

A STUDY OF "JUDGEMENT" IN ENGLISH READING TEXTS RELATED TO GLOBAL CITIZENSHIP IN THE "GLOBAL SUCCESS" GRADE 12 TEXTBOOK AND WORKBOOK

NGHIÊN CỨU PHẠM TRÙ PHÁN XÉT (JUDGEMENT) TRONG CÁC BÀI ĐỌC TIẾNG ANH VỀ CHỦ ĐỀ CÔNG DÂN TOÀN CẦU TRONG SÁCH GIÁO KHOA VÀ SÁCH BÀI TẬP TIẾNG ANH 12 THUỘC BỘ SÁCH "GLOBAL SUCCESS"

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Abstract - This study investigates the realization and distribution of Judgement resources in English reading texts on Global Citizenship in the Global Success Grade 12 textbook and workbook. Drawing on Appraisal Theory [1] and the Global Citizenship Education (GCED) framework of UNESCO [2], it examines how evaluative language constructs representations of global citizens in English language teaching materials. The dataset comprises eighteen texts from the Reading and Culture sections and was analysed using qualitative discourse analysis complemented by descriptive quantitative statistics. The findings reveal that global citizens are primarily represented through competence, perseverance, and active engagement, while critical and socio-emotional dimensions receive comparatively limited attention. These findings enhance understanding of evaluative discourse in ELT textbooks and offer pedagogical implications for the development of GCED-oriented materials.

Keywords - Appraisal Theory; Judgement; Evaluative Language; Global Citizenship Education (GCED); Textbook Discourse

1. Rationale

Global Citizenship Education (GCED) has been increasingly integrated into English Language Teaching (ELT) materials, including the Global Success textbook series in Vietnam, with the aim of developing learners' global awareness and responsible citizenship [2]. However, existing research has primarily focused on curricular content and pedagogical goals, with limited attention to the linguistic mechanisms through which global citizenship values are constructed.

From a discourse perspective, textbooks function as sites of value construction, where evaluative language plays a key role in shaping representations of social actors and guiding readers' interpretation [3], [4]. Within Systemic Functional Linguistics, Appraisal Theory provides a systematic framework for analysing such evaluative meanings. Among the three subsystems of Attitude (Affect, Judgement, and Appreciation), this study focuses on Judgement because it specifically evaluates human behaviour and social values, which closely align with the aims of GCED [1], [5].

Unlike Affect, which expresses emotions, and

Tóm tắt - Nghiên cứu này khảo sát sự hiện thực hóa và phân bố nguồn lực Phán xét trong các bài đọc tiếng Anh về Công dân Toàn cầu thuộc bộ sách Global Success lớp 12. Dựa trên Lý thuyết Thẩm định [1] và khung Giáo dục Công dân Toàn cầu (GCED) của UNESCO [2], nghiên cứu phân tích cách ngôn ngữ đánh giá kiến tạo hình ảnh công dân toàn cầu trong tài liệu dạy học tiếng Anh. Ngữ liệu gồm 18 văn bản thuộc các phần Reading và Culture, được phân tích bằng phương pháp phân tích diễn ngôn định tính kết hợp thống kê mô tả định lượng. Kết quả cho thấy hình ảnh công dân toàn cầu chủ yếu được kiến tạo thông qua năng lực, sự kiên trì và tinh thần tham gia tích cực, trong khi các khía cạnh phản biện và cảm xúc – xã hội còn ít được chú trọng. Những phát hiện này góp phần nâng cao hiểu biết về diễn ngôn đánh giá trong sách giáo khoa tiếng Anh và đưa ra hàm ý sư phạm cho việc phát triển tài liệu theo định hướng GCED.

Từ khóa - Lý thuyết Thẩm định; Phán xét; Ngôn ngữ đánh giá; Giáo dục Công dân Toàn cầu; Diễn ngôn sách giáo khoa

Appreciation, which evaluates things or phenomena, Judgement is more suitable for examining how educational texts construct the image of responsible and ethical global citizens through evaluative language.

