A Need Analysis of Global Citizenship Education and Cognitive Domain Skills Incorporation in English Reading Materials for Vocational Hospitality Students

Rizqika Amalia
Master of English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta, Indonesia

ABSTRACT
Global Citizenship Education (GCE) has become increasingly important in preparing students to understand global issues, appreciate cultural diversity, and develop competencies required for the twenty-first century. However, the incorporation of GCE and cognitive domain skills into English reading materials for vocational hospitality students remains limited. This study will aim to explore the extent to which global citizenship education and cognitive domain skills are incorporated into the existing English reading materials used by vocational hospitality students. The study will employ a qualitative approach. Primary data will be collected through document analysis of the existing textbook and semi-structured interviews with English teachers from different vocational schools. The collected data will be analyzed to examine the incorporation of global citizenship education and cognitive domain skills into the existing reading materials and to identify teachers' perceptions of students' learning needs. The findings are expected to provide insights into the strengths and limitations of the existing materials and to highlight the need for developing context-specific English reading materials that systematically incorporate global citizenship education and cognitive domain skills to better support vocational hospitality education.

ABSTRAK
Pendidikan Kewarganegaraan Global (GCE) menjadi semakin penting dalam mempersiapkan siswa untuk memahami isu-isu global, menghargai keragaman budaya, dan mengembangkan kompetensi yang dibutuhkan untuk abad kedua puluh satu. Namun, penggabungan GCE dan keterampilan domain kognitif ke dalam bahan bacaan bahasa Inggris untuk siswa perhotelan kejuruan tetap terbatas. Studi ini bertujuan untuk mengeksplorasi sejauh mana pendidikan kewarganegaraan global dan keterampilan domain kognitif dimasukkan ke dalam bahan bacaan bahasa Inggris yang ada yang digunakan oleh mahasiswa perhotelan kejuruan. Studi ini akan menggunakan pendekatan kualitatif. Data primer akan dikumpulkan melalui analisis dokumen buku teks yang sudah ada dan wawancara semiterstruktur dengan guru bahasa Inggris dari berbagai sekolah kejuruan. Data yang terkumpul akan dianalisis untuk mengkaji penggabungan pendidikan kewarganegaraan global dan keterampilan domain kognitif ke dalam bahan bacaan yang ada dan untuk mengidentifikasi persepsi guru terhadap kebutuhan belajar siswa. Temuan ini diharapkan dapat memberikan wawasan tentang kekuatan dan keterbatasan materi yang ada dan untuk menyoroti kebutuhan untuk mengembangkan bahan bacaan bahasa Inggris khusus konteks yang secara sistematis menggabungkan pendidikan kewarganegaraan global dan keterampilan domain kognitif untuk mendukung pendidikan perhotelan kejuruan dengan lebih baik.

CONTACT
Rizqikaamalia555@gmail.com

KEYWORDS
Cognitive Domain Skills,
English Reading Materials
Global Citizenship Education

INTRODUCTION

Education is transformative, it plays a vital role in the socialization of children and youth, and the development of their values, attitudes and personal behavior (Education Above All, 2012) in preparing learners to navigate global challenges and engage responsibly within multicultural environments. One of the key approaches that responds to this need is Global Citizenship Education (GCE), a framework introduced by UNESCO to equip learners with the knowledge, skills, values, and attitudes needed to contribute to a more just, peaceful, tolerant, inclusive, and sustainable world (UNESCO, 2015). Among various language skills, English reading materials serve as powerful tools to foster these competencies, as reading enables students to explore real-world issues, reflect on diverse perspectives, and build critical awareness through language learning. This is particularly relevant in the context of vocational hospitality education, where students are expected to communicate effectively and work collaboratively with people from various cultural backgrounds.

Global citizenship education has been widely recognized for its role in developing learners' global competence, including critical thinking, intercultural awareness, empathy, ethical responsibility, and respect for cultural diversity across various educational settings (Budiharso et al., 2024; Dooly, 2006; Malirong & Gallardo, 2024; Santamaría-Cárdaba et al., 2024; YFU, 2016). Recent bibliometric evidence further suggests that, despite a decline in publication trends, GCE remains a highly relevant field with considerable potential for future research and innovation (Nugraha et al., 2024). However, previous studies have predominantly focused on higher education and curriculum implementation, while limited attention has been given to integrating global citizenship education into English reading materials for vocational education. Moreover, the incorporation of global citizenship education together with cognitive domain skills in EFL reading materials remains underexplored, particularly within vocational hospitality contexts.

