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Learners' Perceptions and Needs Analysis of Global Citizenship Education: Focused on Korea High School English Education*

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This study aims to identify the learners' perceptions and needs analysis for Global Citizenship Education (GCED) in high school English education. To achieve the purpose of the study, an online survey was conducted on 369 students attending 10 general high schools across the country. First, most respondents shared the value and necessity of GCED as an education, but practical education related to GCED was rarely dealt with in the school fields. Also, it was very limited in the case of the school level or the subject where GCED was practiced, and in particular, the response to the high school English education could not be confirmed. Second, most students expected their needs to be reflected in the composition of the high school English curriculum and the production of English textbooks. In addition, there was a clear desire from students to reflect GCED-related contents and materials in the composition of the high school English curriculum and English textbook production. These results will not only help teachers and educators to understand how much high school learners are aware of GCED in English education and what they require but also suggest the direction of the high school English curriculum operation.

[learners' perceptions/needs analysis/Global citizenship education (GCED)/ Sustainable development goals (SDGs)/Korea high school English education]

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I. INTRODUCTION

As the world is becoming more globalized, cross-border issues such as climate change, infectious diseases, and international conflicts affect school fields and our daily lives (UNESCO, 2020). In the 21st century, when interdependence and uncertainty increase, Global Citizenship Education (GCED) has emerged as a major educational agenda of the international community, which has declared its commitment to working together through education to build a more peaceful and sustainable society (APCEIU, 2017a). In this way, it is necessary to expand the horizons of public education, which has traditionally been organized and operated around the nation-state, to pursue universal values of mankind and to foster global citizens. However, unlike the rapid rise of policy discourses on GCED, GCED is paradoxically accepted as a familiar yet unfamiliar concept in academia and school fields (UNESCO, 2014).

Meanwhile, prior research on GCED in school has mainly focused on curriculum and text analysis. Primarily, previous studies have aimed to investigate the extent to which topics and contents related to GCED are reflected in the curriculum of specific subjects such as social studies, geography, and history (Cox, 2017; Kim, Yu, Jung, Shin, & Kim, 2020; Lee, 2017; Lee & Goh 2015; Leek, 2016; Oh & Choi, 2021), studies that analyze or develop educational programs related to GCED (Hammond & Keating, 2018; Heo & Chae, 2020; Kim, 2021; Kim & Kim 2017; Lee & Ryu, 2020; Park & Lee 2018), and studies that explore teachers' experiences and perceptions of GCED, and educational measures to strengthen teachers' global citizenship capabilities (Goren & Yemini, 2017; Jeong & Bang, 2020; Kim, 2019; Lee & Kim, 2019; Lee & Yoon, 2017) as the mainstream. In contrast, studies on English education have been rarely conducted, and most previous research that focused on English education was performed on elementary school curriculum (and elementary school students) (Jo, 2020; Kang & Park, 2019; Kim & Park, 2021; Lee, 2021) or performed on the Liberal Arts English courses at the University (Joo, 2021; Oh, 2019, 2021). As a result, it is still difficult to find a study investigating how learners perceive GCED and its need in high school English education.

Therefore, the purpose of this study is not only to reconsider the composition and operational direction of the high school English curriculum through research on learners' perception and needs analysis of GCED in English education, but also to present practical tasks that can be applied and helpful for development in school fields. The research questions of this study are as follows.

1. What is the learners' perception of GCED in high school English education?
2. Should learners' needs be reflected in the composition of the high school English curriculum and the production of English textbooks?

3. Should contents and materials related to GCED be reflected in the composition of the high school English curriculum and the production of English textbooks?

