

Evaluating Real-World Relevance in Palestinian English Materials: An Evaluative Study in Southern Hebron

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Abstract

This study investigates the real-world relevance of Palestinian English language teaching materials, specifically the Student's Book and Reading Plus Book, in the context of Southern Hebron. The study explores how teachers perceive textbook relevance, authenticity, cultural appropriateness, and communicative value. A qualitative content analysis design was employed, supported by semi-structured interviews with English language teachers and a systematic evaluation checklist. Data were analyzed using thematic analysis (Braun & Clarke, 2006).

Findings reveal a persistent contextual gap between textbook content and learners' lived realities. The materials show limited real-world relevance, weak authenticity, and a strong dominance of foreign cultural contexts. Teachers play a significant mediating role by adapting and localizing content to enhance classroom relevance. The study proposes the "Contextual Relevance Gap" model, which explains the mismatch between curriculum design and curriculum implementation.

The study contributes to language teaching theory by highlighting the socially constructed nature of relevance and the central role of teachers in mediating textbook effectiveness.

Keywords

EFL textbooks, Curriculum evaluation, real-world relevance, authenticity, Palestinian education, evaluative study, teacher adaptation.