Global citizenship education is commonly conceptualized through three interrelated domains: cognitive, socio-emotional, and behavioral (UNESCO, 2015). One widely recognized model is offered by (Oxfam, 2019) which breaks GCE down into three key elements: knowledge and understanding, skills, and values and attitudes. These elements align closely with UNESCO's domains—that is, 'knowledge' reflects the 'cognitive' domain of GCE, 'attitudes' corresponds with the 'socio-emotional' domain of GCE and 'skills' reflects the behavioral domain (APCEIU & UNESCO Bangkok, 2022). The cognitive domain includes skills such as critical thinking, creative thinking, perspective-taking, and problem-solving. The socio-emotional domain relates to skills like empathy, communication, and respect for diversity, while the behavioral domain involves collaborative action, responsible decision-making, and participation in efforts to address global challenges. Among these domains, the present study focuses on the cognitive domain, while the socio-emotional and behavioral domains remain important components of global citizenship education, they are not the primary focus of analysis in this study. Table 1 presents the set of GCE indicators employed for the analysis.

Table 1. Global Citizenship Education Indicators

Global Citizenship Domains	Global Citizenship Skills	Code	Description of Indicators
Cognitive (Knowledge and thinking skills necessary to better understand the world and its complexities	Critical thinking	GC-1	Identify causes and effects of global or social issues presented in the text
	Creative thinking	GC-2	Propose new or alternative ideas creatively to address issues discussed in the text
	Perspective-taking	GC-3	Compare and contrast different viewpoints or arguments presented in the text
	Problem solving	GC-4	Suggest possible solutions or actions to address global or social issues discussed in the text

This study specifically focuses on the cognitive domain as the primary framework for analysis which encompasses critical thinking, creative thinking, perspective-taking, and problem solving. This focus was selected because reading is fundamentally a cognitive process that requires learners to interpret information, construct meaning, and engage in higher-order thinking (Sutanto et al., 2025) before progressing to socio-emotional and behavioral engagement. Skills such as critical thinking, creative thinking, perspective-taking, and problem-solving

are essential for enabling students to understand global issues presented in reading texts and to respond to them meaningfully.

In Indonesia, vocational English textbooks have begun introducing topics related to the Sustainable Development Goals (SDGs); however, these themes are generally presented separately from the main reading materials and are not systematically integrated into English reading instruction. Moreover, the existing materials predominantly emphasize general English content and provide limited hospitality-related contexts. As a result, students have fewer opportunities to develop cognitive domain skills such as critical thinking, creative thinking, perspective-taking, and problem solving through reading activities relevant to their future profession. This situation indicates the need to examine the extent to which Global Citizenship Education and cognitive domain skills are represented in existing English reading materials for vocational hospitality students.

Therefore, this study aims to explore the incorporation of global citizenship education and cognitive domain skills in the English reading materials currently used by vocational hospitality students. Specifically, the study investigates how these components are represented in the existing textbook through document analysis and teacher interviews. This study will provide empirical evidence that can inform the future development of more contextually relevant English reading materials for vocational hospitality education.

METHODS

This study employed a qualitative descriptive approach to conduct a need analysis of the incorporation of global citizenship education and cognitive domain skills into English reading materials for vocational hospitality students. The study aimed to examine the extent to which these components are represented in the existing English reading materials and to identify teachers' perceptions of students' learning needs.

The study consisted of two stages. The first stage involved document analysis of the prescribed English textbook used by tenth-grade vocational hospitality students. The textbook was analyzed using an analytical framework adapted from (APCEIU & UNESCO Bangkok, 2021; UNESCO, 2015), focusing on four cognitive domain skills: critical thinking, creative thinking, perspective-taking, and problem solving. The analysis also examined the relevance of the reading materials to vocational hospitality contexts. The second stage involved semi-structured interviews with English teachers from different vocational high schools. The interviews explored teachers' experiences in teaching English reading, their perceptions of the existing materials, and their expectations for developing reading materials that integrate Global Citizenship Education and cognitive domain skills.

