

Examining the Meaningfulness of Integration Situations in the Algerian Third Year Secondary School Textbook, New Prospects

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Abstract:

While the meaningfulness of language tasks is gaining prominence worldwide, it remains underexplored in the Algerian school textbooks. This study examines the meaningfulness of the integration situations incorporated into the Algerian third-year English language textbook, *New Prospects*. The primary aim is to determine the relevance, engagement potential, and communicative power of third year textbook integration tasks. A combination of textbook analysis and questionnaires were administered to examine the meaningfulness of the textbook activities. The findings indicate that these integration situations relatively meet their objectives, but the oldness of the textbooks and the difficulty of language get in the way of making it more functional. It is suggested to update the textbook and use more comprehensible input.

Keywords: Competency-based approach (CBA), integration situations, meaningfulness, Algerian English language textbooks.



I. Introduction

One of the significant contributions of competency-based approach (CBA) to language teaching is its emphasis on the meaningfulness of its language activities in terms of authenticity, alignment with students' needs and interests, and connection to real-life tasks. In order to prepare competent future citizens, schools are called to adapt themselves to societal needs. Since the 1960s, CBA has introduced the teaching of life and social skills into its teaching framework, using them as the building blocks of its syllabuses. Rather than basing language teaching on linguistic knowledge, CBA constructs its courses on the type of skills that people need to function in real-life situations (Roegiers, 2018). Accordingly, the language teaching activities used in CBA have to be sufficiently meaningful to increase learners' interest, make learning relevant to societal needs, and captivate students' engagement.

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Likewise, Skehan (2020) insisted on the value of meaningfulness of language tasks as they prepare students to deal with real-world tasks, practice practical communication, enhance learners' engagement, and encourage language transfer. Interestingly, Scallon (2004) argued that the meaningfulness of tasks is more important than authenticity, stating that the authenticity of tasks is more vital in vocational programs while the value of task relevance is more crucial for school tasks.

In Algeria, the preparation of modern citizens who could function actively in the globalized and globalizing world has become a subject of interest. For example, today individuals need to collaborate with colleagues, address modern challenges (such as global warming), use digital platforms, and show leadership skills. In order to achieve such 21st century competencies, the Algerian educational authorities introduced CBA in 2003 as a catalyst to equip learners with the type of competencies used beyond the school context (Adel, 2005).

Following the 2003 CBA Algerian School Reform, three secondary school textbooks were issued to substantiate the target objectives and meet the modern foreign language learning needs. A key instructional activity within the frame of competency-based syllabuses that seamlessly represents authentic tasks is what is termed *integration situations*. The latter are complex tasks that require mobilizing a panoply of knowledge and skills to solve them, and these composite tasks are suggested for training learners to solve authentic situations that would be met in real-life contexts.

However, applying meaningful activities in the Algerian English as a foreign language (EFL) teaching context, wherein teachers are used to form-based instruction, might meet several challenges, such as syllabus coverage constraints, difficulty of task design, lack of resources, teachers' and students' resistance, as well as assessment difficulties. In view of that, this study looks at the extent to which the integration situations employed in the Algerian third-year EFL textbook, *New Prospects*, apply the competency-driven principle of task meaningfulness. Previous studies did not fully tackle the concept of meaningfulness; they generally touched on the notion of task authenticity (e.g., Hamidi & Benaissi, 2018; Boukhentache, 2019; Gueballia & Benmarce, 2021), which could be considered as a sub-composite of activity meaningfulness.

Building on the above-stated background and research gap, this study seeks to answer the following questions.

- a)- To what extent do the integration situations in the Algerian secondary school third-year EFL textbook, *New Prospects*, reflect real-life activities?
- b)- How motivating are they?
- c)- To what extent do they meet students' needs?
- d)- Do they sufficiently encourage practical communication?

e)- To what extent do they require cognitive engagement such as problem-solving?

