

Discursive Representations of Institution-led Global Citizenship Education in South Korean Newspapers

: A Critical Discourse Analysis

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Abstract

Hwang, Hyunkyung & Sung, Siwon. (2024). "Discursive Representations of Institution-led Global Citizenship Education in South Korean Newspapers: A Critical Discourse Analysis". *The Sociolinguistic Journal of Korea*, 32(3), 207-243. Drawing on Fairclough's three-dimensional critical discourse analysis (CDA) model, this study investigates how South Korean newspapers represent institution-led Global Citizenship Education (GCE) initiatives in terms of genres, styles, and discourses. By analyzing discursive strategies employed in articles from eleven national daily newspapers, the paper reveals how language and discourse are interconnected in constructing and negotiating the significance of institution-led GCE in the South Korean context. The findings highlight the following key features and their implications. First, the genre analysis shows a predominance of straight news reporting, where headlines and leads emphasize institutional agency while backgrounding participants' roles, thus

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Received 12 August 2024; Reviewed 12 August~6 September 2024; Accepted 11 September 2024

perpetuating power imbalances in the GCE field. Second, the style analysis reveals contrasting quotation patterns and strategic language use by authoritative figures to legitimize GCE initiatives, which potentially narrows the understanding of GCE and diverts attention from its complex contexts. Finally, the discourse analysis uncovers contrasting strategies that reflect divergent priorities and power dynamics in the perception and implementation of GCE across institutional contexts. This study provides insights into how media representations can reshape and reinforce the implementation and outcomes of GCE programs in South Korea.

Keywords: critical discourse analysis (CDA), global citizenship education (GCE), newspaper report, media representation, discursive strategy

1. INTRODUCTION

In an increasingly interconnected and globalized world, the concept of Global Citizenship Education (GCE) has gained significant attention as a means of fostering responsible, engaged, and empowered global citizens. GCE aims to equip individuals with the knowledge, skills, and values necessary to navigate the complexities of the 21st century, addressing pressing global challenges such as inequality, climate change, and human rights violations (UNESCO, 2015). As a rapidly developing nation with a growing influence on the international stage, South Korea has recognized the importance of GCE in preparing its citizens for the challenges and opportunities of a globalized world (Government of the Republic of Korea, 2021).

Since former UN Secretary-General Ban Ki-moon introduced GCE through the Global Education First Initiative in May 2012, Korea has emerged as a significant force in advancing and shaping the international discourse on GCE. As the host of the World Education Forum in 2015, Korea played a pivotal role in positioning GCE as a central agenda within the international education community (Choi & Kim, 2020; Han et al., 2015).

While GCE has garnered significant scholarly and public attention in Korea since 2015 (Cho et al., 2018; Na & Jho, 2017), it remains a contested concept, with its definitions and applications varying widely across different contexts. Notably, Mannion et al. (2011) and Pashby et al. (2020) describe the evolving nature of GCE by referring to it as a “floating signifier that different discourses attempt to cover with meaning” (p. 444). Scholars have observed that the abstract and complex nature of GCE makes it susceptible to diverse interpretations and potential appropriation by those in positions of authority.

To address such issues, some scholars have critically examined the representation of GCE in national curricula (Cho & Mosselson, 2018; Park, 2010), textbooks (Choi & Kim, 2020; Kim, 2016), and educational materials published by GCE agencies or international organizations (IOs) (Na & Jho, 2017) in the South Korean context. While these studies provide valuable insights into how independent actors, such as governments and IOs interpret GCE and construct related discourses, there is a notable gap in research on how these institution-led discourses circulate, overlap, and conflict as they reach a broader audience, and how they are perceived by the public.

The media plays a crucial role in shaping public understanding and perception of GCE, serving as a primary source of information and a powerful discursive system that influences public discourse (Bell, 1991; Fairclough, 1992). In South Korea, newspapers remain a significant source of information and a key platform for the dissemination and framing of interpretations made by various societal actors (Choi, 2010; Park & Shin, 2017).

To uncover the ideological underpinnings and power dynamics that shape public understanding and policy orientation regarding GCE in South Korea, this study examines the discourses surrounding GCE in South Korean newspapers through critical discourse analysis (CDA). Given that the discourse on GCE in South Korea is predominantly shaped by IOs and universities (Kim & Yoo, 2023; Wiksten, 2021), this study focuses on analyzing their influence on media discourse.

The emphasis on these two types of organizations stem from their considerable influence and authority within the educational landscape, often surpassing that of individual schools (Andreotti & de Souza, 2012; Park et al., 2023). Moreover, universities and IOs play a pivotal role in shaping GCE policies at national and international levels, with their research and recommendations frequently informing governmental decisions as well as influencing broader educational strategies. These entities are also primary producers of academic and policy-oriented discourse on GCE, generating research papers, reports, and policy briefs that frequently serve as the foundation for media discussions on the topic. Consequently, analyzing their impact on media discourse provides a more comprehensive lens through which to examine the ideological underpinnings and power dynamics that shape the conceptualization and promotion of GCE in South Korea.

This research is grounded in the theoretical framework of CDA, which emphasizes the importance of examining the dialectical relationship between language, discourse, and social structures (Fairclough, 2003). By applying CDA to the analysis of media representation, the study aims to illuminate how language and discourse are used to construct and negotiate the meaning and significance of GCE within the specific socio-cultural context of South Korea.

This study seeks to address the following research questions:

1. How do prominent South Korean newspapers represent institution-led GCE initiatives through their particular use of genres, styles, and discourses?
2. What ideological underpinnings and power dynamics shape these representations, and what implications do they have for the understanding and implementation of GCE in South Korea?