The collected data were analyzed using thematic analysis. The findings from the document analysis and teacher interviews were then compared and synthesized to identify and strengths and limitations of the existing English reading materials and to determine the need for developing more contextually relevant reading materials for vocational hospitality students.

RESULTS AND DISCUSSIONS

Findings

The need analysis was conducted through document analysis of the existing SPLASH English textbook and semi-structured interviews with English teachers from different vocational hospitality schools. The findings provide an overview of the extent to which global citizenship education and cognitive domain skills are incorporated into the existing English reading materials used by tenth-grade vocational hospitality students.

Document Analysis

The document analysis identified 21 reading texts organized into six instructional units. Each unit is designed around a particular text type and includes reading activities that mainly focus on comprehension and vocabulary development, with relatively limited opportunities for higher-order thinking. Table 2 presents a summary of the reading texts and learning activities identified in the existing textbook.

Table 2. Existing Reading Texts and Learning Activities in SPLASH Textbook

Unit/Page	Title of Text	Text Type	Learning Activities Provided
		Unit 1—Narrative Text (4 texts)	
Unit 1	The Ants and the	Narrative (Fable)	Vocabulary task, past tense exercise, comprehension
p. 5-7	Grasshopper		questions, opinion & problem-solving questions

Unit 1 **p. 13**	The Fox and the Stork	Narrative	Read the story and visual representation task
Unit 1 **p. 24**	The Oak and the Reeds	Narrative	Comprehension questions requiring sentence interpretation (critical thinking task)
Unit 1 **p. 25**	The Shepherd Boy and the Wolf	Narrative	True/false comprehension questions based on the story
	Unit 2—Descriptive Text (6 texts)		
Unit 2 **p. 41**	Borobudur Temple	Descriptive	Vocabulary tasks, verb tense exercise and comprehension questions
Unit 2 **p. 49**	My Small but Comfortable Bedroom	Descriptive + Instructional	Identifying details, visual representation (mind map/infographic), presenting to class, following step-by-step instructions
Unit 2 **p. 51**	Cristiano Ronaldo	Descriptive	Identifying text structure and understanding descriptive writing features
Unit 2 **p. 58**	Kraton Ngayogyakarta Hadiningrat	Descriptive	True/false questions, vocabulary (synonym), short response, critical thinking questions
Unit 2 **p. 58**	The Tsunami Museum	Descriptive	Comprehension questions, identifying adjectives and understanding text details
Unit 2 **p. 61**	Pink Beach	Descriptive	Multiple-choice questions, identifying sentence relationships and true/false questions
	Unit 3—Procedure Text (2 texts)		
Unit 3 **p. 77**	Four Steps to Start a Manual Car & Five Steps to Start an Automatic Car	Procedure	Comparing two texts, comprehension questions, personal opinion and peer discussion
Unit 3 **p. 92**	Boeing 737 Active Passenger Safety Briefing	Procedure	Identifying instructions and steps, finding command expressions, and understanding functional language
	Unit 4—Expository Text (1 text)		
Unit 4 **p. 107**	Could the US Regulate What Americans Eat?	Expository text	Vocabulary meaning, comprehension questions, personal opinion and peer discussion
	Unit 5—Biographical / Recount Text (3 texts)		
Unit 5 **p. 137**	Benjamin Harrison	Biographical or Descriptive text	Comprehension questions, personal opinion, true/false, and finding additional info outside the text
Unit 5 **p. 162**	Woodrow Wilson	Biographical / Recount text	Yes/no & true /false questions, analyzing text structure (recount), and understanding connectives