By answering the above questions, this study may contribute to the ongoing dialogue about the use of meaningful activities in EFL instructional materials by highlighting the importance of utilizing significant and practical life language tasks for meeting students' language needs. Additionally, this study could determine the relevance of integration situations in the Algerian third-year EFL textbook and, consequently, propose adequate remedies to make these tasks more functional if they are found defective.

In light of the crucial role that this study plays in highlighting the meaningfulness of EFL's supposedly practical activities, this study aims to evaluate the meaningfulness of integration situations in the Algerian third-year secondary school textbook at Maouche Idriss High School, Bejaia. At this stage, meaningfulness could be defined as the practicality and usefulness of language activities.

II. Review of the Literature

Disenchantment with the Audio-Lingual Method (ALM) led to the development of CBA. ALM, which emphasizes intensive practice of language structures, has proved to be ineffective for imparting to the learner the capacity to use language appropriately and operate efficiently in real-life settings. Consequently, with the influx of immigrants from Southeast Asia to the United States in the 1960s, it became conspicuously clear that the newly arrived immigrants needed a new teaching program to socialize them into the American socio-economic order (Richards & Rodgers, 2014). Teaching the newcomers language structures would not immediately help them to perform social tasks such as paying bills, opening a savings account, and filling out forms. Consequently, a teaching approach based on survival and social skills quickly evolved, particularly in governmental institutions. This approach is, generally, referred to as competency-based education (CBE).

To shed light on intricate terms, CBE refers to the implementation of competency-based teaching in all domains, from vocational training, to scientific disciplines, to social sciences. A good example of CBE is its application in the Algerian educational system to all school subjects. The francophone equivalent of CBE is CBA (Boukhentache, 2016). The latter is mostly used by the Francophone team of researchers, attached to the University of Louvain-la-Neuve, Belgium. It is this term that is officially adopted in the Algerian school programs. Another important term worth clarifying here is Competency-Based Language Teaching (CBLT), which refers to the application of the principles of competency-based education to language teaching (Richards & Rodgers, 2014).

CBA can be defined as an educational approach that focuses on teaching learners the skills or competencies that they need to perform in real-life settings.

When applied to language teaching, it targets language-related tasks such as making phone calls, writing emails, and taking part in discussions. The capacity to execute these life tasks in a given context is called a competency, and this competency includes the knowledge, skills, and attitudes required to perform a specific task (Jones, Voorhee, & Paulson, 2001).

There are two possible ways for teaching competencies (Roegiers, 2007, 2010). The first procedure consists of performing complex tasks to gradually acquire the knowledge and skills required to accomplish similar tasks. The second route consists of breaking down a competency into sub-parts and then practicing the discrete elements one after the other. Once the mastery of the element of a competency is achieved, learners are invited to reinvest and combine the elements of the competency in novel tasks, which are commonly called integration situations. The former procedure is typical of the Anglo-Saxon pedagogy while the second teaching methodology is considered a Francophone competency-based pedagogy (Roegiers, 2007).

The teaching framework in CBA is clearly outlined, but it should be noted here that we are referring, specifically, to the Francophone CBA that is called integration pedagogy (see Boukhentache, 2016, 2019); this CBA is a simplified version adapted mainly to Southern countries. The Anglo-Saxon CBA is a strong version that has no specific teaching methodology (Savage, 1993; Roegiers, 2007; Boukhentache, 2019).

Thus, in CBA (integration pedagogy), after the identification of learners' needs and after the analysis of the elements of a competency, students practice the discrete parts of a competency during a period of one or two weeks, either through problem-solving techniques or through a transmission mode of teaching (Roegiers, 2010). Then, they are presented with an integration situation, after which they are asked to self-assess their achievements. If remedial work is required at this stage, the teacher devises corrective activities and runs remedial sessions. Subsequently, students continue the practice of competencies as outlined in the previous cycle. Finally, when the basic elements of a competency are mastered, summative assessment is conducted to decide on whether students will move on to the next stage or stay at the same level (Roegiers, 2006).

The real-world tasks that are used in CBA are called integration situations. These complex tasks are used for learning through problem-solving and integration or for summative assessment at the end of a sequence or unit of instruction (Roegiers, 2003). Basically, these activities are multifaceted undertakings that look like authentic tasks; they are implemented through the combination and mobilization of the learned knowledge, skills, and attitudes in a given context.

