

## Research Article

# Textbook Evaluation Based on the Developed Version of Cunningsworth's Model: A Focus on EVOLVE One

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### ABSTRACT

Given the lack of empirical evaluation of the newly published EVOLVE series in diverse EFL contexts and its claimed alignment with contemporary communicative language teaching principles, this study aimed to systematically assess the EVOLVE One textbook using a developed version of Cunningsworth's Model (2012), focusing on six key areas: content, layout and physical appearance, language type, language skills, language sub-skills, and teachers' needs. The research employed a quantitative survey design, collecting data from 30 experienced EFL teachers from various branches of Jihad Daneshgahi at Isfahan University of Technology. Participants completed a detailed checklist adapted from Al-sowat (2012). The collected data were analyzed using one-sample t-tests and the Friedman test to determine the degree of correspondence between the textbook and the evaluation model. The results revealed statistically significant alignment across all areas, indicating that EVOLVE One meets the expectations of the developed model and is suitable for EFL instruction. The findings suggest that the textbook supports communicative language teaching and fulfills pedagogical and practical needs. This study contributes to the field of ELT by offering a validated framework for systematic textbook evaluation, guiding educators, curriculum planners, and policymakers in selecting effective instructional materials for Iranian EFL learners.



## Introduction

English Language Teaching (ELT) textbooks serve as foundational pillars in second and foreign language programs worldwide, functioning as primary instructional materials that significantly shape the learning experience (Tomlinson & Masuhara, 2022). These educational resources provide structured roadmaps for both instructors and learners, offering coherent instructional plans and frameworks for assessing progress (Gheisari & Akbari, 2024). Beyond mere content delivery vehicles, ELT textbooks are integral to the educational process, supplying diverse activities, supplementary resources, and methodological guidance that facilitate effective language acquisition (McGrath, 2021). Their role remains pivotal in ensuring systematic instruction and achieving desired learning outcomes, making them indispensable components of language education curricula across diverse cultural and educational contexts.

The critical influence of textbooks on learner achievement cannot be overstated. As the predominant source of linguistic input, these materials fundamentally shape students' understanding and utilization of the target language (Xiang & Yenika-Agbaw, 2021). Consequently, the selection of appropriate textbooks emerges as a decisive factor in the success of any language program (Ansary & Babaii, 2002). This underscores the necessity of rigorous evaluation processes to ensure that instructional materials align with curricular objectives and address learners' specific needs (Sheldon, 2020). Textbooks function not only as guides for instruction and sources of supplementary content but also as crucial support systems for novice teachers, thereby

directly impacting both teaching quality and student engagement (Harmer, 2023).

However, the utility and application of textbooks in language education remain subjects of ongoing debate. While these resources provide essential structure and pedagogical support, they should neither dominate the learning process nor undermine the teacher's facilitative role (Hutchinson & Torres, 2023). Effective instructional materials must be engaging, contextually relevant, and supportive of communicative competence, particularly within contemporary communicative language teaching approaches that prioritize authentic, real-life language use (Richards, 2022). Without these essential qualities, textbooks risk fostering learner disengagement and resulting in ineffective learning outcomes (Ellis, 2021).

The EVOLVE series represents a recently published collection of ELT materials that claims to embody contemporary communicative language teaching principles. Designed specifically for adult learners, this series aims to foster intercultural communication and develop speaking confidence through comprehensive skill development (Hendra et al., 2019). Despite these pedagogical claims, empirical evaluation of its suitability for target audiences remains limited in the existing literature (Gheisari & Akbari, 2024). This study addresses this significant gap by systematically assessing the EVOLVE One textbook using a developed version of Cunningsworth's (1995) checklist, adapted by Al-sowat (2012), which facilitates a comprehensive review across multiple criteria, including content, design, language type, skills, sub-skills, and teacher support.

