

**한국 슬로베니아 수교 30주년 기념 국제 학술 대회**  
**류블랴나대학교 인문대학 아시아학과 한국학 전공**

International Conference of the Department of Asian Studies (Korean Studies)  
On the Occasion of the 30<sup>th</sup> Anniversary of Establishing Diplomatic Relations  
Between the Republic of Korea and the Republic of Slovenia  
Faculty of Arts, University of Ljubljana

**슬로베니아 한국학의 어제, 오늘 그리고 내일**  
**KOREAN STUDIES IN SLOVENIA:**  
**YESTERDAY, TODAY AND TOMORROW**

- November 25<sup>th</sup> 2022 (9:00 - 18:00, UTC/GMT +1)
- Faculty of Arts (Modra soba), University of Ljubljana
- Zoom ID: 948 4977 1564



한국학중앙연구원  
THE ACADEMY OF KOREAN STUDIES



류블랴나대학교 인문대학 아시아학과  
한국 슬로베니아 수교 30주년 기념 국제 학술 대회

International Conference of the Department of Asian Studies (Korean Studies)  
On the Occasion of the 30th Anniversary of Establishing Diplomatic Relations Between the  
Republic of Korea and the Republic of Slovenia  
Faculty of Arts, University of Ljubljana

Organizers: Kang Byoung Yoong, Eva Vučkovič  
Editorial committee: Kang Byoung Yoong, Chikako Shigemori Bučar, Eva Vučkovič

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# PROGRAMME

**November 25<sup>th</sup> 2022 (9:00 – 18:00, UTC/GMT +1)**

**Faculty of Arts (Modra soba), Zoom ID: 948 4977 1564**

## **1. Greetings 09:00-09:30 (moderator: Chikako Shigemori Bučar)**

- Welcome Speech (Embassy of the Republic of Korea)
- Mojca Schlamberger Brezar (Dean of the Faculty of Arts)
- Luka Culiberg (Head of the Department of Asian Studies)

## **2. Keynote Speech 09:30-10:20 (moderator: Chikako Shigemori Bučar)**

- **40 minutes presentation / 10 minutes Q and A**
- Korean Language Education in Europe and 'Globalization' (?) of Korean  
Yeon Jaehoon (SOAS University of London, The Academy of Korean Studies)

## **3. Section 1: Korean Studies in Slovenia 10:30-12:00 (moderator: Kang Byoung Yoong)**

- **20 minutes presentation / 10 minutes Q and A**
- 1. History of East Asian Studies in Slovenia  
Mateja Petrovčič (University of Ljubljana)
- 2. Changes with Korean Language Learners' Characteristics at the University of Ljubljana  
Ryu Hyeonsook (University of Ljubljana)
- 3. Korean Studies in Slovenia: Areas of Interest  
Chikako Shigemori Bučar and Nataša Visočnik Gerželj (University of Ljubljana)

## **4. Lunch Break 12:00-13:30**

**5. Section 2: Joint Research for Korean Studies 13:30-15:00 (moderator: Nataša Visočnik Gerželj)**

■ **20 minutes presentation / 10 minutes Q and A**

1. A Textbook on Korean Modern Literature for Slovenian Learners  
Kang Byoung Yoong (University of Ljubljana)
2. Korean Language From a Functional Point of View  
Andrej Bekeš (University of Ljubljana)
3. Korean Literature Translation and Translation Workshop in Slovenia  
Eva Vučkovič (University of Ljubljana)

**6. Section 3: Korean Studies and the World 15:10 - 16:40 (moderator: Andrej Bekeš)**

■ **20 minutes presentation / 10 minutes Q and A**

1. East Asia Resource Library at the University of Ljubljana  
Mirjam Kotar (University of Ljubljana)
2. Korean Studies in Hungary  
Kim Bogook (East Asian Research Centre, National Archives of Hungary)
3. Korean Language Education in the United States of America  
Sang-Seok Yoon (University of Iowa)

**7. Next Generation of Korean Studies in Slovenia 16:50-17:50 (moderator: Eva Vučkovič)**

■ **15 minutes presentation / 5 minutes Q and A**

1. Word Order and Characteristics of Sentence Constituents' Movements in Korean  
Maša Žbogar (Yonsei University)
2. Sustainable Tourism in Sokcho: Korean and International Students' Travel Behaviour  
Blažka Rupnik (Seoul National University)
3. Korean-English Musical Translation  
Katja Zupančič (Keimyung University)

**8. Closing (Kang Byoung Yoong, Chikako Shigemori Bučar) 17:50-18:00**

## **ABSTRACTS**

## **Korean Language Education in Europe and ‘Globalization’(?) of Korean**

Yeon Jaehoon (SOAS University of London, The Academy of Korean Studies)

Due to popularity of contemporary Korean culture (Hallyu or K-Pop) and South Korea’s increasing importance in the global world, we have witnessed remarkable progress in Korean language education and considerable success in spreading and promoting the language during the last two decades.

