

Pleonastic Phenomenon of Korean and Romanian from the Perspective of Korean Language Educator*

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Pleonasm appears when a word coexists in the same sentence with a synonym. This phenomenon can appear in the form of compound words or words built through affixation, or sometimes appears due to the insertion of different vocabulary. Pleonastic phenomena occur more frequently between different language families than between the same lexicon. Therefore, pleonasm between native Korean words and Sino-Korean words is easily found in Korean language. This fact brings us to reason why synonymous words can co-exist with each other while being semantically different. Korean has various lexical forms, thus this phenomenon appears more frequently, in contrast with any other language. It cannot be easily acquired by foreigners learning Korean and is difficult to understand analytically. Since many cases of pleonastic phenomena in Korean result in a change in meaning (as one of the characteristics of Korean is that pleonastic expressions are usually formed with a Sino-Korean word), it is difficult for Romanian undergraduate students learning Korean, especially those studying translation, to recognize this phenomenon. In general, pleonasm in Korean frequently occurs in morphological compositions. In addition, redundant expressions are generally considered to be grammatically incorrect, but some of them are recognized as a part of standard expressions and are even registered in the dictionary. Even if they are not recognized as a standard expression, there is also a tendency to tolerate their use. On the other hand, pleonasm in Romanian appears mostly in syntactic compositions, which are mainly expressed as independent sentence components that are repeated, thus in this way the meanings are rarely misinterpreted. In consideration of these points, educators should explain pleonastic phenomena in various structures, and learners should also classify them into morphological and syntactic constructions, or conventional and semantic redundancy in order to understand pleonasm in Korean.

Pleonastic phenomenon; morphological composition; syntactic composition; Korean language education.

1. Introduction

It is true that interest in translation is growing among students majoring (or minoring) in Korean language and literature as an undergraduate program in Romania.

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As such, it can be understood that the need for translation is increasing in the field of education or on the job market. At this time, when interest from students, and the general public, is growing, professors who engage in Korean studies should consider and introduce more systematic and effective learning methods related to translation.

In the era of globalization, the importance and necessity of translation is recognized more than ever. Since human language was divided into several kinds of languages in the Tower of Babel, a story which appears in the Genesis of the Old Testament, translation begins with the history of our human language. However, the translation process connecting one language (native language) and another (foreign language) is not easy. As there is always a gap between reality and the ideal, there is always a high tension or gap between the source text and the target text, resulting from deviations and errors. Linguistic aesthetics and expressions that can only be described in Korean, especially the unique forms of Korean literature, are difficult to adapt to foreign languages and unfamiliar cultures and are likely to be easily isolated unintentionally. The cause is, above all, that Korean language is difficult. Literary works containing Korean linguistic characteristics require considerable effort and patience in the translation process. In particular, differences in linguistic expressions affect much of the translator's work. This linguistic friction can be resolved in two main ways, depending on the skill of the translator. In other words, it can be said that it is introduced to readers as one of two types: 'another creative translation' and 'simple translation based on a literal translation'. We cannot add more value to just one of these two. The most important thing is to communicate what the writer tried to say in the most effective way.

One of the linguistic errors that Koreans frequently make, the 'pleonastic phenomenon'¹, is one of the common errors found in the translation learning process. In fact, students raise a lot of questions when translating Korean texts that contain pleonasm. In general, it is common for these phenomena to appear in the construction of vocabulary between different languages rather than the construction of vocabulary within the same language. Because most of the pleonastic phenomena in Korean causes the meaning of (especially Sino-Korean) words used in the sentence to change, it can be seen that there is a lot of difficulty for foreigners enrolled in the course of translation to recognize. In general, pleonastic phenomena in Korean frequently occurs in morphological compositions. That is why it is difficult to distinguish whether the fact that two words with the same meaning coexist in a sentence is a simple redundancy or a change in meaning. On the other hand, pleonastic phenomena in Romanian appear mostly in syntactic compositions, which are mainly expressed as independent sentence components that are repeated, so the meanings are rarely misinterpreted.

¹The dictionary meaning of pleonasm is "a method of expression in which logically unnecessary words are added to enhance emphasis or rhetorical effect". As an example, DEX (*Dicționarul explicativ al limbii române*) in Romania also defines the pleonastic phenomenon as follows, "eroare de exprimare constând în folosirea alăturată a unor cuvinte, construcții, propoziții etc. cu același înțeles" (error of expression consisting in the adjacent use of some words, constructions, sentences, etc. with the same meaning).