2. LITERATURE REVIEW

2.1. Previous Reflections on GCE Discourse

Recognizing that GCE is a contested concept, shaped by various interpretations and agendas from different actors and institutions, several scholars have called for a reflective approach. Kim (2015) and Na and Jho (2017) asserted that the GCE research community must pause and reflect critically on its path, asking fundamental questions such as “How do the stakeholders involved in GCE understand and interpret this concept?” or “What is the dominant discourse surrounding GCE?” In response to these calls, several scholars have been using CDA to uncover whether its core principles are being co-opted by specific institutional agendas or ideologies. Hatley (2019) conducted a multimodal CDA of eight documents published by UNESCO, a key proponent of GCE. By examining how these documents position the term “values”, the author revealed that UNESCO’s universal values are often disconnected from local contexts and may inadvertently reinforce Western dominance. Hatley (2019) argues that this trend risks using GCE as a tool for regulating those who do not conform to UNESCO’s ideals and advocates for a more diverse conception of values to enhance the effectiveness of GCE. Wu and Tse (2023) and Choi and Kim (2020) analyzed how GCE stakeholders in China and Korea, respectively, recontextualized GCE within their national contexts. Wu and Tse (2023) conducted a CDA of interviews with 17 civic teachers in China, revealing that GCE in China was reframed by a nation-centric perspective substantially affected by sociopolitical ideology and Confucian norms, ultimately positioning GCE as a tool for nation-building. Choi and Kim’s (2020) analysis of twelve social studies textbooks used in South Korean public education indicated that the neoliberal discourse embedded in state policies and national curriculum standards was deeply entrenched in the textbook.

Recent studies have expanded the focus of GCE discourse analysis beyond its

representation in key texts to explore socio-cultural aspects of discourse formation and dissemination. Park and Shin (2019) examined the thematic network between GCE discourse and other educational sub-discourses, while Hwang (2024) investigated the mechanisms by which GCE discourse is absorbed into national and individual levels. Park and Shin (2019) revealed that GCE develops its discourse by intersecting with areas similar to multicultural education and international understanding education, highlighting the interconnected nature of these educational paradigms. Hwang's (2024) study represents a critical examination of GCE discourse formation, particularly in the post-2015 context. Her analysis reveals how the integration of sustainability discourse into GCE, while ostensibly aimed at empowering individuals and systematizing approaches, actually reinforces neoliberal principles. Hwang (2024) contends that these practices have contributed to the discursive construction of a new neoliberal individual as a global citizen, characterized by self-discipline and alignment with standardized metrics.

These studies demonstrate that GCE discourse is appropriated by various institutions and nations in different contexts, often in ways that contradict the core values of GCE. While they provide insights into how individual stakeholders understand and interpret GCE, there is a gap in research concerning how these differing discourses merge or conflict, and how they collectively influence public perception.

2.2. Media Discourse Analysis in Educational Research

The media serves as a powerful discursive system that significantly influences public discourse (Bell, 1991; Fairclough, 1995; Silverstone, 1999). Media professionals utilize carefully crafted language, established practices, and specific styles, producing representations of reality rather than exact replications (Carvalho, 2008; Gans, 1979; Fairclough, 2003). As Bell (1991) highlights, the

ideological nature of what stories are considered newsworthy reflects the values, ideologies, and priorities of society. Thus, analyzing the discourses reported and emphasized in the news media reveals underlying ideological views and representations that prevail in society (Richardson, 2007). Given the media's dual role in both constructing and mirroring societal ideologies, critical analysis is essential to uncover the power dynamics at play. CDA provides a vital methodology for this purpose, as it seeks to dissect and elucidate the power structures within media discourses (O'Keeffe, 2011).

In the context of evolving societal discourses, newspapers play a crucial role in disseminating and framing interpretations of various societal actors (Choi et al., 2019). This framing process in the media is inherently ideological, involving the selection, emphasis, and exclusion of certain aspects of reality, thereby shaping public understanding of the issues at hand (Entman, 1993). As GCE has always been a fluid concept across diverse contexts, media representation plays a vital role in solidifying its meaning within the broader societal landscape of South Korea.

In education, a critical approach to analyzing media discourse has long been a significant area of scholarly research. Previous studies have employed CDA to explore media representation of educational policies (Chung & Lee, 2016; Kang & So, 2016; Kim, 2019; Lee & Sung, 2012; Shin, 2019), contemporary educational issues (Cho, 2023; Choi et al., 2019; Lee, 2019; Ryu, 2023), and minority groups within the education sector (Cho & Oh, 2023; Kim, 2020; Park & Shin, 2017).

Similar to the present study, Choi et al. (2019) conducted a CDA of articles produced by three major media outlets in South Korea to unmask the intersecting discourses surrounding the emerging concept *future education*. The results revealed that neoliberal discourse, originating from the 2016 Davos forum, which frames education in economic logic as a means to cultivate human capital, was continuously reproduced in media. This repetition ultimately restricted the diversification of discussions on future education. Moreover, Choi et al. (2019)

noted that not only journalists but also a broad range of education professionals, including private education professionals and university presidents, contributed to shaping the media discourse (p. 1025). As individuals with diverse interests engaged in the discourse, the portrayal of future education often reflected institutional promotional agendas, potentially leading to disappointment among readers who expected a more in-depth discussion.

In a media-based CDA of the fairness of South Korea's college admissions system, Ryu (2023) examined how the media shapes and mediates public perception of fairness discourse in education. Ryu (2023) found that the media has failed as a political public sphere by focusing predominantly on procedural fairness, rooted in meritocracy ideology promoted by a narrow group of interest holders. This neoliberal bias in media excluded discussions on the social justice role of the comprehensive student record system (*Hakjong*), leading the public to perceive the system primarily as a sorting machine rather than a means of social mobility.

These cases demonstrate that CDA of media texts offers valuable insight into how educational phenomena are interpreted and understood in society. Furthermore, these studies suggest that the discourse emerging from media spaces, where actors with diverse interests intersect, often deviates from the narratives intended by academic or educational institutions, resulting in alternative interpretations among the public.

By applying CDA to the analysis of media representation, this study aims to illuminate how language and discourse are used to construct and negotiate the meaning and significance of institution-led GCE within the specific socio-cultural context of South Korea.

3. METHODOLOGY

3.1. Critical Discourse Analysis

Critical discourse analysis (CDA) is a transdisciplinary approach that examines the dynamic interplay among discourse, power, and ideology. Aligned with its foundations in Critical Theory, CDA emphasizes the importance of interdisciplinary research to gain a comprehensive understanding of how language constructs and transmits knowledge, sustains and transforms society, organizes institutions, and exercises power (Foucault, 1972; Wodak, 2015). CDA views discourse as a social practice “dialectically tied to society insofar as it both constitutes and is constituted by social phenomena” (Carvalho, 2008, p. 162). By focusing on how discourse enacts, confirms, legitimizes, reproduces or secures power relations in society (van Dijk, 2015), CDA uncovers the underlying and often concealed mechanisms behind social practices.

