that the current reforms focused on resolving specific issues while neglecting others, leading to a recurring cycle of reforms that fail to fully achieve their objectives each time. Such inconsistency and instability in educational curricula are likely to have adverse effects on the education system in the long term.

2.3.6 Key Language Skills Emphasized by the Second Generation Curriculum in Terms of Their Role in Enhancing Learners' Oral Expression Performance

Teachers' responses varied; some of them limited their answers to stating that the processes involved in acquiring and developing language skills that could help learners improve their oral expression consist of four main processes:

- **Cognitive processes**, represented by the formulation of ideas.
- **Linguistic processes**, related to the use of style and structure.
- **Phonetic processes**, reflected in spoken language.
- **Paralinguistic processes**, which include body posture and accompanying gestures such as hand movements and facial expressions.

These skills are developed through reading and literary analysis activities, which provide learners with a rich reservoir of knowledge, language, and expressive tools that contribute to enhancing their oral performance.

Indeed, the responses were relevant and insightful; however, these skills are primarily related to the individual themselves that is, each person possesses their own unique abilities and employs them to the extent they deem

appropriate and in contexts they consider suitable. These are internal factors subject to each individual's autonomy. Nevertheless, the majority of respondents appeared to grasp the intended meaning of the question, unanimously affirming the vital role of language skills in advancing learners' oral expression. These skills are deemed essential and must operate collectively, as they are interrelated and jointly serve to refine oral, then written communication. For instance, reading is among the most significant language skills that greatly enrich learners' linguistic and cultural repertoire, allowing them to apply it in various communicative contexts and language productions.

It is evident from the responses that all teachers agree that learners' success in different communicative tasks hinges on their mastery of language skills, namely **listening**, followed by **speaking**, then **reading** and **writing**. These skills are acquired in a range of environments, beginning within the family, where the learner acquires initial vocabulary through listening, and continuing at school, where they learn the rules of language and how to use it through structured curricula, teaching strategies, and instructional resources.

This development progresses through multiple stages : speaking through oral expression classes, discussions, and dialogues ; reading to develop linguistic input ; and finally writing considered the culmination of all language skills which allows learners to apply diverse modes of expression such as description, narration, and argumentation. The overall goal is to equip learners to use these skills in an integrated manner, thereby fostering both oral and written communicative competence applicable to real-life situations.

It is important to highlight that the **Second Generation Curriculum** places significant emphasis on **listening as a foundational language competency**, which encompasses **listening to spoken texts**, **comprehending oral discourse**, **interactive engagement**, and **oral production**. These components are strategically and progressively reinforced within each instructional session to foster effective language acquisition. This instructional focus stems from the recognition of the **pedagogical value of listening** in activating and enhancing learners' performance in **oral expression tasks**. In alignment with this view, the curriculum introduces a dedicated session for **listening comprehension (comprehension of oral discourse)** as a **preparatory stage** before the **oral expression lesson**, which is subsequently followed by the **oral production session**.

This structured progression reflects the curriculum designers' **forward-thinking educational philosophy**, which regards **listening proficiency as a gateway to developing other core language skills**, especially within the **primary education level**.

2.3.7 The Most Effective Active Learning Strategies for Addressing Challenges in Managing Oral Expression Sessions. as Emphasized in the Second Generation Curriculum

Teachers' responses varied, as shown in the following table :

Strategies	Frequency	Percentage
Problem-Solving	13	26%
Inductive Approach	04	08%
Assignments	00	00%
Project-Based Learning	13	26%
Brainstorming	20	40%
Total	50	100%

Given the significance of selecting appropriate pedagogical strategies for specific learning activities, educational theorists and practitioners have continuously developed innovative instructional methods that empower teachers to effectively facilitate learning and achieve desired educational outcomes. These methods are considered vital communicative tools in the teaching-learning process. Within the framework of the Second Generation Curriculum, teachers are granted the autonomy to select instructional strategies that best align with each learning domain, while taking into account the contextual variables of classroom situations and the individual differences of learners.

Analysis of the data reveals that **the brainstorming method** garnered the highest rate of preference, cited by 40% of the respondents. Teachers consider it the most effective and suitable strategy for managing oral expression sessions. It is followed by both the problem-solving approach and **the project-based learning method**, each with a 26% preference rate, positioning them as the second most favored active learning strategies in oral expression instruction. These methods are praised for their capacity to foster both individual and collaborative learning. They are grounded in communicative and task-based learning principles that present learners with meaningful, real-life situations which stimulate discussion, cooperation, and peer interaction. These approaches help learners develop strategic learning

skills, engage in co-constructing knowledge, and cultivate creativity, autonomy, and group responsibility essential elements for fostering lifelong learning and communicative competence.

In contrast, **the inductive method** was preferred by 8% of the teachers, who highlighted its potential in developing oral expression skills by encouraging learners to analyze visual stimuli (e.g., images or scenarios) and link language production to authentic contexts. Conversely, **the assignment method** received 0% endorsement from teachers, reflecting a shared perception of its inadequacy for oral expression instruction.

It is noteworthy that field observations revealed a surprising gap in teachers' familiarity with the full spectrum of instructional strategies endorsed by the Second Generation Curriculum. This gap is largely attributed to insufficient professional development and limited access to updated pedagogical documentation. In particular, many teachers were unaware of the assignment method, despite its pedagogical value in enhancing oral production. This method involves assigning learners specific tasks or activities either individually or collaboratively within or outside the classroom context. These assignments aim to develop cognitive, linguistic, and socio-affective skills, while promoting learner autonomy and accountability. As such, this approach aligns with learner-centered pedagogy, positioning the learner as an active agent in the learning process and supporting the development of higher-order thinking skills, self-expression, and meaningful engagement with language in authentic communicative contexts.