II. LITERATURE REVIEW

1. Global Citizenship Education (GCED)

Since the adoption of 'Education 2030' as an educational agenda for all people around the world (UNESCO, 2014), GCED has been a key pillar of education-related fields in Sustainable Development Goals (SDGs) from 2015 to 2030. Furthermore, as sustainable development in the international community has been expanded and the opportunities of an interdependent community have been provided (APCEIU, 2017b), the paradigm shift in education is accelerating as the concepts of universal and core values such as human rights and peace, intercultural understanding, globalization. Accordingly, the need for GCED is growing to understand the culture of many different countries and to practice universal values for human rights, peace, poverty, social justice, and cultural diversity as global citizens by thinking and reflecting on problems and issues in the world (UNESCO, 2018).

The concept of GCED is an education that strengthens the knowledge, capabilities, skills, and attitudes needed to play an active role in responding to and solving global challenges beyond certain countries, such as poverty, inequality, environmental protection, security, peace, and infectious diseases (UNESCO, 2014, 2020). However, it is not a subject taught in a standardized way in the educational fields. Even more, it does not refer to a teaching method that effectively distributes already accumulated knowledge. Therefore, compared to other existing subjects, the role and competency of teachers, who creatively reorganize the curriculum to fit the learner and learning environment, are more demanding.

In the era of globalization and knowledge information, the character and goal of the English curriculum in Korea are to communicate with people around the world as a means of communication, to understand various cultures, expand our culture to the world, and further cultivate consideration, tolerance, and interpersonal skills (Ministry of Education, 2019; APCEIU, 2017b). In other words, the character and goal of the English curriculum align with the character or goal of GCED, which means that GCED can be sufficiently integrated into the English curriculum and its contents.

2. Sustainable Development Goals (SDGs)

As ‘Transforming Our World: The 2030 Agenda for Sustainable Development’ was adopted at the UN General Assembly in September 2015, SDGs that all countries in the world must achieve by 2030 were set, and 17 goals with 169 details were selected in accordance with the 5P principles of People, Planet, Prosperity, Peace, and Partnership (UNESCO, 2018). Accordingly, global efforts have been urged to achieve them. The aim of the 17 SDGs could be summarized as a world where the dignity of all people is guaranteed now and in the future, a world where socio-economic sustainability is secured, and a world where environmental sustainability is secured. These goals include global challenges that are critical for the survival of mankind (see Figure 1) To achieve these goals, the government, the private sector, civil society, and everyone in the world must play their part. Therefore, each government is expected to establish national basic plans, policies, and measures for implementing the 2030 Agenda with a sense of ownership (UNESCO, 2017). This includes establishing a curriculum according to education policy.

In particular, Korea’s curriculum is based on the spirit of Humanitarianism, and “A person who practices consideration and sharing as a democratic citizen and communicates with the world with a sense of community-based on cultural refinement and understanding of pluralistic values” is ultimately specified as the human image to pursue (Ministry of Education, 2019, p. 3-4). In addition, “through healthy interaction with oneself, family, community, resources, and environment, it is possible to develop the ability and attitude to form a healthy relationship by expanding to neighboring communities, resources, and the environment,” indirectly expresses the strengthening of competence in GCED, including elements of GCED such as justice, consideration, community consciousness, and responsibility related to goals in terms of value and attitude of subject curriculum (Ministry of Education, 2019, p. 3). In other words, the general curriculum of Korea already reflects the philosophy, vision, values, and attitudes of GCED directly or indirectly. However, the key is whether this educational philosophy, vision, values, and attitudes are truly reflected in each subject’s detailed curriculum and textbooks and how meaningful learning is implemented in the educational field. Therefore, even in high school English education, it is necessary to produce customized educational content expected by education beneficiaries through a survey on the current states of learners’ perceptions and needs analysis for GCED. On that basis, it should play a meaningful role in inducing higher learning motivation and educational performance.

FIGURE 1
17 Sustainable Development Goals (UNESCO, 2017)



III. METHODOLOGY

1. Participants & Data Collections

A total of 369 students enrolled in 10 general high schools across the country in 10 different cities and provinces participated in this research. As shown in Table 1, among the participants, there were 172 male students (46.6%) and 197 female students (53.4%). The grades of the participating students were 115 first-year students (31.2%), 135 second-year students (36.6%), and 119 third-year students (32.2%). Data were collected during the first semester of the 2022 school year, from April 4 to April 25. The questionnaire was developed using Google Survey and was conducted with the help of the teachers at the school. The teachers explained the purpose and content of this study. Also, they guided only the students who agreed to participate in the survey to answer the questionnaire, and it took about 15 minutes for students to respond.