Distinguishing his approach from other Foucault-influenced lines of discourse analysis, Fairclough (1992) introduced “textually oriented discourse analysis,” which bridges detailed textual analysis with broader social discourses. His method involves a close examination of linguistic features, discursive strategies, and the production, distribution, and consumption of texts within specific contexts (Luke, 1995).

Fairclough (2003) introduced three interconnected concepts for interdiscursive analysis: genre, style, and discourse. Genres, as ways of acting, guide readers’ interpretations and are influenced by social interactions. Styles, as ways of being, contribute to the construction of identities. Discourses, as ways of representing, reveal how social events are portrayed and what alternative or competing discourses exist. By employing Fairclough’s three-dimensional model of CDA, researchers can effectively uncover the discursive strategies, ideological foundations, and power dynamics that shape societal discourse.

3.2. Data Collection

This study employed a systematic approach to collect domestic news articles related to GCE, covering the period from January 1, 2015, to February 24, 2024. A noticeable increase in GCE-related articles began in 2015, which can be attributed to the 2015 World Education Forum held in Incheon and the integration of GCE into the global agenda under Sustainable Development Goal 4.7. Consequently, the data collection period was set from 2015 onward to capture this surge in media attention. Figure 1 illustrates the rising frequency of the "GCE" keyword in domestic newspaper articles between 2010 and 2024.

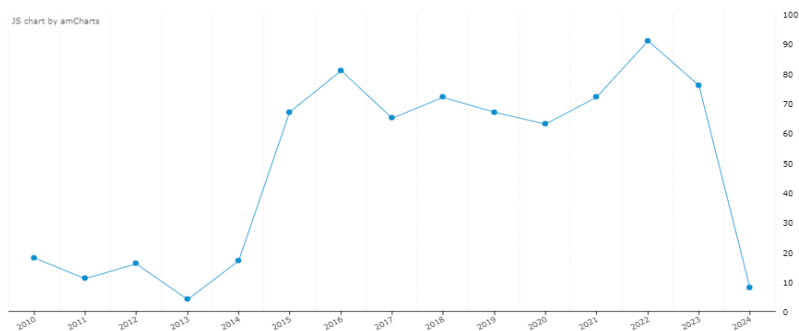


Figure 1. "GCE" Keyword Frequencies in Domestic Newspaper Articles (2010–2024)

Leveraging Bigkinds, a powerful big data search engine that aggregates databases from 54 domestic media outlets, the researchers conducted a targeted search using the following formula: the keyword "Global Citizenship Education (*Sekyesiminkyoyuk*)" had to appear either in the title or in the content. This search yielded a total of 585 articles sourced from eleven prominent national daily newspapers, namely The Kyunghyang Shinmun, The Kukmin Daily, The Naeil News, The Dong-A Ilbo, Munhwa Ilbo, The Seoul Shinmun Daily, The Segye Times, The Chosun Ilbo, JoongAng Ilbo, Hankyoreh, and The Korea Times¹⁾.

To ensure the reliability and relevance of the collected data, the researchers implemented a rigorous two-phase qualitative screening process. The first phase involved excluding articles that did not have GCE as their central focus, ensuring that only articles directly relevant to the research objectives were selected. In the second phase, attention was given to article quality and content duplication, with articles that were predominantly photo-based with minimal text or closely resembled press releases being carefully identified and removed. As a result of this process, 112 articles were selected for further analysis.

The selected articles were then systematically categorized based on the organizations leading the reported educational practices. Articles focused on practices conducted by IOs and universities were chosen for in-depth qualitative research, resulting in a total of 54 articles. This selection ensured a sharp focus on the study's core objective: investigating how institution-led GCE initiatives are being represented in news media.

Ultimately, 54 newspaper articles remained for the final in-depth analysis. Of these, 29 articles focused on universities, 22 on APCEIU and NGO-led GCE practices²⁾, and 3 on events co-hosted by universities, NGOs, or APCEIU. These carefully curated articles were analyzed to examine how media representations shape the identities of organizations and participants involved in GCE initiatives. To further ensure the validity of the screening process, the entire process was cross-reviewed by co-researchers. This additional layer of quality control minimized the potential for bias or inconsistencies in the data selection and analysis processes.

1) The expansion of newspapers for news report data collection was driven by two primary considerations: 1) to reflect the evolving trends where readers increasingly access news through online portals, regardless of subscription status, and 2) to facilitate a comprehensive survey of the coverage of GCE by comprehensive newspapers.

2) APCEIU: Asia-Pacific Centre of Education for International Understanding

3.3. Method of Analysis

The analysis was conducted in three interconnected stages aligned to Fairclough's (2003) analytical framework. The first stage involved genre analysis, which explored the linguistic choices, rhetorical strategies, and thematic emphases present in headlines and lead sentences. This stage examined the sections and types of articles covering GCE to uncover how the selection and mix of genres within the articles contribute to the construction and negotiation of GCE discourses (Fairclough, 2003).

In the second stage, style analysis focused on quotation patterns to illuminate how institutions construct and maintain their identities, legitimacy, and authority in relation to GCE discourses. This stage involved a quantitative and qualitative examination of textual and discursive representations, analyzing the forms and identities revealed through the voices cited within the articles.

The third stage, discourse analysis, focused on the key themes and discursive strategies employed in the media representations of GCE. These interconnected levels of analysis provided a comprehensive understanding of the discursive construction of GCE. By situating these textual analyses within the discursive practices of newspaper media, the study investigated the discursive characteristics of institutional voices and the framing of certain discourses.

The 54 selected articles were assigned unique identifiers, and their linguistic features were coded into three categories—discourse, genre, and style—using Atlas.ti, qualitative data analysis software. The coding scheme was refined through collaborative consultation among researchers to ensure consistency and reliability. The use of Atlas.ti, alongside an iterative coding process, supported a multi-layered analysis encompassing textual, genre, and discourse levels. This methodological rigor, aligned with the systematic data collection process described earlier, ensured a thorough and reliable analysis of media representations of GCE in the South Korean context.

