**INTRODUCTION**

In South Korea, the educational system has been passing through a period of drastic change in recent decades, following rapid globalization. One of the indicators illustrating such change is the establishment of global/international high schools, which have increased in the last 20 years. In terms of secondary schooling, there are seven global/international high schools in South Korea, and six out of seven schools are public, which have been funded by the South Korean government.

This study aims at exploring how the global is understood in the public global/international high schools in South Korea. Given the high representativeness of global high schools in terms of the discourse of global subjects in the field of education, it is salient to examine the meaning and terms of the discourse of global subjects in the field of global/international high schools in South Korea. Using CDA, this study focuses on illustrating what the discourse of global subjects is and how it functions ideologically by exploring the websites of the public global/international high schools in South Korea.

**METHOD**

Data Sources

In this study, I collected the textual data on the websites of all of the global/international public high schools in South Korea.

<table>
<thead>
<tr>
<th>Region</th>
<th>School's name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoul</td>
<td>Seoul global high school</td>
</tr>
<tr>
<td>Incheon</td>
<td>Incheon international high school</td>
</tr>
<tr>
<td>Kyungsan</td>
<td>Gyeong global high school</td>
</tr>
<tr>
<td>Sejong</td>
<td>Sejong global high school</td>
</tr>
<tr>
<td>Busan</td>
<td>Busan international high school</td>
</tr>
</tbody>
</table>

**FINDINGS**

South Korea’s Globalization and Global Citizen

In South Korea, globalization was initiated by the government, seeking global competitiveness in the economic and political domain of the world. Globalization is considered a national strategy to survive and thrive in the age of global competition (Shin, 2003). According to Schattle (2015), the strategy of globalization in South Korea is to move toward neoliberalism in the post-Cold War global economy. With the globalization strategy, a global citizen is created for aligning both a global citizen identity and the South Korean identity together with the country’s effort of embracing neoliberalism.

Dynamics of National and Global Citizenship

In terms of the relationship between national citizenship and global citizenship, it is easily presumed that one would be weakened when the other becomes strong. However, these two different types of citizenship are interrelated in a complicated way in many contexts. According to Kennedy (2013), “national citizenship can be tantamount to nation-states as part of the resistance to globalization. Even though a global approach to a national-oriented citizenship discourse has been discussed in order to widen the sense of citizenship beyond the units of state and nation (McIntosh, 2005), global citizenship is often considered an improved version of national citizenship.

Global Citizens as Global Leaders

Most of the global/public high schools in South Korea used the term ‘global leaders’ instead of ‘global citizens.’ In addition, global leaders, in most schools, are portrayed as “international specialists” or “future leaders” who are “cultivating global leaders rising to the world with patriotism.” In addition, a school emblem or a symbol is used as a way to represent a patriotic perspective in most schools. A rose of Sharon (an althea) which is the national symbol of South Korea is used as a school symbol.

Blend of the National and the Global

Understanding Korean culture is considered as one of the important missions in most schools. At the same time, however, the schools try to make harmony between Korean traditional culture and universal humanity. They strive to “establish pride in Korean culture and an openness to the values of other countries.” This illustrates the blending of national value and global value.

**DISCUSSION**

Overall, I found that the findings are echoed by the approaches to globalization that the South Korean government has promoted. The South Korean government’s approach to globalization is “to enhance Korea’s national competitiveness in a rapidly globalizing world and simultaneously sought to preserve and strengthen Korean national heritage and culture” (Shin, 2003, p. 18). There are problematic issues related to South Korean globalization: an instrumentalist perspective and the issue of difference between students.

First of all, the approach of global/international public high schools in South Korea to globalization takes the assumption of an instrumentalist perspective. Shin and Choi (2009) argue that since South Korea views globalization as an instrument serving the nationalist goal, there was no inherent contradiction between globalization and nationalism. Rather, nationalism has been a motivation for Korean globalization instead of a constraint.

Furthermore, focusing on global leaders instead of global citizens is problematic in that it might cause differentiation or polarization between students which leads to conflict with values of inclusiveness. The narrow interpretation of the concept of global citizens can have a negative impact on the values of inclusiveness among students by creating a hierarchy in terms of global competencies.

**CONCLUSION**

Throughout the findings, this research reveals that the approaches to global citizenship education are based on the problematic assumption about globalization and global citizen. An instrumentalist perspective and the issue of difference between students.

With careful consideration of the dynamic of the national and the global, therefore, it is important to imagine an expanded concept of citizenship beyond a binary perspective (Pasheby, 2013). "Multidimensional citizenship," suggested by Kubow, Grossman, and Ninomiya (2000), can be an alternative concept including multiple interrelated dimensions that have a possibility of a binary between national citizenship and global citizenship.