Amongst the major characteristics of integration situations that Roegiers (2003) outlined in his book about these activities are complexity, authenticity,

and meaningfulness. Complexity refers to the use of a set of acquired skills and the performance of a series of subtasks to complete a macro task (such as interpreting and calculating an electricity bill), that is, not the simple answer of a question (Roegiers, 2003). Authenticity refers to the fact that integration situations reflect real-life situations; that is, they engage learners in realistic communication. Meaningfulness refers to the quality of engaging learners in completing authentic activities that relate to their lives, interests, and needs.

As stated earlier, Scallon (2004) argued that meaningfulness is fundamental and more important than authenticity when designing language-learning tasks. Accordingly, learners need to understand the relevance of their learning. Roegiers (2003) explained that meaningful integration situations should specify learning objectives, target personalized activities, and reflect real-life situations. Consequently, abstract and decontextualized tasks, such as writing a composition for the mere display of knowledge, are not valid for teaching or demonstrating the mastery of a given competency.

To the researcher's current knowledge, no study fully dealt with this notion of activity meaningfulness in the Algerian EFL secondary schools. A related study by (Hamidi & Benaissi, 2018) surveyed the authenticity of the Algerian secondary school third-year EFL textbook, *New Prospects*. The authors of the study indicated that the activities and texts in the textbook in question lacked authenticity. Another study by Boukhentache, (2019) indicated, among many other characteristics, that the secondary school EFL tasks lack authenticity, complexity, and meaningfulness, which are indispensable features of competency-based tasks.

This study focuses on a narrowed scope, analyzing the meaningfulness of the Algerian third-year EFL textbook with exclusive reference to integration situations. Most of the previous studies (e.g., Fedoul, 2010; Kraifi, 2019) looked generally at the factor of authenticity as a feature of CBA or Communicative Language Teaching (CLT), ignoring the issue of meaningfulness, which is regarded as a key feature of integration situations that allows to foster greater motivation for learning (Roegiers, 2006; Gerard, 2006).

III. Research Methodology

This section discusses the type of study, sample of study, research tools, and the description of the textbook, *New Prospects*.

III. 1. Type of Study

This study used a convergent-parallel mixed-methods approach to collect and analyze data about the meaningfulness of integration situations in the third-year EFL textbook, *New Prospects*. The qualitative sequence consisted of textbook analysis, and the quantitative cycle consisted of the implementation of learners' and teachers' semi-structured questionnaires, and at Maouche Idriss High School, Bejaia. This process involves the parallel and independent

collection of qualitative and quantitative data followed by their integration in order to better understand the problem (Creswell & Creswell, 2017).

The study is a textbook evaluation, which, according to Gerard and Roegiers (2009), aims at determining the effectiveness of a program in achieving its assigned objectives. The ultimate objective of this endeavor is, accordingly, to inform curriculum designers about potential improvements that could be made to existing programs.

III.2. Sample of the Study

The sample of the students consisted of 50 third-year pupils from Maouche Idriss Secondary School, Bejaia, while the sample of the teachers consisted of 13 informants from the same school and some of its neighboring secondary schools. This cluster sampling allowed a more or less acceptable representation of a geographically scattered population (Dömyei, 2007). Although this study could not yield generalizable data, it could provide preliminary insights and useful findings on the meaningfulness of the third-year EFL textbook integration situations in the Algerian secondary schools. Such data could serve as a springboard for more in-depth studies.

III.3. Research Tools

This study implemented two research tools, specifically textbook analysis along with a questionnaire for teachers and another for students, in January 2025. The questionnaires and textbook evaluation used the same indicators to test the meaningfulness of the textbook and to crosscheck the results. The criteria of meaningfulness were derived from the works of (Scallon, 2004, Roegiers, 2003; Roegiers, 2010, 2006; De ketele, 2010), who operationalized the concept of meaningfulness in relation to CBA (more specifically, integration situations). These criteria are as follows:

Authenticity of the tasks

1. Engagement potential of the tasks
2. Alignment of tasks with students' needs
3. Genuine communication potential of the task
4. Cognitive demand of the task

III.3.a. Questionnaires

The teachers' questionnaire consisted of 5 questions, all of which were directed to textbook analysis. This questionnaire was designed and distributed via Google Form, which allowed immediate and thorough responses.