Moreover, although GCED conceptualises global citizenship through cognitive, socio-emotional, and behavioural domains [2], few studies have examined how these dimensions are realised linguistically through evaluative resources in educational texts. In addition, previous studies have rarely explored the specific role of Judgement in representing behavioural expectations and value orientations in Vietnamese ELT textbooks. The relationship between evaluative language and GCED orientations, therefore, remains insufficiently addressed, particularly in the context of Vietnamese textbooks.

To address this gap, this study investigates the realisation and distribution of Judgement resources in the Reading and Culture texts of the Global Success Grade 12 textbook and workbook. It is aimed at examining how Judgement constructs representations of global citizens and how these evaluative patterns can be interpreted in relation to GCED value orientations.

Accordingly, this study addresses the following research questions:

(1) What types and subtypes of Judgement are realised in the selected texts, and how are these resources distributed in terms of frequency, polarity, and realisation patterns?

(2) How do these evaluative patterns construct global citizenship values in relation to the cognitive, socio-emotional, and behavioural domains of GCED?

2. Theoretical background

2.1. Appraisal Theory and Global Citizenship Education Framework

2.1.1. Appraisal Theory

Appraisal Theory, developed by Martin and White [1], is a framework within Systemic Functional Linguistics that accounts for how evaluative meaning and stance are realised in discourse, extending Halliday's interpersonal metafunction [5]. It focuses on the expression of attitudes, the strength of evaluation, and the alignment of readers through linguistic choices.

Evaluative language functions as a key discourse-semantic resource for constructing social meanings and positioning readers ideologically [3], [4], [6]. This makes Appraisal Theory particularly relevant for analysing how values and identities are represented in educational texts.

2.1.2. The Judgement Subsystem of Attitude

Within the Attitude system of Appraisal Theory, alongside Affect and Appreciation, Judgement concerns the evaluation of human behaviour in relation to social norms and ethical standards [1]. It is divided into Social Esteem (Normality, Capacity, Tenacity) and Social Sanction (Veracity, Propriety), and may be realised explicitly or implicitly, with positive or negative polarity.

Judgement may be realised as inscribed (explicitly stated) or invoked (implicitly inferred from behaviour or context). Inscribed Judgement is expressed through lexical items such as "responsible" or "honest," whereas invoked Judgement is indirectly conveyed through actions or events without overt evaluative vocabulary [1].

For example, in "She spent years teaching children in remote mountain villages," the behavioural description implicitly invokes positive Judgement of Tenacity and Propriety. In this study, invoked Judgement is identified only when supported by clear contextual evidence.

At the discourse level, Judgement functions as a key resource for constructing representations of individuals and their actions. Through recurring evaluative patterns, texts position readers to interpret behaviours as appropriate, desirable, or problematic, thereby shaping social and moral meanings [3], [4].

2.1.3. Global Citizenship Education (GCED)

Global Citizenship Education (GCED), proposed by UNESCO [2], promotes learners' awareness of global issues and their responsibilities in an interconnected world. It aims to develop knowledge, values, and actions for participation in global society.

GCED is conceptualised through three interrelated domains: cognitive, socio-emotional, and behavioural, representing knowledge, attitudes, and actions associated with global citizenship [2].

Despite its prominence in educational research, GCED has been examined mainly from conceptual and pedagogical perspectives, with limited attention to its linguistic realisation in texts [7], [8]. This calls for a discourse-based approach to understanding how global citizenship values are constructed in educational materials.

2.1.4. Analytical Perspective of the Study

To provide an overview of the analytical procedure, the framework of the study is presented in Figure 1.