Unit 5 **p. 165-166**	Renowned Architect Zaha Hadid Dies in Miami	News report/biographical text	Identifying information, evidence-based opinion, transitional words, vocabulary, and reflective question
		Unit 6—Report Text (5 texts)	
Unit 6 **p. 178-180**	Hail	Report text (scientific informational)	Vocabulary matching, comprehension, discussion questions, visual/creative task, and chart completion
Unit 6 **p. 184-185**	What Is an Earthquake?	Report text (scientific/informational)	Understanding concepts, identifying text structure, information breakdown table, and process comprehension
Unit 6 **p. 193-195**	Marine Debris	Report text	Identifying factual statements, true/false, making inferences, and comprehension questions
Unit 6 **p. 195-197**	What is flooding?	Report text	Comprehension questions, identifying conclusions, true/false, and explaining flood-related information
Unit 6 **p. 197-199**	Allergens in Cosmetics	Report text	Comprehension questions, true/false, vocabulary synonyms, and summarizing the text

As shown in Table 2, the existing textbook primarily presents a general English reading topics rather than materials specifically designed for vocational hospitality education. The reading texts cover themes such as fables, landmarks, biographical figures, and natural phenomena. None of the 21 texts are related to the hospitality or vocational context of the students. The learning activities are predominantly focused on comprehension and vocabulary tasks, with limited higher-order thinking tasks explicitly designed to incorporate global citizenship education. Therefore, it can be concluded that the existing textbook does not explicitly incorporate global citizenship education topics into its reading materials, and none of its reading texts are contextually relevant to the hospitality vocational contexts of tenth-grade students.

Following the analysis of the reading texts and learning activities, the incorporation of global citizenship education was further examined through a cognitive domain skills coding sheet. The coding focused on four cognitive domain skills: critical thinking (GC-1), creative thinking (GC-2), perspective-taking (GC-3), and problem solving (GC-4). Each identified skill was recorded based on whether it was explicitly presented in the learning activities or implicitly embedded within the reading texts. After all texts had been coded, the frequency of each cognitive domain skill was calculated across the six units to determine the extent of their incorporation into the existing English reading materials. The results are presented in Table 3.

Table 3. Frequency of GCE Cognitive Domain Skills Per Unit

Code	U.1	U.2	U.3	U.4	U.5	U.6	Total	Interpretation
GC-1	3	5	2	1	3	8	22	Frequently Present
GC-2	1	2	0	1	2	2	8	Limited
GC-3	3	4	2	1	3	2	15	Moderately Present
GC-4	0	3	2	1	0	2	8	Limited
Total	7	14	6	4	8	14	53	

Note: U.1 = Unit 1 (Narrative), U.2 = Unit 2 (Descriptive), U.3 = Unit 3 (Procedure), U.4 = Unit 4 (Expository), U.5 = Unit 5 (Biographical/Recount), U.6 = Unit 6 (Report Text).

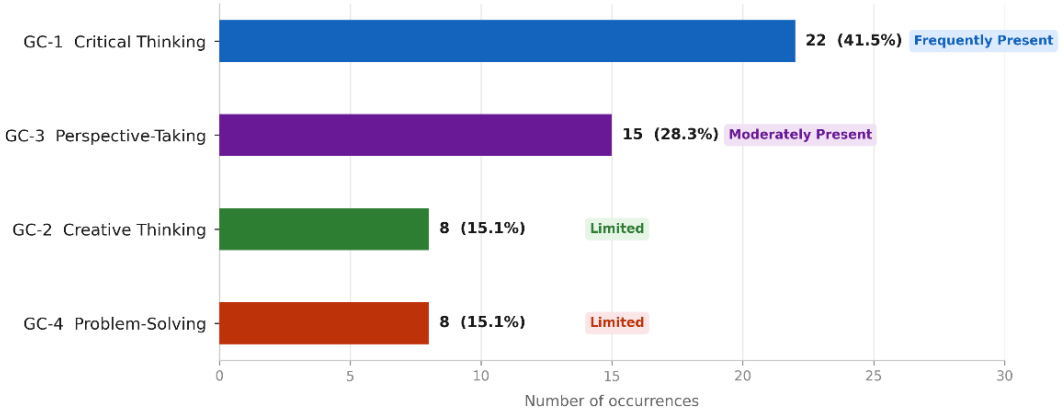


Figure 1. Overall Frequency of GCE Cognitive Domain Skills in Existing Reading Materials (N=53)

As presented in Figure 1, critical thinking (GC-1) appears most frequently with 22 occurrences (41.5%), followed by perspective-taking (GC-3) with 15 occurrences (28.3%). In contrast, creative thinking (GC-2) and problem solving (GC-4) each occur only 8 times (15.1%), indicating limited opportunities for students to develop these higher-order thinking skills. The findings suggest that cognitive domain skills are present in the textbook; however, their distribution remains uneven and largely incidental rather than intentionally embedded within the instructional design.