2.3.8 Instructional Challenges in Teaching Oral Expression

Despite the pedagogical reforms introduced by the new curriculum aimed at modernizing the educational system through the adoption of **the competency-based approach** and focusing on the learner as the central agent of the learning process, the educational reality continues to reveal a range of difficulties that hinder the achievement of the intended objectives. These challenges manifest across multiple dimensions : some are related to the teacher, others to the learner, and still others pertain to the school environment, instructional resources, and the practical conditions within classrooms.

Although the second-generation curriculum outlines the foundations of a modern pedagogy based on interaction and active learning, its implementation continues to face several practical and didactic obstacles particularly in relation to the **oral expression activity**, which is considered fundamental for the development of learners' **communicative competence**. Based on teachers' field experience with this activity, the main challenges can be categorized as follows :

1. Challenges Faced by the Teacher

- **Lack of professional training:** Many teachers have not received sufficient training in active learning methodologies and techniques specific to oral expression, particularly regarding the management of Listening Comprehension and Oral Production sessions.
- **Unclear instructional objectives:** At times, the intermediate competencies or the specific objectives of the oral expression session are not clearly defined, which hinders the teacher's ability to plan and implement the session effectively.
- **Diverse learner proficiency levels :** The variation in learners' language proficiency within the same classroom, coupled with large class sizes, makes it difficult for teachers to ensure equitable and effective participation from all students.
- **Insufficient allocated time:** Although the curriculum includes a session dedicated to Listening Comprehension, the allocated time remains insufficient to address all the pedagogical goals of oral expression in a comprehensive manner.
- **Lack of pedagogical resources :** There is often a shortage of supportive teaching aids such as visual materials, audio recordings, or multimedia tools that are essential for enhancing listening comprehension and oral performance.
- **Pedagogical pressure and assessment limitations :** The absence of reliable and standardized assessment tools for oral expression hinders the teacher's ability to monitor and evaluate learners' progress accurately and consistently.

2. Challenges Faced by the Learner

- **Limited linguistic repertoire**, particularly in terms of vocabulary and syntactic structures during oral communication. This limitation stems from the learner's difficulty in enriching their language reservoir, acquiring linguistic competencies, and generating ideas/factors that negatively impact the overall quality of oral expression.
- **Shyness and lack of verbal confidence**, which hinder learners' ability to engage actively in dialogue and classroom discourse. This is often attributed to insufficient practice and exposure to structured oral expression activities.
- **Use of colloquial language** in learners' oral productions, as many struggle to transition from everyday dialect to exclusive use of Standard Arabic. This linguistic interference constitutes a significant barrier to effective and accurate oral performance.
- **Underdeveloped listening skills**; the inability to listen attentively and process auditory information impairs learners' comprehension of instructions and subsequently weakens their oral interaction and verbal responses.
- **Lack of motivation and an unsupportive classroom environment**; in many cases, the classroom setting does not foster open dialogue or encourage learners to express themselves freely, particularly in overcrowded classrooms or those lacking dynamic, student-centered teaching practices.

Conclusion

In light of the findings derived from the field study and analysis, it can be concluded that the Second-Generation Curricula introduced profound pedagogical reforms aimed at enhancing the quality of the educational process particularly with regard to improving Oral Expression activities at the primary level. These reforms included the integration of the Competency-Based Approach and the adoption of active teaching methods centered on interaction, as well as the development of listening, comprehension, and oral production skills in a complementary manner.

However, despite these forward-looking reforms, several challenges continue to hinder effective implementation. These challenges are multifaceted and relate to teachers, learners, and the overall educational environment. Achieving the intended objectives depends largely on the availability of appropriate implementation conditions. Based on the results obtained, it is necessary to propose a set of recommendations that may help address the gaps threatening the success of these reforms. These can be summarized as follows :

- **Continuous Professional Development** : There is a pressing need for education stakeholders including experts, inspectors, and teachers to engage in sustained professional development initiatives aimed at building core teaching competencies. These initiatives should expose educators to the latest advancements in teaching and learning, especially innovative methodologies for teaching oral expression, ensuring alignment with societal realities and rooted in the cultural values of the Algerian context. The ultimate goal is to enhance learners' capacities and promote more effective and meaningful schooling experiences.
- **Provision of Appropriate Pedagogical Resources** : It is essential to equip classrooms with adequate teaching aids such as audiovisual materials and practical, language-focused activities to support oral language acquisition.
- **Extended Instructional Time** : Oral expression activities require additional instructional time to be effective. This can be achieved by allocating distinct sessions for teaching, practice, production, assessment, and remediation thus ensuring a comprehensive approach to language development.
- **Supportive Classroom Environment** : Classrooms should be structured in a way that promotes open dialogue and expressive freedom. This includes reducing class size, taking into account students' needs, interests, and preferences in the selection of textbook content, and fostering a positive attitude toward reading and independent learning, both of which play a vital role in strengthening expressive competence.
- **Administrative and Pedagogical Support** : Sustained institutional backing is vital to ensure the successful operationalization of these pedagogical reforms.
- In conclusion, it must be emphasized that perfection in education is unattainable. True investment in the improvement of oral expression can only be realized through empowering teachers and dynamically evolving curricula that remain responsive to learners' needs and attuned to the accelerating changes in education and knowledge. Any educational approach or curriculum, regardless of its sophistication, remains a work in progress open to ongoing refinement and enhancement. It requires continuous review and systematic evaluation to ensure its relevance to the educational reality and its responsiveness to learner needs within a constantly evolving pedagogical context.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this research. The research was conducted independently, and no financial or personal relationships influenced the findings or interpretations presented in this study.

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