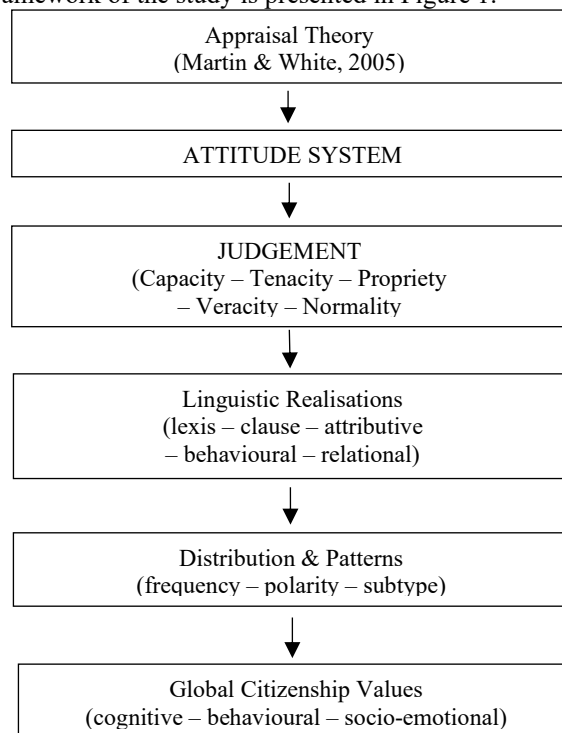


Figure 1. Analytical Framework of the Study

As shown in Figure 1, the study adopts Appraisal Theory, with a focus on the Judgement subsystem, as the primary framework for analysing evaluative meanings in discourse [1]. The analysis proceeds from the identification of Judgement at the clause level, where meaning is realised through processes, participants, and circumstances in line with the SFL perspective [5].

Each instance of Judgement is analysed in terms of subtype, polarity, and mode of realisation, allowing for the identification of distributional patterns across the dataset. These patterns are then interpreted in terms of their discursive functions, particularly in constructing representations of social actors and behaviours.

The dataset comprises eighteen Reading and Culture texts from the Global Success Grade 12 textbook and workbook. Other Appraisal subsystems and multimodal elements are excluded to ensure analytical focus and consistency.

2.1.5. Interpreting Judgement in Relation to GCED

In this study, GCED is employed as an interpretive framework rather than a coding system. Judgement

resources are first analysed in terms of their linguistic realisation and discourse functions, and are subsequently interpreted in relation to broader value orientations of global citizenship [2].

Instead of establishing fixed correspondences between Judgement categories and GCED domains, the analysis identifies recurring evaluative patterns and interprets them contextually. This approach foregrounds the discursive construction of meaning while avoiding deterministic mapping between linguistic categories and educational constructs.

2.2. Previous researches related to the study

Previous research relevant to this study can be grouped into three strands: Appraisal Theory, Global Citizenship Education (GCED), and textbook discourse.

Appraisal Theory has been widely applied to the analysis of evaluative meaning in discourse, demonstrating how language functions to construct social meanings and position readers [1], [3], [4], [6], [9], [10]. However, most studies have focused on the Appraisal system as a whole, with limited attention to the Judgement subsystem in educational contexts.

GCED has been extensively examined in terms of its cognitive, socio-emotional, and behavioural dimensions, including its integration into English education in Vietnam [2], [7], [8]. Nevertheless, existing research primarily addresses thematic content rather than the linguistic realisation of global citizenship values.

From a discourse perspective, textbooks are recognised as sites of value construction rather than neutral materials [4]. While prior studies acknowledge the role of evaluative language in shaping learners' perceptions, few have systematically integrated Appraisal Theory with GCED in analysing textbook discourse.

This study addresses this gap by examining how Judgement resources are realised and function discursively to construct global citizenship in the *Global Success* Grade 12 textbook, providing a linguistically grounded account of value representation.

3. Research Methodology

3.1. Research Design

This study adopted a qualitative discourse-analytic design supported by descriptive quantitative profiling. The qualitative approach focused on how Judgement resources are linguistically realised and function discursively in constructing representations of social actors and value orientations within educational discourse, grounded in Appraisal Theory [1].

Quantitative analysis was employed to identify distributional patterns of Judgement resources, including subtype, polarity, and realisation, providing empirical support for interpretation.

The dataset comprises eighteen Reading and Culture texts from the *Global Success* Grade 12 textbook and workbook, analysed as a full population to ensure comprehensive coverage and analytical reliability.

3.2. Research Methods

A mixed-methods approach was employed, integrating qualitative discourse analysis with descriptive quantitative profiling.

Qualitative analysis examined Judgement at the clause level to interpret its discourse functions in representing behaviours and values [1]. Invoked Judgement was identified based on (i) behavioural descriptions implying evaluation, (ii) achievement-oriented processes, and (iii) consequences that implicitly signal positive or negative assessment. Quantitative analysis profiled the distribution of evaluative resources across subtypes, polarity, and realisation patterns.