Recent years have seen different competing theories in language teaching, for example, the communicative approach, task-based teaching, content-based teaching, to name a few. While very well-equipped with different theories, many of our Korean language teachers today are not good at executing explicit grammatical instruction, and KFL learners do not perform well when it comes to grammatical accuracy. I will argue that explicit grammar teaching in the learner’s first language can be an important aspect of language learning for university students and adults.

Most foreign language teachers are in general agreement that grammar should not dominate the curriculum, but for a morphologically complex language such as Korean, explicit grammar instruction should not be treated as a taboo.

In this presentation I will discuss the following topics among others:

- (1) Common assumptions and problems on language teaching
- (2) A brief history of Korean language education
- (3) Various issues on Korean language education in Europe
- (4) Effective ways of teaching Korean to university (degree) students
- (5) Issues in textbook writing
- (6) Globalization of the Korean language and Hangul: Limitations and problems

Despite recent popularity of the Korean language, ‘Globalisation’ of the Korean language and script sounds like an ambitious slogan. I think ‘(Korean) Language Spread Policy’ or ‘(Korean) Language Promotion Policy’ might be a more suitable/appropriate policy rather than ‘Globalisation’ of Korean.

## **History of East Asian Studies in Slovenia**

Mateja Petrovčič (University of Ljubljana)

The paper presents the establishment and development of the Department of Asian Studies, initially called the Department of Asian and African Studies. First, the contents will be dedicated to the Chair of Japanology and the Chair of Sinology, followed by the Section of Korean Studies, which is the youngest part of our department. The presentation concludes with a brief outline of the department's pedagogical and research works.

## **Changes with Korean Language Learners' Characteristics at the University of Ljubljana: Results Derived From Surveys Implemented in 2015 and 2022**

Ryu Hyeonsook (University of Ljubljana)

The author has implemented surveys targeting the Korean language learners at the University of Ljubljana every year from 2005 to 2015. The results of the survey implemented in 2015 when the Korean language study program was established, and a new survey implemented in 2022, will provide some insights into the characteristics of the Korean language learners. There were 29 respondents to the survey in 2015 and 18 respondents in 2022.

The results of this survey showed there are many students interested in learning about Korean society and culture, but, on the other hand, do not have a particular inclination to work in Korea. Additionally, their image of Korea has changed to a completely positive one, most probably owing to the influence of soft power.



## **Korean Studies in Slovenia: Areas of Interest**

Chikako Shigemori Bučar and Nataša Visočnik Gerželj  
(University of Ljubljana)

This paper presents diploma theses with topics related to Korea, written by students who studied in our department (Department of Asian Studies, Faculty of Arts). These theses were submitted and positively evaluated as early as in the year 2014 up to today, and cover a wide range of fields: linguistics, literature, history, sociology, anthropology, folklore and politics. In addition, the supervisors of the theses are presented. Most of them are also members of our department and researchers in the field of Asian studies.

We hope that the content of this paper will be a help to understand the interest, motivation and directions of the younger generations in relation to the development of Korean Studies in Slovenia.

## **A Textbook on Korean Modern Literature for Slovenian Learners**

Kang Byoung Yoong (University of Ljubljana)

Korean Studies in Slovenia is developing dynamically in a short period of time. The Korean Studies at the University of Ljubljana, which was launched in earnest with the AKS Seed Project which started in 2012, acquired the status of a (double) major in three years. Since 2019, it has become the most popular major at the Faculty of Arts, University of Ljubljana. And the University of Ljubljana has exceptionally selected a foreigner (Korean) as a full-time tenure-track professor who majors in (Korean) Literature.

Currently, the Department of Asian Studies is trying to develop the Korean Studies major as one of the three majors along with Japanese Studies and Chinese Studies. Three majors are developing complementary to each other.

Instead of taking the usual procedure of developing Korean language textbooks, Korean Studies at the University of Ljubljana developed a textbook on Korean literature. This is something that has never happened in Japanese or Chinese Studies in the Department of Asian Studies, and it is not common in neighbouring universities that started Korean studies earlier.