In translation education, various forms of pleonastic phenomena should be explained in consideration of these points, and students also need to process pleonasm in Korean by classifying it into morphological and syntactic compositions, or conventional and semantic reduplications in order to understand it. These methods will lead to a better level of translation education and contribute to the correct evaluation of students' translations. In addition, the comparison of pleonastic phenomena in Korean and that which occurs frequently in Romanian must be a very valuable research topic.

2. One linguistic error observed during translation education: pleonasm

In order to discuss the ambiguous direction of translation education, it may be effective to first establish standards for evaluation of translations. Kim Jin-ah and others mentioned the concept and necessity of evaluating translations and analyzed which criteria and which items should be evaluated with high importance (Jang, 2011, p. 393). Translation evaluation criteria include (1) whether the meaning is clearly communicated without distortion, (2) whether it is functionally identical to the original text, (3) consistency of the term selected at the time of translation, (4) mistranslation, (5) excessive literality or paraphrasing, (6) distortion of meanings, (7) unnatural omissions or additions, (8) grammatical errors, (9) the existence of unnatural expressions that do not fit the linguistic convention of the target language. We can see these criteria as points to be emphasized in translation education. In addition, these criteria can tell us how to classify the strengths and weaknesses of students studying translation. Among the above criteria, (4), (5), (6) and (7) can be evaluated by Korean educators who understand the target language and the others may be evaluated by educators who speak the translated language as their native language (Jang, 2011, pp. 393-394). Pleonastic phenomenon, which is one of the linguistic errors that Koreans frequently make, can also be properly taught and evaluated only by Korean educators. In general, the characteristics of pleonasm in Korean can be largely classified into two types: conventional characteristics (although the speaker recognizes that it is a linguistic error, expressions that are used conventionally are also erroneous in this case) such as redundancy or tautology, and phenomena undergoing change in meaning, that is, semantic characteristics.² This is a linguistic phenomenon that is seldom a subject of discussion for foreign educators and is difficult to understand analytically.

The Korean lexicon can be divided into three different types, which are: native Korean vocabulary, Sino-Korean vocabulary and loanwords. Pleonasm in Korean mainly appears as a combination of Sino-Korean and native Korean words. In some cases, a native Korean word having the same meaning as a Sino-Korean word is repeated within

² Some of the previous studies related to the pleonastic phenomenon include Hermann Paul, who argued that it is a type of contamination, Lehmann Christian (2005), who referred to it as hyper-characterization (p. 119), Sala Marius, who said that it is a phenomenon that occurs redundantly, Avram who considered it as a simple repetition, and Guțu Romalo, who described it as a negative effect of vocabulary or grammatical synonym (Oum, 2014, p. 382).

a sentence, or another Sino-Korean word with the same meaning is repeated. Examples such as 처가집, 한옥집, 역전앞, 옥상위, 아침조반, 손수건, and 큰대문³ are the pleonastic phenomena arising from the construction between nouns and nouns, and 그림으로 도해하다, 배에 승선하다, and 차를 주차하다⁴ are pleonastic examples that occur in various syntactic construction.

The basic concept of pleonasm can be considered a phenomenon in which words having the same meaning follow one after another. This phenomenon shows an aspect of the vocabulary system in which words which express the same idea coexist while causing differentiation in meaning (Noh, 2009, p. 275). When students discover such a pleonastic expression, they have to appropriately determine whether it is intentionally used emphatically (or whether the author of the original text did not recognize the pleonastic expression as a linguistic error), or whether new meanings are given when words with two meanings are combined. While there are cases where the meaning of the two words is limited to just one of them, there are also cases in which a new meaning is acquired. However, students, especially those undergoing translation education, should be aware about the fact that translation containing errors or mistakes related to pleonasm will have them in the form of generally unnecessary repetitions or verbose expressions. This should be regarded as interfering with the reader's understanding.

³ 처가집 (wife's home): 처 (wife), 가 (this word, meaning 'home' comes from the Chinese ideogram '家'), 집 (this is a native Korean word meaning 'home')

한옥집 (Korean-style house): 한 (Korean), 옥 (this word, meaning 'house' comes from the Chinese ideogram '屋'), 집 (this is a native Korean word meaning 'house')

역전앞 (in front of train station): 역 (train station), 전 (this word, meaning 'front' comes from the Chinese ideogram '前'), 앞 (this letter is a native Korean word meaning 'front')

옥상위 (on housetop): 옥 (this word, meaning 'house' comes from the Chinese ideogram '屋'), 상 (this word, meaning 'upper part' comes from the Chinese ideogram '上'), 위 (this is a native Korean word meaning 'upper part')

아침조반 (breakfast): 아침 (this is a native Korean word meaning 'morning'), 조 (this letter, meaning 'morning' comes from the Chinese ideogram '朝'), 반 (this letter, meaning 'dish' comes from the Chinese ideogram '盤')