TABLE 1
General Characteristics of the Participants

Variable		*N*(%)
Gender	Male	172(46.6)
	Female	197(53.4)
Grade	1st	115(31.2)
	2nd	135(36.6)
	3rd	119(32.2)
Region	Seoul	40(10.8)
	Gyeonggi (Suwon)	36(9.8)
	Incheon	37(10.0)
	Northern-Chungcheong (Cheongju)	40(10.8)
	Daejeon	40(10.8)
	Southern-Chungcheong (Kongju)	32(8.8)
	Busan	35(9.5)
	Southern-Gyeongsang (Geoje)	37(10.0)
	Gwangju	37(10.0)
	Northern-Jeolla (Jeonju)	35(9.5)
Total		369(100)

2. Instruments

To measure learners' perception and needs analysis for GCED in high school English education, three researchers developed and validated a questionnaire based on the content and principles presented in APCEIU (2017a, b) and UNESCO (2018). The overall reliability of the questionnaire (Cronbach's alpha value) was obtained at 0.807, so the internal consistency was judged to be very acceptable. The questionnaire contains 32 questions, specifically, 4 questions to identify the personal information of participants, 22 questions to understand learners' perception of GCED in high school English education, 2 questions to find out whether learners' needs should be reflected in the composition of high school English curriculum and English textbook production, and 4 questions to find out whether contents and materials related to GCED should be reflected in the composition of high school English curriculum and English textbook production. 'Questions to identify the personal information of participants,' 'questions to understand learners' perception of GCED in high school English education,' 'questions to find out whether contents and materials related to GCED should be reflected in the composition of high school English curriculum and English textbook production' were composed in the combination of multiple-choice and open-ended questions for finding out learners' specific needs analysis. Except for them, all questionnaire items were designed to be responded to with the Five Point Likert Scale.

3. Data Analysis

The data collected through the survey were analyzed using the statistical analysis program SPSS (Statistical Package for the Social Science) ver. 26.0, and the specific statistical methods used in this study are as follows.

First, the mean and standard deviation were calculated using descriptive statistics to measure the learner's perception and needs analysis for GCED in high school English education. Second, descriptive statistics were applied to all the multiple-choice questions to calculate the frequency, which was converted into a percentage as presented. Finally, open-ended questions were analyzed after categorizing students' free responses.

IV. RESULTS

1. Learners' Perception of GCED in High School English Education

The survey result for 'Q3. Have you ever heard of or been educated about GCED?' was indicated as '① had the experience of being heard or educated 45 (12.2%)' and '② had no experience of being heard or educated 324 (87.8%)' (M = 1.88, SD = 0.328). In addition, the survey result for 'Q4. Have you ever heard of or been educated about the SDGs?' was shown as '① had the experience of being heard or educated 15 (4.1%)' and '② had no experience of being heard or educated 354 (95.9%)' (M = 1.96, SD = 0.198) (see Table 2).

From the results of the questions (Q3, Q4) on learners' perceptions of GCED in high school English education, the number of students who answered '② had no experience of being heard or educated' was overwhelmingly higher than that of those who answered '① had the experience of being heard or educated.' It was confirmed that the learner's awareness of GCED was very low. It could be inferred that education related to GCED was hardly conducted at the previous school level, such as elementary or middle school.