In order to develop a good textbook, various efforts were made, such as holding international academic conferences on related topics, various literary events, and inviting Korean writers. Above all, the publication of the textbook in Korean literature was a great achievement with the cooperation of students, graduate students, and teachers.

The textbook does not stop at simply introducing Korean literature superficially, but is structured so that both classics and modern literature can be understood together, recognizing that history and literature are inseparable, and making efforts to effectively educate the students.

So, it is cautiously hoped that it will be translated and published not only in Slovenia, but also in Croatia, Serbia, Ukraine, and Russia, where are similar languages are in use.

## **Korean Language from a Functional Point of View**

Andrej Bekeš (University of Ljubljana)

The monograph is conceived as a general introduction to the Korean language. It is intended not only for students of Korean studies, but also for readers interested in East-Asian languages, and linguistics in general. It consists of essentially 2 layers. One, involving Chapters 2, 4, 11, and 13, is concerned with the linguistic (areal), social and political context of the language. The other is a treatment of grammar in a narrower sense, involving Chapters 3, 5, 6, 7, 8, 9 and 11. The focus here is to present various aspects of the Korean language as much as possible from a functional point of view, i.e. their contribution to communication. Chapter by chapter, the content is as follows.

Chapter 1 introduces some essential notions about the language, focusing on the functions of the language.

Chapter 2 is about the spread of Korean, its genesis and its basic characteristics as seen in an areal perspective.

Chapters 3 is devoted to phonetics/phonology, Chapter 4 covers the writing, in a wider East Asian perspective.

Chapters 5 to 9 are devoted to grammar in a narrow sense, the morphology (Ch.5), an overview of syntax (Ch. 6), the structure of dictum (Ch. 7), the structure of modus (Ch.8) and complex utterances (Ch. 9).

Chapter 10 introduces basics of discourse particles (*bojosa*), in the later part focusing on the particle *eun/neun* and its basic functions in context.

Chapter 11 deals with expressions of politeness in Korean, Chapter 12 with the Korean lexis, and Chapter 13 with the language policy in the DPRK.

## Korean Literature Translation and Translation Workshops in Slovenia

Eva Vučkovič (University of Ljubljana)

The translation workshop for students of Korean Studies at the University of Ljubljana was organized for the first time between February and June 2021 with the support of the Literature Translation Institute of Korea. For various reasons, which will be discussed during my presentation, we chose to translate Kim Younsook's poems, published in *Nunbusin Kkwang*. 15 students joined the workshop and we managed to translate 18 poems in total. Since Covid-19 restrictions were in effect at the time, the first workshop was conducted exclusively online. Besides the workshop itself, where we discussed and shared opinions about translations of the poems, we organized a poetry writing contest and held two special events – one special lecture about the role of the translator by professor Sun Young Yun (University of Vienna), and an interview with the poet Kim Younsook herself. Both events enriched our knowledge about the translation process and cleared up some questions we had while translating poetry.

From February to June 2022, the translation workshop took place for the second time. This time we decided to translate Yun Dong-ju's selected poems. 14 students joined the workshop this year and we translated 17 poems in total. The restrictions were lifted, and therefore, the workshop could be conducted mostly in person. However, we had two special lectures conducted online – professor Ekaterina Pokholkova (Moscow State Linguistic University) discussed the translation of a graphic novel, and poet Jeong Hanyong, who works as a translator as well, discussed the translation of poetry.

In this presentation, I will discuss literature translation from Korean into Slovene and present in detail the process of organizing the translation workshops and events connected with them at the University of Ljubljana.

## **East Asia Resource Library (EARL) at the University of Ljubljana**

Mirjam Kotar (University of Ljubljana)

The East Asia Resource Library (EARL) is a mutual initiative of the Faculty of Social Sciences and the Faculty of Arts at the University of Ljubljana. The EARL was created in May 2016, with the purpose of becoming a central reference point for both the researchers of East Asian languages and cultures as well as a significant source of knowledge for fostering social science research on the East Asia region. In one space, the EARL hosts participating institutions from four parts of the region: Korea, China, Taiwan and Japan. We believe that hosting resources from East Asia as particular, stand-alone sections, yet in one space, is a true symbolism of interconnectedness, and true to our motto: knowledge knows no borders. We believe that it is precisely this format that gives students and scholars the best possibility to stimulate multidisciplinary and comparative research – to learn about, study, and understand the region in general and Korea in particular. In December 2020, EARL has formally transformed to become an infrastructural centre of the University of Ljubljana, as part of its Network of Research and Infrastructural Centres. The network is designed to comprise of infrastructural centres that provide technical, instrumental, expert, and informational support for research by all infrastructural groups of the University of Ljubljana, for its pedagogical activities, as well as for users from outside the University.