4. ANALYSIS AND DISCUSSION

4.1. Genre Analysis

In the genre analysis of newspaper media representation of GCE, a clear predominance of straight news reporting was observed, with 72.2% of the total coverage focusing primarily on delivering factual information about forthcoming events or announcements. This journalistic approach adheres to the standard structure of detailing the who, what, where, when, and why of events, ensuring concise and direct information delivery to readers.

However, the dominance of straight news reporting also reveals a lack of in-depth reporting and interviews, which constitute only 27.8% of the GCE-related articles. This finding suggests that newspaper media outlets tend to prioritize the dissemination of basic event information over comprehensive explorations of GCE concepts, implications, and challenges. Table 1 provides a quantitative breakdown of the articles types, illustrating the predominance of straight news reporting over in-depth reporting and interviews.

Table 1. Quantitative Analysis of News Article Types

Article Types	University	APCEIU and NGO	Co-hosted	Total(%)
Straight News	20	18	1	39(72.2)
In-Depth Reporting and Interview	9	4	2	15(27.8)

The limited presence of analytical journalism in GCE coverage in the newspaper media indicates the newspaper media's limited role in fostering critical public discourse and understanding of this important educational paradigm. The conspicuously frequent and consistent use of the straight news genre in the newspaper media's coverage of higher education institutions, NGOs, and

organizations like APCEIU indicates a shared media strategy that emphasizes factual reporting over interpretive content. While this approach effectively disseminates basic information about GCE events and initiatives, it may inadvertently limit critical engagement with the complexities and challenges of this educational paradigm.

4.1.1. Newspaper Headlines

Headlines play a crucial role in newspaper discourse, serving as both informative summaries and strategic devices that convey the article's perspective, evaluation, and ideological stance toward events (Dykstra, 2019; Fairclough, 2003; van Dijk, 1988). Due to length constraints, headlines often omit less significant details, revealing prominent voices while marginalizing others. Furthermore, as the primary feature encountered by readers, headlines function as interpretive frameworks (Stamou, 2001) that guide readers in a predetermined direction (Teo, 2000), with the proposition conveyed acting as a potent cue for prioritizing specific constructs when engaging with the article (van Dijk, 2003).

The analysis of the newspaper headlines revealed a recurring pattern in which universities, NGOs, APCEIU, and other affiliated organizations were predominantly depicted as the primary facilitators of GCE, overshadowing the significance of the involvement of participants in their GCE-related programs. Here, participants refer to the students or individuals involved in the GCE event, as distinct from those organizing the event.

Out of the 54 articles analyzed, 39 explicitly specified institutions as the principal actors, while only 3 hinted at the agency of participants in GCE initiatives. In particular, among the 39 headlines foregrounding institutions, universities, NGOs and APCEIU, and other affiliated organizations as central agents, 28 articles employed a syntactic structure characterized by [Institution name, "noun phrase"] to highlight the role of these organizations in promoting GCE. As Park

(2020) notes, the omission of subject markers is common in Korean newspaper headlines and replacing them with a comma serves to lightly separate the subject from the subsequent action, thereby emphasizing the agent of the action and its importance. Consider the following instances:

- (1.1) **Kyung Hee University**, First Domestic University to Implement Global Citizenship Education Starting This Semester (Hereafter, all emphasis in direct quotations, including examples, added by the author.)
- (1.2) **Yongsan University**, Solely Selected in the Southeast Region for the UNESCO Global Citizenship Course Development Funding Initiative
- (1.3) **Joongang Ilbo**, Business Agreement for “Global Citizenship Education” Symposium with UNESCO APCEIU
- (1.4) **KOICA**, Hosting the Busan Democracy Forum on Peace and Global Citizenship Education Themes

In these headlines, entities such as Kyung Hee University (1.1), Yongsan University (1.2), Joongang Ilbo (1.3), and KOICA (1.4) are positioned before the comma, signifying their role as explicit agents. Following the comma, a noun phrase provides a factual and concise summary of the agent’s involvement in GCE, often linked with institutionalized actions such as “business,” “Global Citizenship Course Development Funding Initiative,” “Symposium,” and “Forum.” The lexical choices in these headlines convey a sense of structured, impactful activity, as the terms carry connotations of influential proceedings directly linked to policymaking, financial power, and formal organizational processes. The absence of evaluative statements in these headlines creates a discursive effect that portrays a neutral and factual description of GCE events. Nonetheless, the linguistic structuring, particularly the use of commas, serves to focus the audience’s attention on these agents, reinforcing their authoritative stance in the discourse.

The syntactic structure [Institution name, “noun phrase”] employed in these

headlines foregrounds the agency of institutions in promoting GCE while simultaneously backgrounding the role of participants. This strategic use of language contributes to the discursive construction of institutions as the primary drivers of GCE initiatives, potentially influencing public perception and understanding of the roles and responsibilities associated with GCE implementation. By consistently highlighting the agency of institutions while downplaying the involvement of participants, newspaper headlines in South Korea shape the public discourse surrounding GCE, reinforcing the notion that institutions are the key actors in advancing this educational paradigm. This framing may have implications for how the public perceives the distribution of power and responsibility in GCE initiatives.

Conversely, participant agency is seldom explicitly portrayed, with only three headlines (2.1-2.3) directly acknowledging participants' roles:

(2.1) Asian/African Youth “**Deeply Consider** the Climate Crisis Together”

(2.2) KOICA Volunteers Return After **Comforting** Myanmar Refugees

(2.3) 5th Grade Class **Conducts Relief Operation** in Metaverse Refugee Camp: “A Letter to President Yoon Suk-yeol”³⁾.

In headlines (2.2) and (2.3), the syntactic arrangement places an adjectival phrase before a noun phrase, prompting readers to perceive the participants' attributes or states prior to recognizing their substantive actions. This structure subtly diminishes the impact of the participants' actions by foregrounding their descriptive qualities. Headline (2.1) employs direct quotation to emphasize active engagement and collaborative effort, marking the participants' collective identity with the hyphenation of Asian and African youth and the inclusive adverb

3) Note that in contrast to English where subjects or noun comes first followed by descriptive phrase, descriptive phrases precede the noun they describe in Korean.