Teachers' Interview

The interview findings support the results of the document analysis. All three teachers agreed that the existing textbook does not adequately address the needs of vocational hospitality students because the reading topics are not relevant to their field of study. Consequently, teachers frequently supplement the textbook with additional materials related to hotel services and hospitality practices.

The interview findings corroborated the results of the document analysis. All three teachers agreed that the existing textbook does not adequately address the learning needs of vocational hospitality students because the reading topics are not relevant to their field of study. As one teacher stated, *"The drawback is that the topics or reading materials are not relevant to the hospitality major for Grade 10 students."* (T1). Consequently, teachers frequently supplemented the textbook with additional materials related to hotel services and hospitality practices.

Regarding Global Citizenship Education, the teachers explained that topics such as cultural diversity and global issues had only been introduced indirectly and were not systematically integrated into English reading lessons. They also emphasized that students were more engaged when the reading materials reflected authentic hospitality contexts. As Teacher 2 explained, *"For Grade 10 students, they will be more motivated if the texts are about hotels or topics that are relevant to their major."* (T2). Furthermore, the teachers identified all four cognitive domain skills as essential competencies for future hospitality professionals, particularly critical thinking, creative thinking, perspective-taking, and problem solving. They also recommended that future English reading materials should be aligned with English ATP (Alur dan Tujuan Pembelajaran) of Kurikulum Merdeka Phase E, CEFR B1 reading descriptors, and authentic hospitality contexts.

Discussion

The findings indicate that the existing English reading materials provide only limited incorporation of global citizenship education and cognitive domain skills. Although several texts contain themes associated with environmental sustainability, social justice, cultural diversity, and global responsibility, these themes are embedded only implicitly and are not supported by purposeful learning activities. This finding is consistent with (Abid, 2024), who argued that English learning materials should integrate global issues explicitly while remaining relevant to learners' educational and local contexts.

In terms of cognitive domain skills, critical thinking is emphasized considerably more than creative thinking, perspective-taking, and problem solving. This imbalance suggests that students are more frequently encouraged to analyze information than to generate innovative ideas or solve authentic problems related to vocational practice. Furthermore, the absence of hospitality-specific reading topics limits students' opportunities to develop both English reading competence and professional knowledge simultaneously.

The interview findings further reinforce these results. Teachers consistently expressed the need for English reading materials that are contextually relevant to hospitality education, incorporate authentic workplace situations, and explicitly integrate all four GCE cognitive domain skills. Collectively, these findings demonstrate a clear need to develop context-specific English reading materials that systematically incorporate Global Citizenship Education and cognitive domain skills while aligning with the English ATP (Alur dan Tujuan Pembelajaran) of Kurikulum Merdeka Phase E and the CEFR B1 reading level.

CONCLUSIONS

The findings of this study indicate that the existing English reading materials used by vocational hospitality students provide only limited incorporation of Global Citizenship Education (GCE) and cognitive domain skills. Although several reading texts implicitly address global issues such as environmental sustainability, cultural diversity, and social responsibility, these themes are not systematically integrated into reading instruction. In addition, the representation of cognitive domain skills remains uneven, with greater emphasis on critical thinking than on creative thinking, perspective-taking, and problem solving. The teacher interviews further confirmed that the existing materials are not sufficiently relevant to the vocational hospitality context and do not adequately address students' professional learning needs. Teachers also highlighted the importance of incorporating authentic hospitality-related topics together with Global Citizenship Education and cognitive domain skills into English reading materials. These findings demonstrate the need for more context-specific English reading materials that systematically integrate Global Citizenship Education and cognitive domain skills to better support vocational hospitality students in developing both language proficiency and global competence.

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