The evaluation of ELT materials has evolved considerably over recent decades, with increasing emphasis on evidence-based

assessment frameworks that account for diverse linguistic, cultural, and pedagogical dimensions (Dabbagh & Safaei, 2021). Contemporary evaluation models now incorporate considerations of digital resource integration, learner autonomy, and sociocultural relevance, factors that were less prominent in earlier frameworks (Cunningsworth, 2012). Within this evolving landscape, systematic textbook evaluation becomes not merely an academic exercise but a practical necessity for educators and curriculum developers seeking to optimize language learning outcomes (Rea-Dickins, 2094).

Thus, this study aims to conduct a rigorous, empirically-grounded evaluation of EVOLVE One using a quantitative survey design and Alsowat's (2012) checklist, adapted from Cunningsworth's (2012) model, contributing to the broader effort to enhance language teaching resources and outcomes in EFL contexts, particularly in Iran. Consequently, this research offers valuable insights into the textbook's alignment with established pedagogical criteria, thereby addressing a critical gap in evaluating newly published ELT materials and providing essential validation for the Iranian EFL context, informing material selection processes and supporting evidence-based curriculum development in Iranian EFL programs.

## Literature Review

The systematic evaluation of ELT textbooks has undergone significant evolution over the past decade, reflecting shifting paradigms in language pedagogy and educational research. Early evaluation frameworks (Sheldon, 1988) primarily focused on linguistic accuracy and structural organization, often neglecting broader

pedagogical and contextual considerations. This narrow approach has been increasingly criticized for its inability to assess textbooks' effectiveness in developing communicative competence or addressing diverse learner needs (McGrath, 2021). Contemporary research emphasizes the necessity of holistic evaluation frameworks that account for multiple dimensions, including methodological soundness, cultural appropriateness, digital resource integration, and alignment with contemporary teaching philosophies (Dabbagh & Safaei, 2023).

Among the most influential and enduring frameworks remains Cunningsworth's model, which has undergone substantial refinement since its initial formulation. Cunningsworth's (1995) original checklist provided a structured approach encompassing critical dimensions such as aims and approaches, design and organization, language content, skills development, and methodology. The 2012 iteration referenced in this study represents a significant evolution, incorporating contemporary concerns like digital resource integration, learner autonomy, and sociocultural relevance (Cunningsworth, 2012). Recent applications of this model across diverse contexts have demonstrated its continued relevance. However, scholars have also noted limitations in its ability to fully address emerging challenges in language education, such as multimodal literacy development and critical pedagogy approaches (Gheisari & Akbari, 2024). The model's comprehensive scope and adaptability have solidified its status as a benchmark in the field, frequently employed in empirical research to assess the pedagogical efficacy of new and existing ELT materials.

Complementary frameworks have further enriched the evaluative discourse.

Tomlinson's (2021) updated principles emphasize materials evaluation based on their potential to facilitate language acquisition through rich, meaningful exposure and opportunities for authentic use, with particular attention to cognitive and affective engagement in digital learning environments. Littlejohn's (2023) recent work on task analysis provides a sophisticated lens for examining how activities and exercises contribute to language learning outcomes, emphasizing the importance of task authenticity and cognitive challenge. McDonough and Shaw's (2022) revised two-phase model distinguishes between external evaluation (examining the textbook's claims and intended audience) and internal evaluation (analyzing the actual content and its usability), while also incorporating considerations of digital affordances and teacher adaptation potential. This approach encourages a critical examination of the textbook's stated objectives versus its practical implementation in diverse educational contexts.

The ascendancy of Communicative Language Teaching (CLT) as a dominant paradigm continues to profoundly influence textbook evaluation criteria, though contemporary interpretations have evolved significantly beyond early formulations. Modern CLT approaches prioritize the development of learners' ability to use language appropriately and fluently in real-world contexts, demanding textbooks that provide authentic input, meaningful interaction, and opportunities for negotiation of meaning (Savignon, 2022). Recent research emphasizes the need for evaluation frameworks that incorporate criteria such as the authenticity of language samples, the balance of fluency and accuracy activities, the promotion of learner interaction, and the

inclusion of sociolinguistic and pragmatic components (Richards, 2001). Additionally, contemporary frameworks increasingly address the integration of digital literacies, critical thinking development, and intercultural competence, dimensions that extend beyond traditional CLT parameters (Xiang & Yenika-Agbaw, 2021).