As concerns the students' questionnaire, it comprised 4 questions that were devoted to textbook evaluation. As it was not practical to implement the questionnaire by means of Google Form, a hard copy was used, and it was distributed onsite. One teacher volunteered to distribute it randomly across different streams, allowing a full rate of responsiveness. Additionally, the questionnaire was administered in Arabic (see Appendix).

In order to enhance the validity of the questionnaires, a set of strategies was used. The researcher varied the type and format of questions to avoid random and mechanical filling out of the Google Form and the hard copy (Dömyei, 2007). Additionally, most questions in each questionnaire prompted the informants to further provide explanations to gain a deeper understanding of the problem at hand. Furthermore, the questionnaires included samples of the integration situations included at the end of each unit to make sure the respondents discuss the right targeted tasks in the study and remind them of the content of the activities in question.

III. 3. b. Textbook Analysis

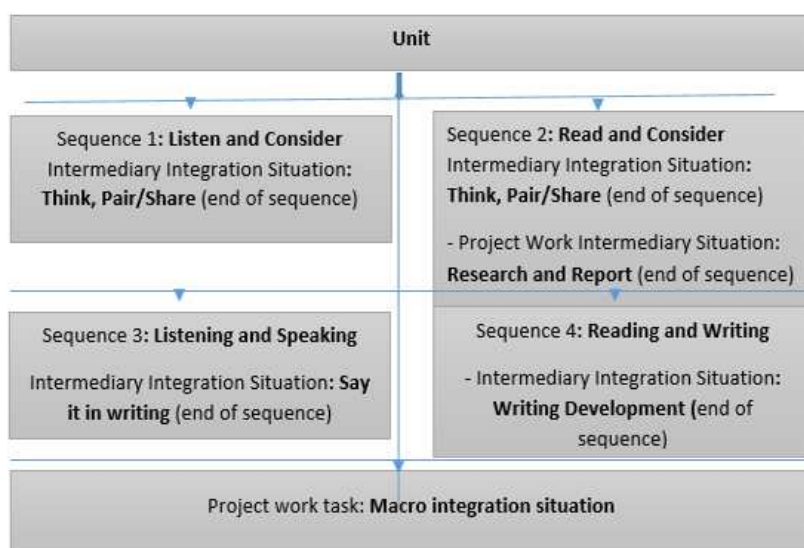
English language textbook analysis is the qualitative and quantitative assessment of the quality of materials used to develop target language competency with the aim of gauging their usefulness in attaining language proficiency (Vitta, 2023). Consistent with this definition, the current study analyzes *New Prospects* qualitatively and quantitatively to test the usefulness of the textbook integration situations for building the competency needed for undertaking functional, real-life tasks.

Textbook analysis systematically applied the same criteria that were used in the questionnaire (see above). After locating and categorizing the type of integration situations included in the textbook, these situations were analyzed one after the other, using the criteria specified above.

III.4. Description of Textbook, *New Prospects*

New Prospects adheres to a competency-based approach that organizes instruction into manageable chunks (Auerbach, 1986). The textbook was published in 2005 as part of the 2003 secondary school competency-based school reform; it is focused on competency teaching that is gradually presented throughout well-structured units. It includes five units, which are, in turn, subdivided into four instructional sequences (see Figure 1 below). These instructional sequences first teach language (lexis, grammar, and pronunciation), along with language and life skills, through explicit instruction or problem-solving, and then integration situations synthesize those skills and attitudes in a real-world task.