“together.” However, their depicted actions remain confined to the realms of discussion and concern, with minimal indication of transformative impact.

The actions attributed to participants, such as “deeply consider,” “comforting,” and “conducts relief operation,” appear to highlight participants’ involvement on the surface. While these actions are socially valuable, they lack the decision-making power or policy impacts typically associated with institutional actors. The lexical choices imply a supportive or contemplative role for participants within the GCE discourse, in contrast to the more influential and action-oriented roles ascribed to institutions. Such representations subtly elevate the dominant authority of organizations in pursuing GCE while systematically marginalizing the agency of participants within the discourse.

In summary, the analysis of newspaper headlines reveals a consistent emphasis on institutional agency and authority in promoting GCE, while minimizing the role and impact of participants. By foregrounding institutions and downplaying participant involvement, South Korean newspaper headlines shape public discourse on GCE, reinforcing the perception that institutions are the primary drivers of this educational paradigm.

4.1.2. Leads

Straight news serves the communicative purpose of objective fact transmission (Lee, 2002), encouraging readers to perceive the reporting as providing a fair and neutral description of the conveyed events. This genre typically follows an inverted pyramid structure, presenting the most important or newsworthy information in the lead (Bell, 1991; Mast, 2020; van Dijk, 1988). Building upon the patterns identified in the headline analysis, the leads further entrench the narrative dominance of institutions, amplifying their perceived authority and strategically molding public perception. Consequently, it reinforces the institutional monopoly over the discourse of GCE. Consider the following examples:

- (3.1) Seoul Theological University **has been selected for** the UNESCO Asia-Pacific Centre of Education for International Understanding's 2023 World Citizenship Education Course Establishment Support Project. (The Naeil News, 20221102)
- (3.2) The UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) announced that **it would host an international conference** on global citizenship education online for two days from the 3rd to the 4th, co-sponsored by the Ministry of Education and the Ministry of Foreign Affairs. (The Seoul Shinmun Daily, 20221101)
- (3.3) World Vision, an international relief and development NGO, announced on the 2nd that **it would hold a "Global Citizenship Education Forum"** at Ferrum Tower on the 9th. (Joongang Ilbo, 20211202)

The analysis of these leads reveals a consistent pattern of institutional dominance. Rather than centering the events on participants, the leads position institutions like Seoul Theological University (3.1), APCEIU (3.2), and World Vision (3.3), which host the event, as the primary actors, with minimal mention of participants such as teachers, students, or activists who would raise their voices in GCE programs and events. This repeated emphasis reinforces institutions as the central authorities in GCE while marginalizing the roles and agency of individual participants. Additionally, while these leads are simply reporting the launching of new programs or events, this reporting style and language structure inadvertently overshadow the diverse intersections of opinions and discussions behind the institution's decision-making process of holding such events. By presenting these decisions as unified actions by singular entities, the leads obscure the complex internal dialogues, potential disagreements, and collaborative efforts that likely preceded these announcements. This simplification, although common in news reporting for brevity and clarity, potentially reduces the public's understanding of the complex nature of GCE initiatives. It may lead readers to perceive these events as straightforward, uncontested decisions rather than the

result of careful deliberation and potentially divergent viewpoints within the institutions.

Furthermore, the leads exhibit a repetitive pattern of emphasizing institutional accomplishments, using phrases like "has been selected for," "would host," and "would hold." Consistently showcasing institutions' role in hosting or being selected for GCE events, the leads projects these institutions as credible and authoritative actors in GCE. This pattern not only legitimizes the institutions but also promotes them, potentially shaping public opinion and garnering support for their initiatives. The strategic positioning of institutions as central actors reinforces their authority and control over the GCE narrative. As readers often focus on initial paragraphs (van Dijk, 1988), the consistent placement of institutions as primary agents in the leads further solidifies their dominance in the GCE discourse.

Building on this pattern in lead, while the examples provided focus on event announcements, which naturally position institutions as primary actors, the consistent use of this structure across GCE reporting could cumulatively reinforce institutional dominance in the field. Even in these seemingly neutral reporting contexts, the language choices subtly shape perceptions of authority and agency in GCE discourse.

4.2. Style Analysis

News reporting is an ideologically laden process that can reinforce or challenge power structures and dominant narratives through the inclusion, exclusion, and presentation of voices (Fairclough, 1995; Fowler, 1991; van Dijk, 1988). Quotations in news articles provide insights into the construction, negotiation, and positioning of identities within the discourse. Analyzing quotation patterns about GCE through Fairclough's (2003) style analysis framework can reveal the power dynamics, ideological positions, and dominant narratives shaping the discourse.

4.2.1 Voices and Representations

By analyzing who is quoted, how often, and in what contexts, researchers can uncover whose voices are given prominence and whose are marginalized or excluded (Park & Shin, 2017; Teo, 2000). The selection, editing, and contextualization of quoted utterances, as discussed by Fairclough (1992), are significant because they can compromise the objectivity of news reporting by revealing underlying power dynamics. Hence, by examining the individuals or entities quoted, the frequency of their quotations, and the underlying purposes of these citations, it is possible to discern which voices are given prominence and which are consigned to the periphery.

Table 2 shows the quotation patterns of different voices cited in articles produced by APCEIU and NGOs, and those produced by universities, respectively. It highlights the striking contrasts in the perspectives and voices featured in each type of article. APCEIU and NGO-led articles place a strong emphasis on direct participant involvement, featuring their voices 16 times compared to once in university-led reports. This suggests APCEIU and NGOs prioritize grassroots input from those engaged in or affected by educational initiatives, consistent with their focus on bottom-up approaches (Gebremedhin et al., 2023).

Table 2. Quotation Patterns of News Articles under Analysis

Source of Quotes	Article Types			
	APCEIU & NGO-led Articles		University-led Articles	
	Number (N=58)	%	Number (N=46)	%
Government Officials ⁴⁾	8	13.79 %	3	6.52%
Professor	—	—	16	34.78%
University and Chancellor	1	1.72%	20	43.48%
NGO	24	41.38%	2	4.35%
UNESCO and APCEIU	9	15.52%	4	8.7%
Participants	16	27.59%	1	2.17%

Furthermore, APCEIU and NGO-led articles extensively quote NGOs (24 times), while university-led reports seldom do (2 times), indicating closer alignment and stronger collaborative ties between IOs and NGOs. In contrast, university-led reports heavily emphasize academic perspectives, with professors quoted 16 times and universities/chancellors mentioned 20 times, whereas these voices are scarcely represented in APCEIU and NGO-led reports.