These methods were complementary, with quantitative results supporting qualitative interpretation and enhancing analytical coherence.

3.3. Data Collection

Data were collected from the *Global Success* Grade 12 textbook and workbook approved by Vietnam's Ministry of Education and Training. The dataset consists of eighteen Reading and Culture texts addressing global and value-oriented themes relevant to Global Citizenship Education (GCED) [2].

A full-population approach was adopted, with an additional validation set reserved for reliability checking and excluded from the main analysis.

3.4. Research Instrument

The study employed a coding manual based on the Judgement subsystem of Appraisal Theory [1] to identify and classify evaluative resources in terms of subtype, polarity, and mode of realisation.

Annotation logs and frequency tables were used to record and summarise data, ensuring transparency and consistency. GCED was employed as an interpretive framework at the discourse level rather than as a coding category [2].

To enhance coding reliability, a validation set was rechecked after the initial coding process to ensure consistency in the identification and classification of Judgement resources, particularly invoked instances. Coding decisions were refined through repeated comparison with contextual evidence across the dataset.

4. Findings and Discussion

4.1. Distribution of Judgement Resources

4.1.1. Frequency and Density of Judgement Resources

Judgement density varies across the corpus, with higher concentrations observed in texts foregrounding human agency and achievement, such as *An Interview with a Sociologist*, *Queens of the World*, and *Steve Jobs's Life and Achievements*, while more informational texts exhibit lower evaluative density. A total of **207 Judgement instances** were identified across the dataset.

For example, in *An Interview with a Sociologist*, evaluation is realised through negative Judgement of **Capacity**:

(4.1) “Even many more don’t have the **skills and knowledge** they need to succeed in the 21st century”.

Similarly, positive Judgement is used to construct idealised representations of individuals, as in:

(4.2) “She was admired for her **strong determination and intelligence**”.

This example realises positive **Tenacity** and **Capacity**, constructing the social actor as persistent and capable.

In other cases, evaluation is realised implicitly through consequences, invoking negative Judgement of **Propriety**, as in:

(4.3) “The frames of the lanterns can **harm wild animals**...”

Across the corpus, Judgement resources are distributed unevenly across the five subtypes. **Capacity** is the most prominent, followed by **Tenacity** and **Propriety**, while **Normality** occurs only marginally, and **Veracity** is absent from the dataset.

This distribution suggests that Judgement is functionally motivated and genre-dependent, with higher density in texts foregrounding human behaviour and achievement, whereas evaluation functions as a key resource for constructing representations of social actors in textbook discourse.

4.1.2. Social Esteem vs. Social Sanction

The findings indicate that Social Esteem clearly predominates across the corpus, while Social Sanction occurs less frequently, revealing a clear dominance pattern of esteem-based evaluation (see Table 1).

Table 1. Distribution of Social Esteem and Social Sanction

Category	Frequency	Percentage
Social Esteem	155	75%
Social Sanction	52	25%
Total	207	100%

As shown in Table 1, evaluation is primarily oriented towards **personal qualities and abilities**, rather than moral judgement.

Social Esteem is mainly realised through **Capacity** and **Tenacity**, foregrounding competence and perseverance. For example:

(4.4) “She was widely **respected** for her **perseverance and intellectual ability**”.

→ positive Judgement of **Tenacity** (*strong determination*) and **Capacity** (*intelligence*), constructing an idealised representation of competence and leadership.

In contrast, Social Sanction occurs less frequently and is typically realised in ethically oriented contexts. For example:

(4.5) “Fireworks release **harmful chemicals** into the air, causing **environmental damage**”.

→ invoked negative Judgement of **Propriety**, highlighting harmful consequences and implicitly positioning such practices as ethically problematic.

This distribution reflects a discourse that prioritises competence, effort, and active participation, while explicit moral regulation remains secondary.

4.1.3. Subtype Distribution

A clear hierarchical pattern emerges across Judgement subtypes (see Figure 2).