The Korean Section of the EARL, which was inaugurated on March 6th 2017, plays an immensely important role in fulfilling the purpose of the EARL. It does so in the following ways:

- a) It endeavours to create an authoritative central depository of the literature and other sources from Korea;
- b) it aims to assure wide accessibility and promotion of Korea, also in the context of the public diplomacy;
- c) It provides a working environment to stimulate open events (lectures, presentations, roundtables) focusing on subjects of relevance for Korea and of interest to students, researchers, and general public;
- d) to provide a necessary infrastructure in establishing foundations for creating interdisciplinary study programmes of area studies, focusing on the East-Asian region, thus ensuring the long-term sustainability of interest in Korea and Korean studies.

The EARL is located at the Faculty of Social Sciences, which offers an attractive, state-of-the-art space and facilities to host documentation and literature. More information about the EARL at <https://www.fdv.uni-lj.si/en/research/earl>.

## **Korean Studies in Hungary**

Kim Bogook (East Asian Research Centre, National Archives of Hungary)

As can be seen from various indicators, political, cultural, academic, and economic exchanges between Korea and Hungary are increasing every year, especially since the establishment of diplomatic ties in 1989. Positive and encouraging results can be found in these numerical indicators. And this, of course, is also connected to 'regional research'.

This paper will examine Korean Studies in Hungary as a history of Hungarian regional studies on Korea. Therefore, I would like to summarize the development history of Korean studies in Hungary, but I would like to introduce several general fields of Korean studies, not just one or two specialized fields. It is possible to present policies for the development of Korean Studies in Hungary based on the collection of scattered data from the end of the 19th century to the present. So far, only limited data have been accessed, and it was difficult to obtain other data. This study also briefly introduces the cases of Chinese Studies and Japanese Studies in Hungary.

Above all, the most difficult point of this study is that the data written at the time North Korea and Hungary started diplomatic relations have not been organized to date. Documents on the relationship between these two countries can provide many clues to overcome the obstacles of Korean and Hungarian studies and to anticipate new alternatives in the future. Documents can have significant historical values, particularly reflecting world history during the Cold War. And with the help of these documents, we can find smart ways to avoid repeating the same mistakes they made long ago, historically, politically and culturally.

## Korean Language Education in the United States of America

Sang-Seok Yoon (University of Iowa)

This presentation deals with a brief history of Korean language education and the current status of the Korean language in the United States. Korean language education in America has begun as a heritage language education. The first Korean immigrant group came to Hawaii to work at sugarcane plantations in 1903. Early on, the immigrants felt it was necessary to educate their children about Korean language and culture, so they established Korean language classes at churches. The first-generation Korean immigrants devoted themselves to their children's education. But the American-born, second-generation immigrants preferred the American lifestyle and spoke in English at home (Lee et al., 2000).

Since the late 1970s, Korean language education in America has been growing as more Korean immigrants migrated into big cities in the US. In fact, many first-generation Korean people wanted their children to assimilate into the American society, so the Korean language education was centered on teaching the basics of the Korean language and culture to elementary students. The National Association for Korean Schools (NAKS) was founded in 1981 to cultivate both the development of strong bonds of friendship among Korean schools and the instruction of Korean language, culture and history.

As Korea emerged as one of the major countries in the world, the Korean immigrants paid more attention to their children's education in language and culture. More Korean heritage learners took Korean language classes, so the Korean programs in colleges and universities started growing in the early 1990s (You & Ha, 2018). As a result, the American Association of Teachers of Korean (AATK) was founded in 1994 for all levels of teachers of Korean language, culture, and literature, but it is presently more focused on Korean language instruction in higher education.

Currently, the Korean language is one of the fastest growing foreign languages (11th most studied language in higher education). It is among the critical languages, i.e., foreign languages that are critical to America's national security and prosperity. Additionally, as Korean pop culture has received global attention, the demographics of the Korean learners have changed from heritage language learners to foreign language learners: White, Hispanic, Asian American as well as various international students are all taking Korean language classes.