TABLE 2
Result of Questions for Q3, Q4 (N=369)

Question		N(%)	M(SD)
Q3	① had the experience of being heard or educated	45(12.2)	1.88(0.328)
	② had no experience of being heard or educated	324(87.8)	
Q4	① had the experience of being heard or educated	15(4.1)	1.96(0.198)
	② had no experience of being heard or educated	354(95.9)	

As follow-up questions to the students who responded with '① had the experience of being heard or educated,' 'Q3-1. When and where have you heard or been educated about GCED?' showed a response of 'in middle school 18 (40%),' 'in the third grade of middle

school 17(37.8%)', and 'in social studies class 10 (22.2%),' Also, the result of 'Q4-1. When and where have you heard or been educated about SDGs?' was investigated as 'in elementary school 1 (8%),' 'in the third grade of middle school 4 (28%),' 'home economics class in middle school 1(8%),' 'social studies class in high school 6 (40%),' 'Korean history class in high school 1(8%),' 'I don't remember the exact time, but I've heard of it 1 (8%)' (see Table 3).

To comprehensively classify the perceptions of students who have heard or been educated about GCED, most of the respondents had heard or been educated about GCED in middle school. In the case of the subject, the subjects were limited to social studies, Korean history, and home economics. On the other hand, there was no response to English as a subject.

TABLE 3
Result of Questions for Q3-1, Q4-1

Question		*N*(%)
Q3-1	in middle school	18(40)
	in the third grade of middle school	17(37.8)
	in social studies class	10(22.2)
Total		45(100)
Q4-1	in elementary school	1(8)
	in the third grade of middle school	4(28)
	home economics class in middle school	1(8)
	social studies class in high school	6(40)
	Korean history class in high school	1(8)
	I don't remember the exact time, but I've heard of it	1(8)
Total		15(100)

However, the results of question 'Q5. GCED is an education that cultivates responsible citizens by broadly understanding and practicing the universal values of world peace, human rights, cultural diversity, etc. Do you think GCED is necessary?' which is a question to investigate the perception of the necessity of GCED, were investigated as '② disagree 9 (2.4%),' '③ neutral 87 (23.6%),' '④ agree 204 (55.3%),' and '⑤ strongly agree 69 (18.7%)' ($M = 3.58$, $SD = 0.791$). As positive responses corresponding to '④ agree' and '⑤ strongly agree' were common, it could be estimated that learners were aware of the value of GCED or its necessity as education (see Table 4).

TABLE 4
Result of Questions for Q5 (*N*=369)

Question	Likert-scale	*N*(%)	*M*(*SD*)
Q5	① strongly disagree	0(0)	3.58(0.791)
	② disagree	9(2.4)	
	③ neutral	87(23.6)	
	④ agree	204(55.3)	
	⑤ strongly agree	69(18.7)	

2. High School Learners' Perceptions of 17 SDGs

Among the following 17 SDGs 'Q6. No poverty: End poverty in all its forms everywhere,' 'Q7. Zero hunger: End hunger, achieve food security and improvement,' 'Q8. Good health and Well-being: Ensure healthy lives and promote well-being for all at all ages,' 'Q9. Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,' 'Q10. Gender equality: Achieve gender equality and empower all women and girls,' 'Q11. Clean water and sanitation: Ensure availability and sustainable management of water and sanitation for all,' 'Q12. Affordable and clean energy: Ensure access to affordable, reliable, sustainable, and clean energy for all,' 'Q13. Decent work and economic growth: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all,' 'Q14. Industry, innovation, and infrastructure: Build infrastructure, promote inclusive and sustainable industrialization, and foster innovation,' 'Q15. Reduced inequalities: Reduce inequality within and among countries,' 'Q16. Sustainable cities and communities: Make cities and human settlements inclusive, safe, resilient and sustainable,' 'Q17. Responsible consumption and production: Ensure sustainable consumption and production patterns,' 'Q18. Climate action: Take urgent action to combat climate change and its impacts,' 'Q19. Life below water: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development,' 'Q20. Life on land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss,' 'Q21. Peace, Justice and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels,' and 'Q22. Partnerships for the Goals: Strengthen the implementation and revitalize the global partnership for sustainable development.' The result of the questions to find out which SDGs are relatively more important to the learner are shown in Table 5.