The analysis clearly demonstrates that APCEIU and NGO-led articles primarily spotlight participants and NGOs, while university-led reports focus on academic authorities. This divergence points to distinct priorities, with APCEIU and NGOs concentrating more on on-the-ground stakeholder voices and universities prioritizing scholarly perspectives.

Quotations also serve as powerful rhetorical devices in the construction of identities and the promotion of ideological positions within the discourse of GCE. By strategically employing quotations to support arguments, provide evidence, or create a sense of authenticity and credibility, authors can shape the perception of GCE initiatives and influence the attitudes and beliefs of their intended audience.

- (4.1) “Volunteering has always been about helping others, **but it also turned out to be a great gift to me. I was healed** by the innocence and laughter of the children and encouraged by the open hearts of the beneficiaries. I **felt the significance of a nurse's role** in international development cooperation.” (The Kyunghyang Shinmun, 20240201)
- (4.2) Additionally, a lecture that introduced the activities of ... related to international development cooperation, as heard directly from a ... employee dispatched to Africa, and covered child sponsorship and cultural diversity, **piqued the interest**

4) Government officials cited include the National Human Rights Commission Chairman, KOICA, Ministry of Foreign Affairs, Ministry of Education, the Provincial Governor, and the Education Office Policy Advisor.

of the participants [*changajadeurui guireul jjonggeut-hage mandeureotda*; 참가자들의 귀를 종긏하게 만들었다]. Furthermore, the session that introduced ...’s child protection policy and guided how to implement it **captured the attention of the attendees** [*changajadeurui siseoni soll-yeotda*; 참가자들의 시선이 쏠렸다]. (The Kukmin Daily, 20190805)

The use of metaphorical language in participants’ testimonials such as describing volunteering as a “gift” (4.1) serves to romanticize the experience and emphasize personal enrichment gained from participating in GCE activities. This rhetorical strategy can profoundly impact the construction of identities, as participants may view themselves not only as contributors to positive outcomes but also as recipients of personal growth and emotional healing. Such narratives can influence potential participants’ expectations and perceptions, encouraging them to approach GCE activities with a heightened sense of personal gains, beyond the initiative’s immediate goals.

However, the emphasis on individual emotional gains through metaphorical language can divert attention from the complex social, economic, and political contexts in which GCE activities operate. By prioritizing feel-good stories that highlight personal enrichment, these narratives may inadvertently overshadow important issues such as inequality, systemic poverty, and injustice, which require collective and structural solutions.

Furthermore, a notable shift is observed in (4.2) when quoting student voices, marked by informal expressions and onomatopoeia. This rhetorical strategy, while potentially engaging for readers, can suggest a less serious framing of participants’ perspectives, diminishing their authority within the discourse. The use of onomatopoeic terms like “*jjonggeut*” and figurative phrases such as “*siseoni soll-yeotda*” may capture participants’ engagement but can simultaneously undermine the weight and significance of their contributions.

4.2.2. Modality and Evaluation

The strategic use of modality and evaluative language in quotations from government officials and university professors plays a crucial role in constructing the legitimacy and authority of GCE initiatives. As Fairclough (2003) argues, the writer's or speaker's level of commitment, certainty, or judgment, expressed through modal verbs (e.g., must, should, could) and evaluative language (e.g., adjectives, adverbs), serves as a means of constructing identities and power relations within the discourse.

(5.3) Han Bi-ya, the principal of the World Vision Global Citizenship School, stated, "The Global Citizenship School has now reached its 10th anniversary. **This forum has provided an opportunity** to reflect on past achievements and explore future directions," and added, "I find it gratifying. **I look forward to** further strengthening GCE through adequate funding and collaboration with various institutions." (Joongang Ilbo, 20211202)

(5.4) Professor Oh Chang-seok from the Department of Medical Management, who is in charge of the lectures, said, "Based on systematic education in the fields of global citizenship and ESG, I **expect** the students to understand the responsibilities and roles they must fulfill as global citizens for a sustainable society." (The Dong-A Ilbo, 20221101)

(5.5) The Deputy Minister also stated, "Education **is necessary** to counter prejudice and hatred," and added, "In particular, global citizenship education, which involves learning and practicing universal values such as humanity, tolerance, and respect for diversity, **is important.**" (The Seoul Shinmun Daily, 20210322)

The textual analysis reveals a prevalent modal quality of possibility and positive evaluation within the quotations from authoritative figures. The use of phrases like "look forward to" (5.3) and "expect" (5.4) conveys an optimistic stance toward

GCE programs' potential outcomes and impact. These linguistic choices frame GCE as a promising solution to societal challenges and a means of fostering positive change, thereby legitimizing the initiatives and encouraging stakeholder support. Moreover, modal verbs like "must" and evaluative expressions such as "is important" (5.5) emphasize GCE's necessity and value in countering prejudice and hatred by fostering universal values. This discursive strategy positions GCE as an essential tool for promoting social harmony and global understanding, further enhancing its perceived legitimacy and importance.

The strategic use of modality and evaluation in quotations from authoritative voices like government officials and university professors aims to establish GCE programs' credibility and authority, inspiring confidence in their effectiveness and transformative potential. However, the predominance of quotations from heads of institutions and authoritative figures, coupled with the absence of citations from research and reports, suggests that GCE's direction and objectives are shaped more by institutional aims and contexts than extensive academic research. This may signal neglect of scholarly depth, objectivity, and critical contextualization in favor of aligning public discourse with institutional interests or authoritative views, potentially leading to a narrow understanding of GCE's complexities and implications due to a lack of historical, social, cultural, and philosophical contextualization.