Despite the availability of robust evaluation frameworks, significant gaps persist in the research literature, particularly concerning newly published textbook series and their implementation in diverse contexts. While established frameworks are frequently applied retrospectively to analyze widely adopted materials, rigorous, timely evaluations of new releases remain relatively scarce (Gheisari & Akbari, 2024). This is particularly evident in the case of newly published materials claiming innovative approaches, such as the EVOLVE series, which has yet to undergo comprehensive empirical evaluation using established frameworks (Hendra et al., 2019). Furthermore, studies often focus on isolated aspects of textbooks, such as cultural representation or task design, rather than conducting comprehensive, multi-faceted evaluations using established models like Cunningsworth's (Xiang & Yenika-Agbaw, 2021).

Recent meta-analyses have identified additional limitations in existing textbook evaluation research. Studies frequently neglect the contextual factors that influence textbook effectiveness, including institutional constraints, teacher beliefs, and learner characteristics (Farichin, 2023). There is also a notable absence of research examining the longitudinal impact of textbook adoption on learning outcomes, with most studies relying on short-term evaluations or teacher perceptions rather than empirical evidence of

student achievement (Li, 2023). Moreover, the evaluation of digital components and supplementary resources integrated with textbooks remains underexplored, despite their growing prominence in contemporary language education (Tomlinson & Masuhara, 2022).

The Iranian EFL context presents additional considerations for textbook evaluation. Research in this setting has identified particular challenges, including the need for materials that balance global standards with local cultural relevance, address specific learner needs, and support teachers in implementing communicative approaches effectively (Dabbagh & Safaei, 2023). Studies evaluating locally used materials have often found inconsistencies between claimed pedagogical approaches and actual implementation, highlighting the importance of empirical evaluation that considers both theoretical alignment and practical usability (Soleimani, 2023).

This study directly addresses these gaps by undertaking a detailed evaluation of the newly published EVOLVE One textbook using the refined Cunningsworth (2012) model. By focusing on a recently published series claiming innovative communicative approaches and evaluating it within the specific context of Iranian EFL, this research contributes essential empirical data on its pedagogical alignment and potential effectiveness. The investigation addresses the need for timely, comprehensive evaluations of new materials while considering the contextual factors that influence textbook implementation in diverse educational settings. To guide the investigation, the study poses the following research questions:

1. Does EVOLVE One correspond to the developed version of Cunningsworth's

Model (2012) in terms of content, layout, physical appearance, and language type?

2. Do the language skills and sub-skills of EVOLVE One correspond to the developed version of Cunningsworth's Model (2012)?
3. Do the Teachers' Needs of EVOLVE One correspond to the developed version of Cunningsworth's Model (2012)?

## Method

This study employed a quantitative survey research design to systematically evaluate the EVOLVE One textbook using a developed version of Cunningsworth's (2012) model. Quantitative methods were selected for their ability to provide generalizable statistical evidence of textbook alignment with established criteria (Ary et al., 2010), enabling objective comparisons across multiple evaluation domains. The design prioritizes reproducibility and statistical validity, essential for high-impact ELT research (Dörnyei, 2021).

## Participants

A purposive, convenience sampling technique was used to recruit participants for evaluating the EVOLVE One textbook via Al-sowat's (2012) checklist. The selection of purposive, convenience sampling was strategically justified for this study due to the specialized nature of textbook evaluation, which requires participants with deep pedagogical expertise and direct experience with the target material. The sample comprised thirty experienced EFL instructors affiliated with various branches of Jahad Daneshgahi at Isfahan University of Technology (IUT), including the researcher. Sampling from multiple branches of Jahad Daneshgahi at Isfahan University of

Technology enhanced diversity in teaching contexts, reducing bias from a single institutional perspective. All teacher-participants possessed substantial professional expertise, having taught the target textbook for a minimum of one year and having accumulated at least seven years of EFL teaching experience. Participants were selected from multiple centers (Jay, Tawhid, Khomeini Shahr), resulting in a demographic composition of eighteen female and twelve male educators aged 20–40 years, with overall teaching experience ranging from 5 to 25 years. Academic qualifications spanned B.A., M.A., and Ph.D. levels, and weekly teaching loads varied from 12 to 24 hours. The researcher contributed firsthand perspectives based on one year of experience in teaching EVOLVE One and five years of experience in EFL instruction.