There is great potential for the Korean language to grow in the US. However, Korean language education, along with other foreign language education, is experiencing difficulties as nationalism (e.g., America First policy) is becoming more emphasized in the United States.

### References

- Lee, D., Cho, S. Lee, M, Song, M. (2000). *Studies on Korean in Community Schools*. Honolulu: University of Hawaii Press.
- You, C. and Ha, Y. (2018). *The Spread of the Korean Language: Through the Korean Diaspora and Beyond*. Berkeley: Institute of East Asian Studies

## Word Order and Characteristics of Sentence Constituents' Movements in Korean

Maša Žbogar (Yonsei University)

One of the characteristics of Korean is the flexible word order. Thus, sentences where adverbs (부사어 *busaeo*), objects (목적어 *mokjeogeo*), subject (주어 *jueo*) etc. can appear outside of their typical place, do not affect grammatical correctness of the entire sentence. This is in stark contrast with languages such as English, where the word order in sentence is rigid, but any movement that does take place is to produce a grammatically correct or acceptable sentence. However, despite relative freedom of movement in Korean sentences, there are restrictions, e.g. predicates must be positioned at the end of the sentences. The same is true for indefinite pronouns, which cannot be moved to the front of a sentence. Therefore, what facilitates and enables these kinds of movements in Korean? And what is the exact function of such movements? Here, we will look at some characteristics of movements in Korean sentences using generative grammar approach.



## **Sustainable Tourism in Sokcho: Korean and International Students' Travel Behaviour**

Blažka Rupnik (Seoul National University)

Sokcho, a small tourist city in South Korea has chosen the year 2021 as the starting point for developing sustainable tourism projects. Sokcho has a geographical advantage, as it is not only located in proximity to both mountains and the coastline, but is also rich in its unique culture and history. Sokcho is a diverse travel destination with a great potential to sustainably develop and diversify its tourist services and products. This research sets to identify these sectors in need of development and recommend practical and applicable solutions through analysing students' travel behaviour. Students were chosen as the research informants because they tend to display more sustainable travel behaviour and are therefore a better indicator of the gaps in destination's sustainable services. Moreover, just as the tourist needs to behave responsibly, so should the destination provide the necessary infrastructure for the tourists to do so. And since Korea is attracting a large number of international students, among them increasing numbers of European students, who regularly travel during their studies, this paper looks at how Sokcho's sustainable tourism development can be incorporated with making the city friendlier for international tourists. This study first identifies the current status of sustainable tourist attractions in Sokcho, then compares Asian, European and Korean students' travel motivations and preferences in Korea, and lastly, analyses students' sustainable behaviour through their actual activities in Sokcho, which were recorded through travel preferences. Data were gathered through field work and interviews with local authorities, a two-part online survey, and semi-structured interviews with international students. Based on the survey results and field work, the next sustainable tourism projects are recommended. 1) Development of shared city bicycle and electric motorcycle for more sustainable mobility. 2) Renovation of tourist information boards and digitalisation of the existing paper promotional material, developing a phone application and interactive maps. 3) Introduction of sustainable tourism label system which promotes sustainable tourist businesses and services to travellers. 4) Strengthening promotion of local food, products and souvenirs. 5) Installing information boards across the city which present simple examples for contributing to Sokcho's sustainable development. This research includes a balanced sample of European students, and does not only focus on Asian students, as was done in many previous studies. Additionally, tourist sustainable behaviour is analysed using respondents' travel preferences and interviews which are not commonly seen in previous research. The limitation of this study is the small sample size of which the majority are graduate school students. It is recommended that future research use larger samples of respondents in order to gain clearer and more conclusive results. Since young travellers statistically represent a smaller percentage of Sokcho visitors, a new research on sustainable behaviours across different generations may be conducted in order to provide more relevant implications for sustainable tourist projects.

## **Korean-English Musical Translation**

Katja Zupančič (Keimyung University)

(Based on my experience translating musicals from Korean into English at the 2022 Daegu International Musical Festival)

When translating musicals, a translator must consider many factors, the first one being the objective of the translation – whether the translation of the musical is meant to be performed on stage in another language or whether it is meant to be shown in a form of subtitles, as this will affect how the song lyrics are translated. The second factor are the requirements and restrictions set by the client regarding length, time, etc. of the target text. Another factor is the cultural context of the musical text: Does the source text include any culturally specific terms or concepts? Should the translator make the appropriate cultural adaptations in the target text? This presentation consists of the following: Introduction, The Principles of Musical Translation, Translation Process, Challenges and Observations, and Conclusion.