4.3. Discourse Analysis

According to Fairclough's CDA, different discourses often represent the world in conflicting ways. Therefore, this analytical approach is used to shed light on how universities and IOs utilize specific conflicting discursive strategies to construct and legitimize their unique representations of GCE. The analysis of news reports on GCE reveals distinct discursive strategies employed by universities and IOs to construct and legitimize their representations of GCE. Table 3 presents the two

primary discourse representations emerging: a talent cultivation discourse predominant in university narratives, and a civic education discourse favored by IOs.

Table 3. GCE Discourse Representations

GCE News Reports hosted by	GCE Represented	Co-occurring Keywords
University	Talent cultivation discourse	(global problem-solving) global talents, growth, expectations, leaders, creativity, integrative thinking
IOs (APCEIU and NGO)	Civic education discourse	reflection, civic awareness, precious values and mindsets, solidarity, responsibility, elimination of prejudice and discrimination

4.3.1. Talent Cultivation Discourse

The textual analysis of university news reports on GCE yields several key findings. Primarily, universities frame GCE within a talent cultivation discourse, employing vocabulary associated with market-oriented education. Terms such as “convergence education,” “industry-academia cooperation,” and “problem-based learning (PBL)” frequently co-occur with discussions of GCE. This linguistic choice positions GCE alongside other educational initiatives aimed at fostering future talent and enhancing universities’ competitiveness in the global higher education market.

Moreover, the discourse consistently represents GCE as a means of developing “independent,” “creative,” and “convergent thinking” global talent. The Korean word “*injae*” (talent) appears repeatedly in the analyzed texts, underscoring the institutional purpose of universities as cultivators of creative talent capable of contributing to industry and solving global problems. Notably, GCE is often presented as an additional educational component necessary to complete the skill

set required by contemporary global challenges as demonstrated in (6.1), (6.2), and (6.4). This framing serves multiple rhetorical functions. First, it legitimizes GCE within the prevailing neoliberal discourse of higher education by aligning it with market-driven objectives such as equipping undergraduates with skill sets which is required from current world industries. Secondly, by displacing the words such as “responsibility”, “necessary”, “establishing” and “expect”, it positions universities as forward-thinking institutions capable of producing well-rounded graduates who possess both the hard skills for market success and the global awareness for ethical leadership. Lastly, it subtly redefines GCE, shifting its emphasis from its traditional focus on global solidarity and social justice to a more individualistic conception of global competence.

(6.1) Universities have already been making various attempts, such as **interdisciplinary education** that transcends the boundaries of majors, **industry-academia cooperation** and community learning that bridge academic theories and practical experience, support for **entrepreneurship** that boldly challenges new ideas, and **nurturing creative talents** [*injae*; 인재] by utilizing cutting-edge research infrastructures. **In addition** to these efforts, global citizenship education is **necessary** for nurturing talents with the character and perspective suited to **an increasingly interconnected and interdependent world**. Higher education institutions have the **responsibility** to produce **talents who can solve serious global issues facing humanity and who can look at the world while being mindful** of the communities in which they live and work (Joongang Ilbo, 20230630)

(6.2) In the first semester of 2017, the course 'Global DNA and the Nurturing of Creative Talents' will be offered, and in the second semester, the course 'Understanding International Development Cooperation' **will be launched**. (The Segye Times, 20170113)

(6.3) President Cho Dong-sung of Incheon National University stated, “I hope that through various volunteer activities both domestically and internationally, our

students will understand the meaning of sharing and **grow into global talents representing Incheon.**" (The Kukmin Daily, 20180428)

(6.4) Kyung Hee University's initiative to promote global citizenship education stems from this very reason. It aims to **develop the core competencies needed to respond to challenges** such as environmental and ecological issues threatening a sustainable future, **as well as the changes brought about by the Fourth Industrial Revolution driven by artificial intelligence (AI).** ... "Students must evolve from passive recipients to creative agents who solve problems themselves," and added, "When professors and students collaborate to tackle the **pressing challenges of our time, groundbreaking ideas** can emerge. (The Naeil News, 20190306)

(6.5) **Global citizenship education** involves exploring societal and global issues over the course of a semester and finding solutions outside the classroom. President A referred to this as a '**PBL (Problem-Based Learning) course.**' President A also mentioned, "**The experience gained from social innovation in these courses often leads to entrepreneurship.**" In fact, as of 2020, University A's **student-led startups generated an impressive 1.368 billion KRW in revenue**, ranking first among universities in South Korea. (The Chosun Ilbo, 20220509)

For instance, the discursive strategy presented in (6.1) frames GCE not as a standalone educational initiative, but as a final component that completes the profile of the ideal graduate equipped for the challenges of a rapidly changing global landscape. The phrase "talents with the character and perspective suited to an increasingly interconnected and interdependent world" is particularly telling. It suggests that while market-oriented skills form the foundation, GCE provides the necessary global perspective and ethical grounding to fully prepare students for the complexities of the modern world.

The findings reveal a dominant neoliberal discourse in university representations of GCE, aligning with what Biesta (2009) terms the qualification

function of education. This framing positions GCE primarily as a means of preparing students for the global market and addressing perceived skill gaps, potentially at the expense of its civic and social justice components. The recurrent use of market-oriented terminology in relation to GCE suggests a discursive strategy that integrates GCE into broader narratives of economic development and global competitiveness. This is particularly evident in the direct linkage of GCE to problem-based learning and entrepreneurship, with one university's success explicitly measured in terms of student start-up revenues (6.5). Such framing reflects a broader trend in higher education towards market-oriented outcomes and metrics.

The emphasis on cultivating “global talent” and “creative talent” (6.1-6.3) underscores an individualistic approach to GCE, focusing on personal skill development rather than collective social responsibility. Universities justify GCE implementation by positioning it as a response to changing global dynamics, as exemplified in (6.4). Here, GCE is framed as necessary for developing skills to address contemporary challenges such as sustainability, environmental issues, and technological advancements. This framing serves to legitimize GCE within the context of higher education's role in preparing students for future challenges, aligning with broader discourses of 21st-century skills and global competence (OECD, 2019).

4.3.2. Civic Education Discourse

In contrast, IOs such as APCEIU and NGOs situate GCE within a civic education discourse, foregrounding the affective domain, including values, solidarity, and responsibility. They portray GCE as a dialogic space where participants discuss issues, reflect on their lives, and cultivate civic consciousness. APCEIU and NGOs legitimize this representation by contextualizing GCE within contemporary challenges, highlighting its urgency and relevance as a solution to pressing issues.