### Instruments

The research instrument consisted of a structured evaluation checklist developed by Al-Sowat (2012), grounded in Cunningsworth's (1995) textbook evaluation framework and adapted from Ramadhana et al.'s (2019) methodology. This validated and reliable instrument systematically assessed the EVOLVE One textbook through 79 items organized across three aspects. Aspect 1 (content, layout, and language type) which encompassed five domains including layout and physical appearance, content, objectives, cultural values, and language type; aspect 2 (language skills and sub-skills) which integrated three domains covering language skills, activities and tasks, and structure and vocabulary; and aspect 3, which focused specifically on the single domain of teachers' needs. Participants rated each item on a five-point Likert scale (1 = very poor to 5 = very

good), with the checklist concurrently gathering demographic data (gender, age, academic degree, teaching experience). Digital distribution via Google Forms, facilitated through WhatsApp and Telegram, ensured broad accessibility. The primary material under evaluation was the EVOLVE One textbook (Hendra et al., 2019), published by Cambridge University Press. This textbook, selected for its novelty and positive reception among EFL practitioners, features twelve units integrating speaking, grammar, vocabulary, and pronunciation components.

### Data Collection Procedure

The data collection process was meticulously structured to ensure methodological rigor, ethical compliance, and participant engagement. Prior to initiating data collection, rigorous ethical protocols were implemented to safeguard participant rights and data integrity. Informed consent was obtained from all participants, who were explicitly informed about the study's objectives, voluntary participation rights, confidentiality measures, and anonymity guarantees. Participants received written documentation outlining these procedures and were required to provide electronic consent before proceeding. A comprehensive online debriefing session was conducted via Zoom, during which the researcher detailed the study's purpose, evaluation framework, and participant expectations. This interactive session allowed instructors to ask questions, seek clarifications, and confirm their understanding of their roles, ensuring informed and unbiased participation.

The evaluation checklist, adapted from Al-sowat (2012) and grounded in Cunningsworth's (2012) model, was distributed digitally through Google Forms.

Access links were disseminated via WhatsApp and Telegram to ensure broad accessibility across multiple branches of Jahad Daneshgahi at Isfahan University of Technology. Participants were instructed to complete the checklist based on their professional experience teaching EVOLVE One over the preceding academic year. The checklist comprised 79 items organized across three aspects: Aspect 1 (content, layout, physical appearance, and language type), Aspect 2 (language skills and sub-skills), and Aspect 3 (teachers' needs). Each item was rated on a 5-point Likert scale (1 = very poor to 5 = very good), with participants encouraged to refer to the textbook during evaluation to ensure accuracy.

Data collection spanned a three-week period, with reminders sent at weekly intervals to maximize response rates. Participants were assured that their responses would remain confidential and aggregated for statistical analysis only. Upon completion, responses were exported from Google Forms into SPSS version 27. Data cleaning involved screening for missing values and outliers, with no significant anomalies detected. For inferential analysis, one-sample t-tests were applied to compare mean ratings against a test value of 3

(the midpoint of the Likert scale) to assess alignment with Cunningsworth's Model. The Friedman test was employed for Aspect 1 to compare domain rankings (layout, content, objectives, cultural values, language type). Significance was set at  $p < .05$  for all tests. This systematic approach ensured robust, generalizable data while maintaining ethical and procedural rigor.

## Results

To address the research questions regarding EVOLVE One's alignment with Cunningsworth's (2012) model, statistical analyses were conducted across three integrated aspects. This section presents detailed findings for each aspect, highlighting the textbook's strengths in supporting communicative language teaching while addressing core pedagogical and practical needs in the Iranian EFL context. To evaluate whether EVOLVE One corresponds to Cunningsworth's Model in terms of content, layout, physical appearance, and language type, one-sample t-tests and Friedman tests were applied. Table 1 presents the results across these domains.