The textbook, *New Prospects*, includes several integration situations that could be categorized into three types. The first are intermediary integration situations that are located at the end of each sequence, constituting a segment of a target competency. The second type is the project work intermediary integration station that is included at the end of sequence two. Last, the third type is the macro project work that is situated at the end of the unit, constituting the culmination of competency-building. More details are illustrated in the figure below.

Figure 1: Layout of Integration Situations in *New Prospects*

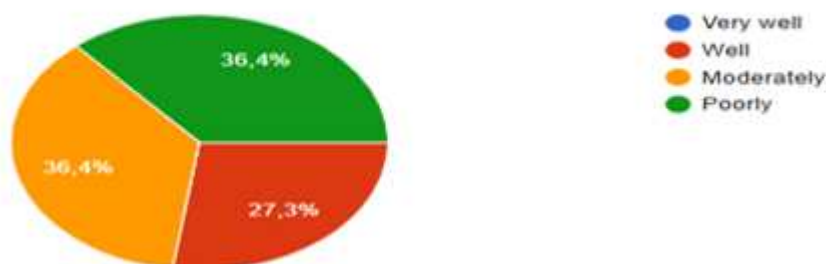
Author's data

IV. Findings

This section presents the findings of the study, which are mostly illustrated in pie charts and followed by comments on important patterns. Topics are used to present combined results from the teachers' and the students' questionnaires, along with textbook analysis, but, sometimes, separate topics are used when they are restricted to a particular research tool.

IV.1. Authenticity of Integration Situations

Authenticity is part of meaningfulness because authentic tasks mirror genuine use of language. Textbook analysis showed that most of the integration situations, be they intermediary or macro ones, are sufficiently authentic; nonetheless, a significant number of teachers found them a little authentic. It could be assumed that these teachers do not consider language tasks, such as giving a speech about ancient civilizations, as reflecting real-world tasks, though they are not wholly oriented towards knowledge display. It is to be noted that the students were not asked to rate the authenticity of the integration situations as they may lack the pedagogical perspectives necessary to make such an assessment.

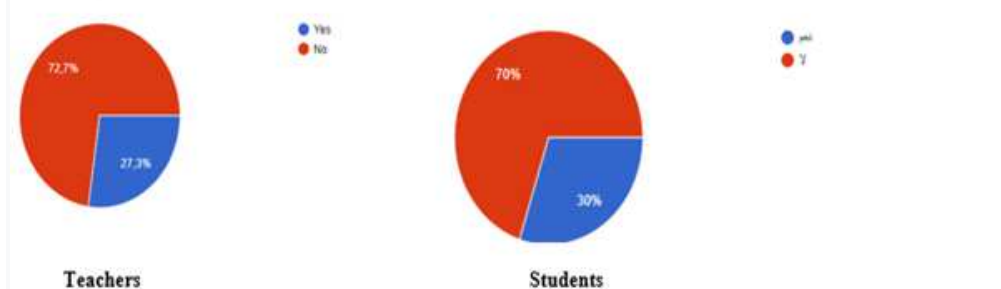
Figure 2: Teachers' perspectives on authenticity of integration situations

IV.2. Engagement Potential of Integration Situations

Both the teachers and the students consensually indicated that the learning activities are of little interest to the students. One student said that he/she does not want to learn about such old topics; likewise, the following quotes taken from teachers' responses clearly indicate the irrelevance of the tasks to students' daily lives.

I think present secondary school students are not interested in astronomy, ancient civilizations, and ethics in business because those topics seem too removed from the reality of their lives. They are probably more interested in the world of social media platforms and the wonders of AI.

They don't go with their interests, especially in the digital world of the 21st century; students are not motivated by such topics and prefer up-to-date situations related to their real lives.