손수건 (handkerchief): 손 (this is a native Korean word meaning 'hand'), 수 (this word, meaning 'hand' comes from the Chinese ideogram '手'), 건 (this word, meaning 'a piece of cloth' comes from the Chinese ideogram '巾')

큰대문 (the front/main door): 큰 (this is a native Korean word meaning 'big'), 대 (this word, meaning 'big' comes from the Chinese ideogram '大'), 문 (this word, meaning 'door' comes from the Chinese ideogram '門')

⁴ 그림으로 도해하다 (to illustrate/ to show in a graphic form): 그림 (this is a native Korean word meaning 'picture/ illustration'), 으로 (this is the instrumental ending and denotes the method, instrument or means by which a verbal action is performed; 'with', 'in', 'through'), 도해하다 (this verb includes the word '도', comes from the Chinese ideogram, which means 'picture')

배에 승선하다 (to embark in a ship): 배 (this is a native Korean word meaning 'boat/ ship'), 승선하다 (this verb includes the word '선', comes from the Chinese ideogram, which means 'boat')

차를 주차하다 (to park a car): 차 (this word, meaning 'car' comes from the Chinese ideogram '車'), 주차하다 (this verb includes the word '차' which means 'car')

For Romanians, it is difficult to understand the pleonastic phenomenon in Korean. Pleonasm in Korean can be defined as a morphological composition consisting in the creation of new meaning by combining two words, but pleonasm in Romanian can mainly be understood as a syntactic composition in which independent sentence components are repeated. The distinction between morphological phenomena and syntactic phenomena can be said to be a very difficult one, but I have found that Romanian students are able to easily recognize pleonastic expressions within a syntactic structure and respond appropriately. In combination with adverbs and verbs (descriptive words), for example, only a few students translated the term ‘다시 회상하다’⁵ as ‘to retrospect again’. In other words, students easily understood that the adverb ‘다시’ was used as a redundancy and translated the expression into Romanian omitting it. Students who recognize the meaning of ‘동업하다’ in ‘공동으로 동업하다’ excluded the adverb ‘공동으로’ from translation, and even in ‘다시 재확인한다’, the adverb ‘다시’ was easily recognized as being unnecessary in the target language.⁶ To give a few more examples, many students recognized that the adverb ‘지나치게’ was used unnecessarily in ‘지나치게 과음하다’ and it is true that not a few students pointed out errors in expressions such as ‘뒤로 후진하다’, ‘둘로 양분하다’,⁷ and ‘그림으로 도해하다’.⁸

Those who translate Korean texts into foreign languages are likely to face various difficulties related to technical problems, appropriate term selection and grammar and so on. The most important thing in translation is to convey the whole meaning of the original text to the readers of the new culture without distortion and error.⁹ Furthermore, the core of the criteria for evaluating translations is consistency. In other words, it refers to the

⁵ The dictionary meaning of the verb ‘회상하다’ can be translated as ‘to retrospect’. The meaning of ‘다시’ that plays the role of an adverb is ‘again’. Therefore, ‘다시’ is a pleonastic expression when used with the verb ‘회상하다’.

⁶ 동업하다 (to collaborate), 공동으로 (together/ in common)
재확인하다 (to reconfirm), 다시 (again)

⁷ 과음하다 (to drink too much), 지나치게 (excessively)
후진하다 (to reverse), 뒤로 (backward)

양분하다 (to divide into two parts/ to cut into halves), 둘로 (in two)

⁸ In this example, the need for education in Chinese characters /ideograms is emphasized. Chinese character education makes it easier for students to understand and recognize the pleonasm existing in Korean when learning translation. Since most of pleonasm found in Korean language appears in the process of integrating Chinese characters into Korean, Chinese character education is considered essential. At least for learners studying translation, the justification of Chinese character education is obvious.

⁹ Nord Christiane (2006), who introduced the Skopos theory, said, “the translation work on literature uses the author’s creative will as a guide and reproduces the literary structure of the original text to target-readers. It is a process of enriching the target- language by providing information on the genre, artistic value, and linguistic beauty of the original text” He also mentioned that there must be a purpose in the act of translation (pp. 152-153).

contextual relevance and coherence between the original text and the translated text, and the translation must be realized in a way that words, concepts, and the relationship between each component contained by the original text can be understood within the translated text (Cheong, 2009, pp. 196-197). As the consistency of water vapor creates water, consistency between texts is very important in translation. Those who lead translation education should take this into account and explain the pleonastic phenomenon in various structures.