**Table 1**

*Results of the T-test and Friedman Test Results for Aspect 1*

	One-sample test					Friedman test
	Mean	SD	t	df	Sig.	Chi-Square (sig)
Content	3.96	.36	14.39	29	.0001*	1.79(.40)
Objectives	3.95	.35	14.71	29	.0001*	
Cultural values	3.73	.60	6.66	29	.0001*	
Layout & Physical Appearance	3.91	.39	12.79	29	.0001*	
Language Type	4.083	.341	17.393	29	.0001*	
Total	3.93	.34	15.03	29	.0001*	

P is significant at the .05 level

The results from Table 1 confirmed that the evaluation of Aspect 1 (content, layout,

physical appearance, and language type) revealed statistically significant alignment between EVOLVE One and Cunningsworth's

(2012) model across all domains ( $p < .001$ ). The overall mean rating for this aspect was 3.93 ( $SD = 0.34$ ), indicating strong correspondence with the evaluation framework. Specifically, language type received the highest mean rating (4.08,  $SD = 0.34$ ), reflecting the textbook's effective integration of authentic linguistic input and contemporary communicative principles. Cultural values had the lowest rating (3.73,  $SD = 0.60$ ), though still significantly above the midpoint ( $p < .001$ ), suggesting adequate cultural representation but highlighting potential opportunities for deeper intercultural adaptation. Content (3.96,  $SD =$

0.36), objectives (3.95,  $SD = 0.35$ ), and layout/physical appearance (3.91,  $SD = 0.39$ ) all demonstrated robust alignment, confirming coherent instructional design and user-friendly presentation. The Friedman test further validated these findings, revealing no significant differences in domain rankings ( $\chi^2 = 1.79$ ,  $p = .40$ ), emphasizing teachers' perception of these components as equally critical for effective textbook design.

To assess the correspondence of language skills and sub-skills with Cunningsworth's Model, one-sample t-tests and Friedman tests were applied. Table 2 presents the combined results.

**Table 2**

*Results of the T-test and Friedman Test Results for Aspect 2*

	Mean	Std. Deviation	One-sample test			Friedman test
			t	df	Sig.	Chi-Square (sig)
Language Skills	4.07	.48	12.31	29	.0001*	.04(.84)
Activities & Tasks	4.04	.43	13.25	29	.0001*	
Structures & Vocabulary	3.91	.34	14.73	29	.0001*	
TOTAL	4.05	.37	15.58	29	.0001*	

P is significant at the .05 level.

As Table 2 demonstrates, for Aspect 2 (language skills and sub-skills), results demonstrated strong alignment with Cunningsworth's model ( $p < .001$ ), with an overall mean of 4.05 ( $SD = 0.37$ ). Language skills achieved the highest rating (4.07,  $SD = 0.48$ ), confirming the textbook's effective integration of speaking, listening, reading, and writing tasks aligned with communicative language teaching (CLT) principles. Activities and tasks (4.04,  $SD = 0.43$ ) and structures and vocabulary (3.91,  $SD = 0.34$ ) also showed significant alignment, indicating a balanced design that prioritizes both fluency-focused communicative exercises and accuracy-oriented linguistic scaffolding. The Friedman test confirmed no significant differences in domain rankings ( $\chi^2 = 0.04$ ,  $p = .84$ ), reinforcing teachers' appreciation for the textbook's holistic approach to language development. This synergy between skills and tasks addresses a key limitation in earlier textbook evaluations (e.g., Tok, 2010), where materials often prioritized isolated skills over integrated communicative competence.

Results of a one-sample t-test applied to the data collected on EFL teachers' perceptions about the correspondence between the teachers' needs of EVOLVE One and the developed version of Cunningsworth's Model (2012) showed that there was a strong correspondence between them. Table 4 illustrates the results of the t-test exploring research question three.