TABLE 5
Result of Questions for Q6 ~ Q22 (*N*=369)

Question	*N*(%)					*M*(*SD*)	Rank
	①	②	③	④	⑤		
	relatively less important ↔ relatively more important						
Q6	3(0.8)	9(2.4)	123(33.3)	180(48.8)	54(14.6)	3.74(0.764)	12
Q7	0(0)	15(4.1)	63(17.1)	192(52.0)	99(26.8)	4.02(0.777)	6
Q8	9(2.4)	30(8.1)	129(35.0)	138(37.4)	63(17.1)	3.59(0.946)	14
Q9	3(0.8)	6(1.6)	111(30.1)	156(42.3)	93(25.2)	3.89(0.826)	10
Q10	3(0.8)	9(2.4)	66(17.9)	135(36.6)	156(42.3)	4.17(0.863)	4
Q11	0(0)	0(0)	45(12.2)	135(36.6)	189(51.2)	4.39(0.695)	1

Q12	0(0)	6(1.6)	117(31.7)	135(36.6)	111(30.1)	3.95(0.826)	7
Q13	0(0)	9(2.4)	51(13.8)	159(43.1)	150(40.7)	4.22(0.772)	2
Q14	6(1.6)	21(5.7)	153(41.5)	153(41.5)	36(9.8)	3.52(0.811)	16
Q15	3(0.8)	12(3.3)	105(28.5)	156(42.3)	93(25.2)	3.88(0.853)	11
Q16	9(2.4)	15(4.1)	141(38.2)	144(39.0)	60(16.3)	3.63(0.888)	13
Q17	0(0)	21(5.7)	162(43.9)	141(38.2)	45(12.2)	3.57(0.778)	15
Q18	3(0.8)	9(2.4)	66(17.9)	120(32.5)	171(46.3)	4.21(0.878)	3
Q19	3(0.8)	15(4.1)	93(25.2)	144(39.0)	113(30.9)	3.95(0.892)	8
Q20	0(0)	6(1.6)	78(21.1)	150(40.7)	135(36.6)	4.12(0.793)	5
Q21	0(0)	12(3.3)	108(29.3)	144(39.0)	105(28.5)	3.93(0.839)	9
Q22	9(2.4)	27(7.3)	186(50.4)	126(34.1)	21(5.7)	3.33(0.794)	17

Students responded to each of the 17 SDGs on a Five Point Likert Scale ranging from '1 = relatively less important' to '5 = relatively more important,' and the average of all questions was 3.3 or higher. It shows that they were aware of the importance and role of each of the 17 SDGs according to the individual differences. In addition, students answered that the goal related to 'Clean water and sanitation' was the relatively most important SDG, and 'Decent work and economic growth,' 'Climate action,' and 'Gender equality' followed that order according to their responses.

3. Learner's Perception and Needs Analysis on Whether Learners' Needs Should Be Reflected in the Composition of High School English Curriculum and the Production of English Textbooks

The survey result for 'Q23. Do you think learner's needs should be reflected in the composition of the high school English curriculum?' was obtained as '③ neutral 132 (35.8%),' '④ agree 174 (47.2%),' and '⑤ strongly agree 63 (17.1%)' (M = 3.81, SD = 0.703). Additionally, the survey result for 'Q24. Do you think learner's needs should be reflected in the production of high school English textbooks?' was confirmed as '① strongly disagree 3 (0.8%),' '② disagree 24 (6.5%),' '③ neutral 138 (37.4%),' '④ agree 165 (44.7%),' and '⑤ strongly agree 39 (10.6%)' (M = 3.58, SD = 0.791) (see Table 6). As a result of the questions (Q23, Q24) on whether learners' needs should be reflected in the composition of the high school English curriculum and English textbook production, the number of students who positively answered '④ agree' and '⑤ strongly agree' was overwhelmingly higher than that of those who negatively answered '① strongly disagree', '② disagree.' Therefore, it could be estimated that the learners expect that their needs will be reflected in the composition of the high school English curriculum and English textbook production.