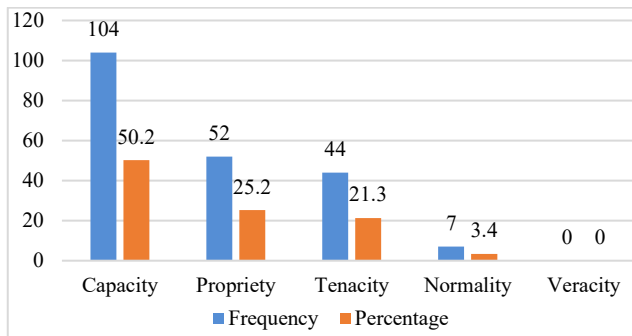


Figure 2. Distribution of Judgement Subtypes

As shown in Figure 2, **Capacity** clearly dominates, accounting for over half of all Judgement instances, followed by **Propriety** and **Tenacity**, while **Normality** is marginal and **Veracity** is absent.

Capacity is typically realised through evaluations of ability and achievement, particularly in biographical contexts. For example:

(4.6) “She improved education for children and women and **opened the first school for girls in Russia**”.

→ positive Judgement of **Capacity**, constructing the social actor as capable and impactful.

Tenacity reinforces this pattern through emphasis on persistence and behavioural commitment. For example:

(4.7) “When I must use plastic bags, I try to **reuse them again and again** instead of throwing them away after a single use”.

→ positive Judgement of **Tenacity**, highlighting sustained effort and responsible behaviour.

Propriety occurs at a secondary level and is often realised in environmentally or ethically oriented contexts. For example:

(4.8) “Plastic waste is one of the **biggest threats** to marine life and global ecosystems”.

→ invoked negative Judgement of **Propriety**, signalling environmental harm and ethical concern.

Normality appears only marginally, typically marking deviation from expected norms. For example:

(4.9) “There are some jobs that may seem **strange and surprising**”.

→ Judgement of **Normality**, evaluating departure from social expectations.

Notably, **Veracity** is entirely absent, indicating that truthfulness and reliability are not foregrounded in the evaluative system of the corpus.

This distribution suggests that the discourse prioritises competence and effort over moral judgement and critical evaluation, representing global citizens primarily as capable and active individuals rather than as subjects of ethical scrutiny or epistemic assessment.

4.1.4. *Inscribed vs. Invoked Judgement*

The analysis shows a clear predominance of **invoked Judgement** (72%) over inscribed forms (28%) (see Table 2), indicating a preference for **indirect evaluative strategies**.

Table 2. *Distribution of Inscribed and Invoked Judgement*

Realisation Type	Frequency	Percentage
Invoked	150	72%
Inscribed	57	28%
Total	207	100%

Invoked Judgement is typically realised through achievement and consequence, allowing evaluation to emerge implicitly. For example:

(4.10) “He **helped invent new products** such as the iMac, the iPod, and iTunes”.

The accumulation of achievements implicitly invokes positive Judgement of Capacity, presenting evaluation as evidence-based. Similarly:

(4.11) “These activities can have **serious negative impacts** on the environment and should be reconsidered”.

The harmful consequences invoke negative Judgement of Propriety, framing behaviour as problematic without explicit judgement.

By contrast, inscribed Judgement appears where norms are explicitly stated, such as:

(4.12) “You must be **responsible, enthusiastic, and organised**”.

Here, evaluation is directly encoded, establishing clear behavioural expectations.

The discourse favours implicit evaluation by embedding Judgement in descriptive language and enabling subtle reader positioning.

4.1.5. *Polarity*

The distribution of Judgement polarity shows a strong predominance of positive evaluation (84%) over negative instances (16%) (see Table 3), reflecting a predominantly affirmative evaluative orientation in the data.

Table 3. *Distribution of Judgement Polarity*

Polarity	Frequency	Percentage
Positive	174	84%
Negative	33	16%
Total	207	100%

Positive Judgement is primarily realised through the evaluation of competence and persistence. For example:

(4.13) “He **never stopped learning** throughout his life despite all the hardships and challenges”.

This clause encodes positive Judgement of **Tenacity**, constructing persistence as a valued personal quality.

Similarly:

(4.14) “AI-powered writing and grammar tools can help you **improve your writing skills and communicate better**”.