Articles on GCE practice led by APCEIU and NGOs engage in active discursive intervention by juxtaposing contrasting vocabulary to clarify GCE's meaning as a civic education discourse. They advocate for transformative and inclusive approaches, distinguishing GCE from superficial or exclusive endeavors.

(7.6) Vice Minister Choi also emphasized the need for education to **counter prejudice and hate**, stating, "Global citizenship education, which **teaches and practices universal values such as humanity, tolerance, and respect for diversity**, is particularly important." (The Seoul Shinmun Daily, 20210322)

(7.7) ... The discussion will focus on the role that global citizenship can play in **overcoming issues such as online hate, discrimination, and confirmation bias**, as well as exploring concrete strategies for practical implementation. (The Seoul Shinmun Daily, 20221101)

(7.8) As civic consciousness in Korean society has matured, it even led to the "Candlelight Revolution." While this progressive movement has become mainstream in our society, there are still groups like 'Ilbe' or 'Mom's Army'... who make absurd statements. A **serious issue** is the indiscriminate spread of such claims through various platforms. **In times like these, the need for 'global citizenship education,' which fosters the skills to create a more peaceful, just, inclusive, and sustainable world, is more urgent than ever.** (Hankyoreh, 20190820)

(7.9) A **joint statement was issued**, calling on the international community to take a responsible stance by incorporating the opinions of youth from around the world in responding to the climate crisis. Additionally, the **achievement of practical activities** conducted over the past two months to address this global issue were shared. ... Kim Jung-gon, Secretary-General of Good Neighbors, stated, "Going forward, Good Neighbors will actively create opportunities for international exchange, **ensuring that all youth worldwide can discuss major global issues on an equal footing.**" (Joongang Ilbo, 20220725)

(7.10) Mr. Han explained, “Simply put, it means recognizing that all 7 billion people on Earth are just as valuable as I am. ... The core of being a global citizen is not about feeling ‘pity’ for foreigners in need, but rather about a **sense of ‘solidarity’ as neighbors living together.**” (Joongang Ilbo, 20150827)

In these texts, GCE is constructed as civic education aimed at fostering universal values such as humanity and tolerance. The necessity and timeliness of GCE are justified through a rhetorical juxtaposition with social issues like “Ilbe” and “Mom’s Army” described in (7.8) and “online hate, discrimination, and confirmation bias” as mentioned in (7.7). This discursive structure positions GCE as an educational solution to counter prejudice and hatred, establishing a binary opposition where GCE cultivates humanity and tolerance to combat prejudice and hatred.

Furthermore, the discourse represents GCE participants as agents of change, as evidenced in example (7.9). This representation portrays GCE participants as influential actors who can issue statements to the international community and share the “achievement” of their “practical activities,” emphasizing the transformative nature of GCE as civic education. The discourse also emphasizes solidarity over pity, as shown in example (7.10). This juxtaposition between pity and solidarity underscores the emphasis on fostering a sense of global interconnectedness and shared responsibility, rather than a hierarchical view of global relations.

The civic education discourse surrounding GCE employed by APCEIU and NGOs stands in stark contrast to the talent cultivation discourse prevalent in university representations. While universities emphasize GCE’s role in developing globally competitive individuals, APCEIU and NGOs frame GCE as a crucial civic education discourse fostering values, solidarity, and responsible citizenship. These contrasting representations reflect divergent priorities and agendas in shaping GCE’s meaning and purpose. The university discourse aligns

more closely with neoliberal educational paradigms, emphasizing individual skill development and market competitiveness. In contrast, the civic education discourse championed by APCEIU and NGOs resonates with critical pedagogy traditions, emphasizing collective social responsibility and transformative social action. Critically examining these discursive strategies uncovers the underlying power dynamics and ideological positions shaping GCE's understanding and implementation in different institutional contexts. This analysis reveals a tension between instrumentalist approaches to GCE that prioritize economic competitiveness and more critical approaches that emphasize social justice and global solidarity.

5. CONCLUSION

This study has employed Fairclough's three-dimensional CDA model to examine how South Korean newspapers represent institution-led GCE, focusing on genres, styles, and discourses. The analysis revealed how language and discourse construct and negotiate GCE's meaning and significance within South Korea's socio-cultural context.

The genre analysis uncovered a predominance of straight news reporting, suggesting media prioritize disseminating basic event information over comprehensive GCE explorations. Headlines consistently foregrounded institutions' agency while backgrounding participants' roles, discursively constructing institutions as GCE initiatives' primary drivers influencing public perception. Similarly, the analysis of leads in straight news articles has revealed a pattern of institutional dominance that reinforces the authority of institutions while shaping public perception of GCE, perpetuating power imbalances, and contributing to the maintenance of institutional hegemony in the field.

The style analysis provided insights into identity construction within the GCE

discourse. Contrasting quotation patterns revealed that IO-led reports spotlighted participants and NGOs, while university-led reports focused on academic authorities. Authoritative figures' strategic use of modality and evaluative language constructed GCE initiatives' legitimacy and authority, potentially narrowing GCE's understanding due to lack of contextualization. The analysis of rhetorical strategies has highlighted how the use of metaphorical language and informal expressions in testimonials can shape the perception of GCE initiatives and influence the attitudes and beliefs of the intended audience, while also potentially diverting attention from the complex social, economic, and political contexts in which GCE activities operate.

The discourses analysis illuminated distinct strategies employed by universities and APCEIU and NGOs. Universities positioned GCE within a talent cultivation discourse, emphasizing human resource development, while APCEIU and NGOs situated it within a civic education discourse, foregrounding affective domains like values and responsibility. These contrasting representations reflect divergent priorities and underlying power dynamics shaping GCE's understanding and implementation across institutional contexts.

This study demonstrates the pivotal role of newspaper media discourse in reinforcing the existing power structures and purpose-driven narratives of institution-led GCE programs. Future research avenues could explore how various stakeholders interpret and respond to diverse media discourses on GCE, as well as investigate the impact of these representations on the implementation and outcomes of GCE programs in Korea and other countries.

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