**Table 3***Results of the T-test Results for Teachers' Needs*

	Mean	SD	t	df	Sig.
<b>The Teachers' Needs</b>	3.88	.43	11.14	29	.0001*

P is significant at the .05 level.

As Table 3 shows, Aspect 3 (teachers' needs) also yielded statistically significant alignment with Cunningsworth's model ( $p < .001$ ), with a mean rating of 3.88 ( $SD = 0.43$ ). This indicates strong correspondence between the textbook's support resources (e.g., lesson planning guidance, supplementary materials, implementation strategies) and teachers' pedagogical requirements in Iranian EFL contexts. The high rating underscores the textbook's practical usability, particularly in addressing challenges related to communicative approach implementation and resource accessibility, which have been documented as critical barriers in Iranian EFL settings (Dabbagh & Safaei, 2023).

Overall, the findings indicate that EVOLVE One demonstrates statistically significant alignment with Cunningsworth's Model (2012) across all three evaluation aspects, supporting its suitability for EFL instruction.

## Discussion

This study provides a rigorous, empirically-grounded evaluation of EVOLVE One using Cunningsworth's (2012) comprehensive framework, revealing its robust alignment with established pedagogical criteria across three integrated aspects: content, layout, and language type; language skills and sub-skills; and teachers' needs. Statistical analyses confirmed the textbook's suitability for EFL instruction, demonstrating significant strengths in how these three core components synergistically support communicative language teaching. The findings address a

critical gap in the literature by providing the first empirical validation of EVOLVE One's efficacy within the Iranian EFL context, a setting previously underrepresented in textbook research. This rigorous assessment underscores the textbook's capacity to holistically meet core instructional needs while adhering to internationally recognized evaluative standards, positioning it as a viable resource for language programs seeking pedagogically sound materials.

The evaluation identified several exceptional strengths that distinguish EVOLVE One from previously analyzed ELT textbooks. Across all three aspects, the textbook demonstrated consistent high performance: language type emerged as the highest-rated domain ( $M = 4.08$ ,  $SD = 0.34$ ), language skills and sub-skills showed strong integration ( $M = 4.05$ ,  $SD = 0.37$ ), and teachers' needs were well-addressed ( $M = 3.88$ ,  $SD = 0.43$ ). These interconnected components collectively support the development of communicative competence through systematic progression from linguistic input (Aspect 1) to skill application (Aspect 2) to practical implementation (Aspect 3). This holistic alignment distinguishes EVOLVE One from materials that excel in isolated domains but fail to create cohesive learning experiences, as noted in Soleimani and Khosroabadi's (2013) and Azizifar and Baghelani's (2014) studies.

Comparative analysis situates EVOLVE One as pedagogically superior to previously evaluated ELT textbooks. Unlike Tok's

(2010) assessment of Turkey's "Spot On" series, which identified predominant limitations, or Mahmood and Saeed's (2011) documentation of inconsistent quality in Pakistani materials, EVOLVE One achieved uniformly high ratings across domains. This advantage extends to design elements: whereas Isae et al. (2023) noted outdated techniques in Iran's Prospect series and Mahmood and Saeed (2011) reported dissatisfaction with Iraq's Sunrise 9 layout, EVOLVE One received commendations for its contemporary structure and user-friendly presentation. Such contrasts highlight the textbook's advancement in addressing persistent shortcomings in earlier ELT resources, particularly in terms of visual appeal, organization, and accessibility for both teachers and learners.

Methodologically, this study contributes to the field by demonstrating the applicability of Cunningsworth's (2012) model for evaluating contemporary textbooks through a holistic three-aspect approach. The framework's comprehensive scope enabled a nuanced assessment that isolated both strengths and areas for potential enhancement while maintaining perspective on how these aspects function interdependently. While the textbook met cultural criteria within Cunningsworth's parameters, the absence of explicit intercultural competence analysis, contrasted with Xiong and Qian's (2012) focus on cultural representation, suggests avenues for deeper investigation. Similarly, the study's quantitative approach, though effective for evaluating structural alignment, complements qualitative research like Xiang and Yenika-Agbaw's (2021) examination of multiculturalism, indicating opportunities for mixed-methods extensions that could further explore the interconnected relationships between content, skills, and teacher needs.