The notion of improvement invokes positive

Judgement of **Capacity**, positioning learners as capable of development.

By contrast, negative Judgement is less frequent and typically occurs in problem-oriented contexts. For example:

(4.15) “Many people still **struggle to access the education and skills needed to succeed** in modern society”.

This clause encodes a negative Judgement of **Capacity**, highlighting a lack of competence.

The distributional patterns across density, subtype, realisation, and polarity indicate that Judgement is systematically oriented towards competence, persistence, and socially appropriate behaviour. These evaluative tendencies provide the basis for examining how global citizens are discursively constructed in the following section.

4.2. *Discursive Construction of Global Citizens through Judgement*

4.2.1. *Global Citizens as Competent and Knowledgeable Actors: Capacity*

Capacity emerges as the dominant Judgement subtype (Section 4.1.3), indicating a strong evaluative focus on competence and knowledge in constructing global citizens.

This is realised through both inscribed and invoked Judgement. For example:

[4.16] “She was also very **intelligent and well educated**, and could **speak nine languages**”.

Here, explicit lexis (*intelligent, well educated*) encodes positive Capacity, foregrounding intellectual and communicative competence. In contrast, competence is often **invoked** through expectations:

[4.17] “We want people who **understand electronic products** and can **communicate their opinions clearly**”.

Rather than explicit evaluation, ability is constructed implicitly as a normative requirement.

In learning contexts, Capacity is further framed as **developing and adaptable**:

[4.18] “...help you **improve your writing skills and communicate better**”.

[4.19] “...**adapt their learning content...to match your individual needs**”.

Here, competence is not fixed but positioned as a process of continuous improvement.

At the discourse level, these patterns construct global citizens as **knowledgeable, capable, and development-oriented actors**. More broadly, the dominance of Capacity reflects a **competence-driven orientation**, where global citizenship is primarily associated with knowledge and performance, while other dimensions, such as critical awareness, are less foregrounded.

4.2.2. *Global Citizens as Active and Committed Participants: Tenacity*

Tenacity is a prominent Judgement subtype (Section 4.1.3), highlighting persistence and sustained engagement in constructing global citizens.

It is mainly realised through **invoked evaluation**, as illustrated below:

[4.20] “He **fought the disease for several years**”.

[4.21] “It’s important to **carry on learning** and to **broaden your horizons**”.

These examples construct persistence through prolonged effort, normative guidance, lifelong learning, and habitual action.

At the discourse level, Tenacity represents global citizens as **active and process-oriented agents** who continuously engage with challenges. This supports an **action-oriented model of global citizenship**, while also foregrounding individual responsibility.

4.2.3. *Global Citizens as Socially Responsible Individuals: Propriety*

Propriety contributes to the construction of social norms and responsibility, though it is less dominant than Capacity and Tenacity (Section 4.1.3).

It is realised through both inscribed and invoked evaluation, as illustrated below:

[4.22] “The perfect candidate should be **responsible, reliable, and good with young children**”.

[4.23] “However, some of these customs may not be **environmentally friendly**, and may need to **be changed** for a sustainable future”.

These examples encode responsibility through normative expectations, environmental evaluation, obligation, and social fairness.

At the discourse level, Propriety constructs global citizens as socially responsible and ethically oriented actors. However, it remains supportive rather than central, with responsibility embedded within broader narratives of competence and action, suggesting that ethics is secondary to knowledge and participation in the discourse model.

4.2.4. *Global Citizens as Attainable rather than Exceptional: Normality*

Normality appears only marginally (Section 4.1.3), but contributes to positioning global citizenship as attainable.

It is mainly realised through **deviation from expectations**:

[4.24] “Bertie Gladwin became one of **Britain’s oldest graduates**... at 91”.

[4.25] “At the age of 97, Allan Stewart set a world record for being **the oldest university graduate**”.

These examples construct evaluation through contrast with social expectations (age, occupation).

At the discourse level, Normality represents global citizens as **relatable and accessible figures** rather than elite models. However, its limited presence suggests that socio-emotional dimensions remain underdeveloped.