Figure 3: Teachers and students' views on the engagement potential of the situations of integrations

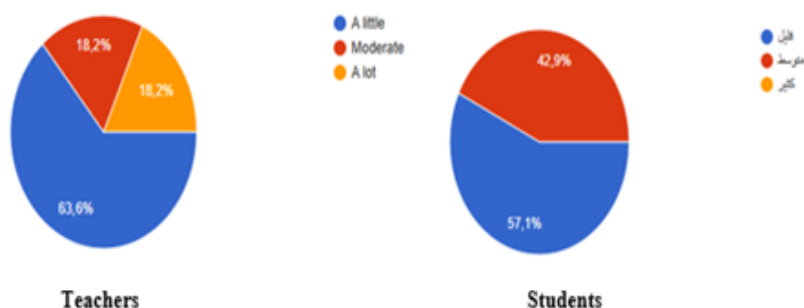
Nevertheless, textbook analysis revealed that although many integration situations do not seem to relate to students' interests, such as writing a chart of ethics or an astronomy booklet (which seems unlikely to spark pupils' interests), there are other interesting integration situations that are quite relevant to students' academic and social experiences. Consequently, although the textbook, *New Prospects*, seems outdated and disconnected from today's hot and appealing

topics such as social media and artificial intelligence, it includes a few interesting tasks, such as writing a wish poem or describing one's ideal school. The problem seems more related to the textbook age, which is outdated and does not reflect today's trending topics.

IV.3. Effectiveness of Integration Situations in Meeting Students' Needs

Concerning students' needs, the complex tasks in the textbook, *New Prospects*, do not seem completely compatible with students' needs. The majority of the respondents found these learning experiences little relevant to their future academic, social, and professional careers. Textbook analysis, equally, unveiled the insignificance of some learning activities, such as preparing a talk and giving a report of Western civilizations. Such topics are worth discussion, but they do not match the type of content that could be exploited in real-life settings.

Figure 4: Teachers and students' views on the relevance of integration situations



On the other hand, to be fair with the textbook authors' perceived efforts to write competency-based activities, textbook evaluation disclosed truly practical integration situations that are utilized to prepare learners to face future life challenges. Here is a set of examples taken from *New Prospects*.

- Writing a holiday advert for a local travel agency
- Writing a checklist of recommendations for the baccalaureate
- Making a note of ingredients and additives of a given processed food
- Designing a home page for one's school
- Writing an advertisement leaflet
- Making a short ID card for any famous people

As seen, the integration situations are sometimes highly relevant, but it seems that the textbook's difficulty and its oldness blur its competency-based orientation.

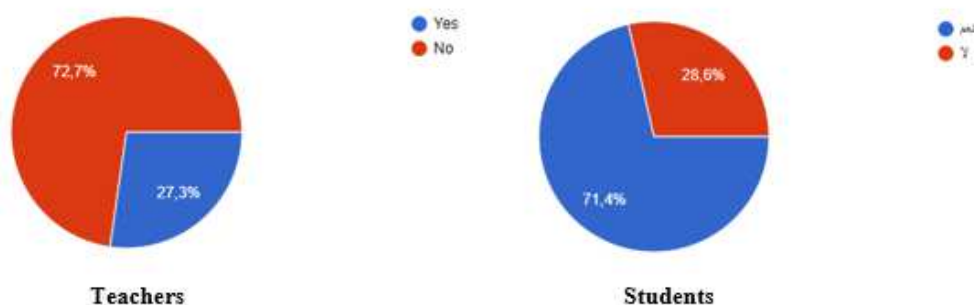
IV.4. Effectiveness of Integration Situations for Generating Genuine Communication

As to the question of whether the integration situations trigger meaningful communication, it could be stated safely that these situations are truly communicative. In fact, both the teachers and students, as well as textbook evaluation, confirmed the communicativeness of integration situations. Most of the intermediary integration situations require group work, which could yield genuine interaction in English during task execution. The strategy of *think, pair, share* is used to execute language integration situations such as writing an opinion article about counterfeiting. *Think* refers to individual work, *pair* refers to the pairing up of students, and *share* refers to

collaborative discussions. These activities are specifically designed to promote communication (Lyman, 2022).

One teacher-participant said that intermediary integration situations are communication driven, and he/she added saying that the end-of-unit tasks named '*Think, Pair, and Share*' could be the most useful authentic communicative tasks if they were easier and more related to students' lives. In short, integration situations, be they intermediary or micro ones, are truly communicative.