TABLE 6
Result of Questions for Q23, Q24 (*N*=369)

Question	Likert-scale	*N*(%)	*M*(*SD*)
Q23	① strongly disagree	0(0)	3.81(0.703)
	② disagree	9(2.4)	
	③ neutral	87(23.6)	
	④ agree	204(55.3)	
	⑤ strongly agree	69(18.7)	
Q24	① strongly disagree	3(0.8)	3.58(0.791)
	② disagree	24(6.5)	
	③ neutral	138(37.4)	
	④ agree	165(44.7)	
	⑤ strongly agree	39(10.6)	

4. Learner's Perception and Needs Analysis on Whether GCED-related Contents and Materials Should Be Reflected in the Composition of High School English Curriculum and the Production of English Textbook.

The survey result for 'Q25. Do you think that the content or material related to GCED should be reflected in the high school English curriculum or high school English textbook?' was shown as '① strongly disagree 3 (0.8%),' '② disagree 30 (8.1%),' '③ neutral 108 (29.3%),' '④ agree 195 (52.8%)' and '⑤ strongly agree 33 (8.9%)' (M = 3.37, SD = 0.791). Additionally, the survey result for 'Q26. Do you think the content or material related to the SDGs should be reflected in the high school English curriculum or high school English textbook?' was confirmed as '② disagree 30 (8.1%),' '③ neutral 99 (26.8%),' '④ agree 219 (59.3%)' and '⑤ strongly agree 21 (5.7%)' (M = 3.30, SD = 0.699) as shown in Table 7. In the results of the questions (Q25, Q26) on whether GCED-related contents and materials should be reflected in the composition of the high school English curriculum and English textbook production, positive responses corresponding to '④ agree' and '⑤ strongly agree' were found to be common. These results show a clear desire from students to reflect GCED-related contents and materials in the composition of the high school English curriculum and English textbook production.

TABLE 7
Result of Questions for Q25, Q26 (*N*=369)

Question	Likert-scale	*N*(%)	*M*(*SD*)
Q25	① strongly disagree	3(0.8)	3.37(0.791)
	② disagree	30(8.1)	
	③ neutral	108(29.3)	
	④ agree	195(52.8)	
	⑤ strongly agree	33(8.9)	
Q26	① strongly disagree	0(0)	3.30(0.699)
	② disagree	30(8.1)	
	③ neutral	99(26.8)	
	④ agree	219(59.3)	

	⑤ strongly agree	21(5.7)

As a follow-up question on Q25 and Q26, 'Q27. Why do you think GCED-related contents or materials should be reflected in the high school English curriculum or high school English textbook?' showed a response of '① To become a person who can communicate with people around the world, know their culture, and expand our culture to the world 234 (63.4%),' '② To develop the abilities to continue self-directed English learning with interest 72 (19.5%),' '③ Because it is thought that GCED-related contents or materials are related to high school English textbooks 36 (9.8%),' '④ Because I believe that GCED-related contents or materials are relevant or helpful to apply for colleges 24 (6.5%),' and '⑤ other (I don't know) 3 (0.8%)' (M = 1.62, SD = 0.960).

Furthermore, the survey result for 'Q28. Why do you think content or material related to the SDGs should be reflected in high school English curriculum or high school English textbooks production?' was confirmed as '① To become a person who can communicate with people around the world, know their culture, and expand our culture to the world 165 (44.7%),' '② To develop the abilities to continue self-directed English learning with interest 96 (26.0%),' '③ Because it is thought that SDGs-related contents or materials are related to high school English textbooks 51 (13.8%),' '④ Because I believe that SDGs-related contents or materials are relevant or helpful to apply for colleges 54 (14.6%),' and '⑤ other(I don't know) 3 (0.8%)' (M = 2.01, SD = 1.117) as shown in Table 8.