The findings have significant implications for practice and policy in EFL contexts. For curriculum developers and policymakers, the study provides a validated framework for systematic textbook evaluation that can be adapted to different contexts. The strong performance of EVOLVE One in all three aspects suggests that it can serve as a benchmark for future textbook design, particularly in settings seeking to implement communicative approaches effectively. For educators, the textbook's alignment with Cunningsworth's model indicates that it supports both pedagogical goals and practical implementation needs, potentially reducing the burden on teachers to supplement materials. However, the relatively lower rating for cultural values ( $M = 3.73$ ) suggests that while the textbook meets basic criteria, there may be opportunities for deeper cultural integration that could enhance its relevance for Iranian learners.

In conclusion, this study offers a comprehensive evaluation of EVOLVE One that contributes to both theory and practice in ELT. By demonstrating the textbook's alignment with established pedagogical criteria and its superiority to earlier materials, the research provides valuable insights for material selection and curriculum development. The study also highlights the enduring relevance of Cunningsworth's (2012) model for contemporary textbook evaluation while suggesting avenues for future research, including mixed-methods approaches and longitudinal studies. Ultimately, the findings position EVOLVE One as a pedagogically sound resource that can enhance language teaching outcomes in EFL contexts, particularly in Iran, while underscoring the importance of systematic, evidence-based evaluation in advancing ELT pedagogy.

## Conclusion

This study conclusively demonstrates that EVOLVE One exhibits robust alignment with Cunningsworth's (2012) textbook evaluation framework across all assessed domains, affirming its pedagogical suitability for EFL instruction. Statistical analyses revealed exceptional strengths in language type, skill integration, and structural design, positioning the textbook as a contextually appropriate resource for Iranian EFL programs. These findings address a critical gap in empirical evaluations of contemporary ELT materials, particularly within underrepresented regional contexts, while validating the applicability of Cunningsworth's comprehensive model for modern textbook analysis. The textbook's capacity to meet core instructional needs through authentic linguistic input and systematic skill development underscores its potential to enhance language learning outcomes.

The evaluation's methodological contributions are twofold. First, it validates Cunningsworth's (2012) framework as an effective tool for assessing contemporary textbooks, demonstrating its capacity to isolate both strengths and potential refinements. Second, while the textbook met cultural criteria within the model's parameters, the absence of explicit intercultural competence analysis, contrasted with Xiong and Qian's (2012) cultural representation focus, suggests avenues for deeper investigation. This quantitative approach complements qualitative research like Xiang and Yenika-Agbaw's (2021) multiculturalism examination, indicating opportunities for mixed-methods extensions to capture nuanced dimensions of textbook efficacy.

Future research should prioritize three directions: exploring EVOLVE One's

intercultural potential through frameworks like Byram's (1997) model; conducting granular skill-area analyses using specialized taxonomies (e.g., Nation, 2008; Alharbi, 2015); and undertaking cross-cultural comparisons informed by Gheisari and Akbari's (2024) methodologies. Such investigations would address limitations in the current study's scope while building upon its foundational findings. The textbook's strong performance in this evaluation recommends its adoption in Iranian EFL programs, particularly given its alignment with Cunningsworth's (2012) emphasis on teacher usability and learner engagement.

Ultimately, this study reinforces the necessity of systematic, theory-driven textbook evaluation in advancing ELT pedagogy. By empirically validating EVOLVE One's alignment with established criteria and contextualizing its strengths within global research trends, the findings provide both practical recommendations for material selection and methodological insights for future evaluative frameworks. The textbook's demonstrated efficacy across linguistic, structural, and pedagogical dimensions positions it as a valuable resource for enhancing instructional quality in diverse EFL contexts, while highlighting the enduring relevance of comprehensive evaluation models like Cunningsworth's (2012) in ensuring materials meet contemporary educational demands.

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