Figure 5: Teachers and students' views on the communicativeness of integration situations



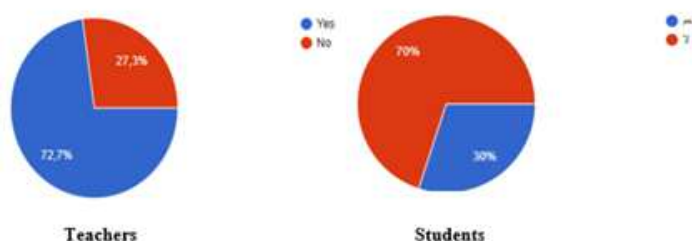
IV.5. Cognitive Demands of Integration Situations

A meaningful task naturally requires taking various pathways to solve a problem. According to both textbook analysis and students' and teachers' questionnaires, most of the integration situations require hard work and integration of an array of skills. The teacher-participants said that writing a booklet about emotions requires hard work and doing extensive research. One teacher said that they are trained by their inspector to devise their own complex and meaningful tasks. He/she stated,

For me, the textbook is a reference for keeping track of the program. I rarely use it, except for teaching certain grammar rules. When it comes to texts and integration situations, I make my own following the layout of the task given in the book. In addition, you should know that the inspector excluded the integration of situations that are given in project work. This year, he asked us to focus more on preparing students for the Baccalaureate than to assign project. But he taught us to build integration situations like the ones in the BAC test.

The examination of the BAC integration situations showed that indeed they are complex and cognitively demanding. This fact is equally confirmed by Bouhentache (2019), who indicated that the BAC test includes integration situations as a tool to test the mastery of language competencies such as writing argumentative essays.

Figure 6: Teachers' and students' evaluation of the cognitive load of integration situations



V. Discussion of the Findings

The research tools implemented in this program evaluation substantially indicated that the third-year integration situations are acceptable in terms of meaningfulness. Actually, this syllabus specification seems to have deeply permeated the framework of the Algerian education system. All the students who responded to the questionnaire seem very familiar with these activities. Indeed, according to Roegiers (2003, 2018), these complex tasks constitute the heart of CBA and the most important milestone in competency acquisition and assessment. Furthermore, this major finding is in some way supported by Boukhentache's (2019) study that unveiled that integration situations are more like real-life tasks than pedagogical ones (Roegiers, 2011).

In terms of authenticity, the findings of the current study considerably support that the fact that third-year integration situations are authentic and, consequently, consolidate the feature of meaningfulness. The integration of meaningful activities into the third-year textbook is one of the aims of the School Reform that is put forward by the Ministry (i.e., preparation of students for real-life challenges). This finding is again supported by the study of Boukhentache (2019) that specifically affirmed that integration situations are made to train learners to practice out-of-school tasks and transfer skills to similar tasks. Oddly, Hamidi and Benaissi (2018) denied the authenticity of the book, *New Prospects*, citing the lack of the use of rich English language varieties.

Moreover, the integration situations are cognitively challenging to the students. Both the teachers' questionnaire and textbook analysis revealed that the integration tasks require working on higher-order skills such as integration, knowledge transfer, and synthesis (Roegiers, 2011). These skills are desirable in the digital era and fast-changing world, in which jobs are constantly evolving in terms of requirements and format.

Nevertheless, broadly speaking, the data of the present study strongly point out the lack of interest or relevance of the integration situations for the students. It is not enough to include authentic tasks; rather, it is fundamental to include tasks that make sense for the learner. As Roegiers (2010) argued, students should see the reason for their learning, in other words, how the activities they perform will benefit their academic or professional careers.

The lack of relevance of integration situations is, on the one hand, due to the oldness of the textbook, which was issued in 2007. Despite the meager revisions, the manuscript in question is still outdated. Almost a generation has passed since the publication of this book, and the students' interests and passions have significantly changed. The teaching of life and academic skills should be embedded in interesting topics, such as those raised by both the teachers and students (i.e., social media, artificial intelligence, games, and football). It is, consequently, urgent to reform the third-year textbook, which is, in reality, and as the students stated, unused by the teachers. Motivation is key in any teaching endeavor.