4.2.5. *Absence of Veracity and the Limited Role of Integrity*

A notable finding is the complete absence of Veracity (Section 4.1.3), indicating that truthfulness and credibility are not evaluated in the data.

Unlike other subtypes, no examples encode honesty, reliability, or truth. Instead, evaluation focuses on **ability (Capacity), action (Tenacity), and behaviour (Propriety)**.

At the discourse level, this constructs global citizens as **competent and active agents**, but not as critical evaluators of information. From a critical perspective, this reflects an **action-oriented but epistemically limited model**, where participation is prioritised over critical awareness. This absence may also suggest limited attention to critical thinking and epistemic awareness in the representation of global citizenship. In contemporary global contexts shaped by misinformation and digital communication, the ability to evaluate information critically has become an increasingly important dimension of global citizenship education.

4.3. *Interpretation of Evaluative Patterns in Relation to GCED*

4.3.1. *From Discursive Identities to Value Orientations*

Building on Section 4.2, Judgement resources construct global citizens as competent, active, and socially responsible individuals. These representations form the basis for interpreting value orientations in relation to GCED, which is applied as an interpretive lens rather than a coding system.

4.3.2. *Cognitive Orientation: Emphasis on Knowledge and Competence*

The predominance of Capacity (50.2%) indicates a strong cognitive orientation, constructing global citizens as knowledgeable and capable. Evaluative meanings foreground learning, expertise, and achievement, positioning knowledge as a key resource for participation in global contexts.

4.3.3. *Behavioural Orientation: Emphasis on Action and Participation*

The prominence of Tenacity (21.3%) reflects a behavioural orientation, emphasising persistence and active engagement. Global citizens are represented as individuals who apply knowledge through sustained participation and responsible action.

4.3.4. *Socio-emotional Orientation: Supporting but Limited*

The socio-emotional dimension is comparatively underdeveloped. Although Propriety (25.2%) introduces ethical values, these meanings remain secondary to competence and action, with empathy and relational awareness playing a limited role in the discourse.

4.3.5. *A Competence-Based and Action-Oriented Model of Global Citizenship*

Taken together, the evaluative patterns reveal a competence-based and action-oriented model of global citizenship, dominated by cognitive and behavioural orientations. Socio-emotional and critical dimensions remain comparatively underrepresented.

4.4. *Discussion*

The findings indicate that textbook discourse constructs global citizens primarily as competent and active individuals, reflected in the dominance of Capacity and Tenacity, with Social Esteem outweighing Social Sanction. Evaluation is largely oriented towards ability, achievement, and participation, positioning learners as capable and proactive agents in global contexts.

This pattern reflects a competence-driven and performance-oriented model in which knowledge and action are foregrounded. However, the limited presence of Propriety and the marginal role of socio-emotional meanings suggest that ethical reflection and interpersonal awareness are not central. More critically, the absence of Veracity indicates that truthfulness and critical evaluation are largely overlooked, pointing to limited epistemic awareness.

Such an orientation prioritises measurable competence and participation over critical reflection and ethical complexity, potentially constraining the development of critical global awareness. From a critical perspective, this competence-oriented representation may reflect broader performance-driven educational values, positioning learners primarily as capable participants rather than critically reflective global citizens.

The discourse promotes a competence-based and action-oriented model of global citizenship, with critical and socio-emotional dimensions remaining underrepresented.

5. Conclusion

This study investigates how Judgement resources construct representations of global citizens in the *Global Success* Grade 12 textbook and workbook. The findings indicate a dominance of Capacity and Tenacity, together with a preference for positive and invoked evaluation, representing global citizens primarily as competent and active individuals, while critical and socio-emotional dimensions remain less foregrounded.

From a discourse-analytic perspective, the study demonstrates the usefulness of Appraisal Theory in revealing how evaluative language encodes value orientations in ELT materials. The findings also highlight the role of evaluative language in shaping a competence-

based and action-oriented representation of global citizenship within the selected textbook context. In addition, the study focuses exclusively on verbal evaluative resources and does not examine multimodal elements such as images and layout, which may also contribute to evaluative meaning in textbook discourse. Future research may extend the analysis to other Appraisal subsystems, multimodal resources, and comparative textbook contexts.

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