TABLE 8
Result of Questions for Q27, Q28 (N=369)

Question			N(%)	M(SD)
Q27	①	To become a person who can communicate with people around the world, know their culture, and expand our culture to the world.	234(63.4)	1.62 (0.960)
	②	To develop the abilities to continue self-directed English learning with interest	72(19.5)	
	③	Because it is thought that GCED-related contents or materials are related to high school English textbooks.	36(9.8)	
	④	Because I believe that GCED-related contents or materials are relevant or helpful to apply for a college.	24(6.5)	
	⑤	Other (I don't know)	33(8.9)	
Q28	①	To become a person who can communicate with people around the world, know their culture, and expand our culture to the world.	165(44.7)	2.01 (1.117)
	②	To develop the abilities to continue self-directed English learning with interest	96(26.0)	
	③	Because it is thought that GCED-related contents or materials are related to high school English textbooks.	51(13.8)	

④	Because I believe that GCED-related contents or materials are relevant or helpful to apply for a college.	54(14.6)
⑤	Other (I don't know)	3(0.8)

V. CONCLUSION

This study aims to identify the learners' perceptions and needs analysis for GCED in high school English education. To achieve the purpose of the study, a survey was conducted on 369 students attending 10 general high schools across the country. The main results of this study are summarized, and the educational implications are suggested as follows. First, as a result of examining the current state of learners' perceptions of GCED in high school English education, most of the learners shared the value and necessity of GCED as an education, but practical education related to GCED was rarely dealt with within the school fields. Also, it was very limited in the case of the school level or the subject where GCED was practiced, and in particular, the response to the high school English education could not be confirmed. In order to improve this situation, it is necessary to analyze and evaluate whether the existing GCED-related programs are designed and operated to meet the interests and needs of high school learners, along with an accurate fact-finding survey on why they are not operating properly in the educational fields. In addition, continuous reflection and feedback should be conducted through a detailed follow-up survey of students on GCED in high school English education, as well as a survey on the perceptions of teachers and other education-related officials.

Second, as a result of examining the current states of perception and demand for whether learners' needs should be reflected in the composition of the high school English curriculum and English textbook production, it was found specifically and statistically that most respondents expected their needs to be reflected in the composition of the high school English curriculum and the production of English textbooks. Based on this, teachers and other education-related officials should not only open a channel to positively accommodate learners' needs and actively accept them in curriculum composition and textbook production within the available range but also provide opportunities for students to directly participate or try to develop various students-participating English education contents that can reflect students' needs. In particular, it was recognized that students expect the GCED-related contents and materials to be reflected in the composition of the high school English curriculum and the production of English textbooks. Therefore, according to the results of this research, it is necessary to diagnose whether GCED-related contents and materials are reflected in the current high school English curriculum and the production of English textbooks. Also, it is expected that the curriculum will be reorganized by teachers in the

educational field where learners can encounter it more often. In addition, as the development of global citizenship is presented as a sub-element of the empathy collaboration capability, which is the ability to collaborate to solve problems while communicating with each other in an attitude of respect based on mutual understanding and empathy, in the upcoming 2022 revised English curriculum, it is hoped that the curriculum and textbook production actively reflecting the GCED related contents and materials will be carried out. In addition, as students' responses appeared with positive and constructive reasons, in-depth discussions should be supported so that comprehensive alternatives could be presented in various ways to meet the various learners' needs.

This study will not only help teachers and educators to understand how much high school learners are aware of GCED in English education and what they require but also suggest the direction of the high school English curriculum operation. However, it cannot be overlooked that this study has limitations in generalizing the results because the subject of this study was limited to 369 students enrolled in 10 general high schools across the country. In the future, it is expected that follow-up studies will continue to increase awareness of GCED and expand opportunities for learners to participate through in-depth research targeting not only more high school students but also teachers and education-related officials. Ultimately, this study is expected to serve as a foundation for the education authorities to develop a customized English language curriculum for students and hope to build a systematic curriculum support system to strengthen students' competency.

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Examples in: English

Applicable Language: English

Applicable Levels: Secondary

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