Additionally, the lack of provision for students' needs is problematic. In order to teach practical skills that Algerian students might need both within the realm of academia and beyond it, the Ministry should conduct a national and general large-scale needs analysis to adequately make provision for essential and local skills and enhance the hard task of foreign language learning. Hopefully then, the task of foreign language learning, which is prone to irremediable boredom in an age marked by excessively customized online content, could be made more enjoyable.

VI. Conclusion

The present study examined the meaningfulness of the situations of integration included in the third-year textbook, *New Prospects*, by means of a questionnaire (teachers' and students' questionnaires) and content analysis. A sample of 50 students and 13 teachers from Bordj-Mira secondary school was surveyed in January 2025.

The findings indicate that the textbook in question incorporates authentic tasks to make students accustomed to real life challenges and meaningfully use the English language. Nevertheless, these practical language activities that feature life skills seriously suffer from lack of interest and relevance for the students. The textbook in question is almost left out, and teachers are navigating their way through in a way to teach the compulsory syllabus in a more motivating and meaningful manner.

Consequently, this study calls for urgent review of the old and outdated teaching materials to satisfactorily reach the teaching objectives and make the task of learning and teaching English language more enjoyable. It is suggested to get rid of the abstract and irrelevant topics in favor of modern topics such as social media, artificial intelligence, technology, and games.

Apart from the weakness of the content and the boring topics of the textbook's integration situations, the methodological aspects of these complex tasks seem intact and largely acceptable. Most of the textbook integration situations are multifaceted, requiring mobilizing a panoply of skills to solve them;

consequently, they are cognitively demanding in that they tap into critical thinking, problem solving, and analysis.

Furthermore, the integration situations are cooperative tasks that promote both interpersonal skills and communication. These tasks mostly require collaborative research and teamwork to adequately complete them. Thus, the simplification of the content and its alignment with students' needs could maximize their competency-communicative potential.

Finally, it could be said that this study drew Algerian scholars', teachers', and syllabus authorities' attention to a very crucial aspect of task typologies and syllabus design, which is sadly ignored in the Algerian CBA literature. Accordingly, empirical proposals are made to make integration pedagogies and CBA in general more functional in the Algerian third-year EFL classes. Future research could focus on devising more meaningful integration situations and explore the way they could enhance English language learning and skill development.

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VIII. Appendix

Teacher and students questionnaires

Read the following *New Prospect's* integration situations and then answer the questions that follow.

Making a profile of an ancient civilization

Writing a charter of ethics following the provided guidelines

Designing an astronomy booklet using the provided guidelines and resources

Writing a booklet of tips for coping with strong emotions following the given guidelines and resources.

1. How well do the integration situations in *New Prospects* reflect real-life contexts? (Very well/well/moderately/poorly).

2. Do these integration situations relate to students' interests? (Yes/No, please explain)

هل الوضعيات الإدماجية مرتبطة باهتمامات الطلاب؟ (نعم/لا، فسر أكثر)

3. To what extent do you think that the integration situations in *New Prospects* meet students' needs? (A little/moderate/ lot).

إلى أي مدى تعتقد أن الوضعيات الإدماجية في كتاب *New Prospects* تلبي احتياجات الطلاب فيما يتعلق بتعلم اللغة الإنجليزية ومهارات الحياة المستقبلية؟ (قليل/متوسط/كثير/فسر أكثر)

4. Do you think that the integration situations in the *New Prospects* textbook encourage real communication? (Yes/No/ Explain).

هل تعتقد أن الوضعيات الإدماجية في كتاب *New Prospects* تشجع على التواصل الحقيقي؟ (نعم/لا/فسر أكثر)

5. Do you think that integration situations in the *New Prospects* textbook require problem-solving skills? (Yes/No, please explain).

هل تعتقد أن الوضعيات الإدماجية في كتاب *New Prospects* معقدة وتتطلب مهارات حل المشكلات؟ (نعم/لا، فسر من فضلك).