3. Some examples of pleonasm extracted from the experience of Korean language education

It is considered to be a very valuable attempt to look at some examples extracted from the experience of teaching students and the assignments related to translation. The role of educators who provide effective monitoring and sufficient feedback is required to prevent the fossilization of errors frequently made by students.

In the first case, pleonastic phenomena occur as a combination between adverbs and verbs, which are common in Romanian. When faced with such a case, Romanian students easily understand the syntactic relationship between the two elements and respond appropriately.

<u>짧게</u> 요약하다	to summarize (vb. 요약하다) <u>briefly</u> (adv. 짧게)
<u>한 줄로</u> 줄지어 세우다	to align (vb. 줄지어 세우다) <u>in row</u> (adv. 한 줄로)
<u>함께</u> 공존하다	a coexist (vb. 공존하다) <u>together</u> (adv. 함께)
<u>함께</u> 동업하다	to collaborate (vb. 동업하다) <u>together</u> (adv. 함께)
<u>공동으로</u> 동업하다	to collaborate (vb. 동업하다) <u>in common</u> (adv. 공동으로)
<u>다시</u> 재확인하다	to reconfirm (vb. 재확인하다) <u>again</u> (adv. 다시)
<u>다시</u> 회상하다	to retrospect (vb. 회상하다) <u>again</u> (adv. 다시)
<u>스스로</u> 자각하다	to understand oneself (자각하다) <u>oneself/ by oneself</u> (adv. 스스로)
<u>뒤로</u> 후진하다	to reverse (후진하다) <u>backward</u> (뒤로)

As in the above case, it is a pleonastic expression that appears in the construction between an adverb and a verb, but there are also some conventional expressions. Because

this is also a phenomenon that is easily found in Romanian, it is difficult to distinguish whether this is a pleonastic error. Such errors are found in textbooks used in the Department of Korean Language and Literature at Babeş-Bolyai University. It is possible to find some cases where unnecessary adverbs are abused such as ‘밖으로 나가다’, ‘위로 올라가다’ and ‘안으로 들어가다’¹⁰ in chapter 5 of the 2008 edition of ‘Fun! Fun! Korean 1 (published by Korea University)’. When faced with these conventional pleonastic expressions, it is easy to observe that the majority of Romanian students perceive them as a same type of error as in Romanian. For example, it is often observed to make mistakes such as ‘el intră înăuntru’ for ‘he goes inside’, ‘a cădea jos’ for ‘to fall down’ and ‘a se ridica sus’ for ‘to lift up’. Although the expressions mentioned above can be said to have no logical issue, that is, as far as transmitting information is concerned, it is believed that there is plenty of room for issues to arise for basic learners who are learning Korean language.

The following examples show the phenomena of pleonasm that occur in the construction between an object and a verb. It is true that this is a little difficult for students to understand because the syntactic relationship between the two elements is unclear.

<u>털을</u> 제모하다	to depilate (vb. 제모하다) <u>hair/ fur</u> (털)
<u>영화를</u> 상영하다	to screen (vb. 상영하다) <u>movie</u> (영화)
<u>개회식을</u> 개관하다	to inaugurate (vb. 개관하다) <u>opening</u> (개회식)
<u>돈을</u> 모금하다	It is a pleonastic phenomenon that arises from the construction of ‘모금하다 (to raise money)’, a Sino-Korean verb, and ‘돈(money)’, which is a native Korean word.
<u>차를</u> 주차하다	It is a pleonastic phenomenon that arises from the construction of ‘주차하다 (to park a car)’, a Sino-Korean verb, and ‘차 (this word, meaning ‘car’ comes from the Chinese ideogram)’.

¹⁰ 밖으로 나가다 (to go outside): 밖으로 (out/ outward), 나가다 (to go out)
위로 올라가다 (to go up): 위로 (up/ upward), 올라가다 (to go up)
안으로 들어가다 (to go inside): 안으로 (in/ inward), 들어가다 (to go in/into)

결실을 맺다	It is a phenomenon of pleonasm that occurs in the construction of ‘결실(fruition)’, a Sino-Korean word, and a native Korean verb, ‘맺다 (to bear fruit)’.
여운을 남기다	It is a pleonastic phenomenon that occurs in the construction of the Sino-Korean word, ‘여운(aftereffect)’ and a native Korean verb, ‘남기다 (to leave behind)’.
여분을 남기다	It is a pleonastic phenomenon that occurs in the construction of a Sino-Korean word, ‘여분(extra)’ and a native Korean word ‘남기다(to leave)’.

The table below shows examples of pleonasm that often occur in constructions between adjectives and nouns.

<u>늙은</u> 노파	old woman (n. 노파) <u>old</u> (adj. 늙은)
<u>대단한</u> 명작	masterpiece (n. 명작) <u>exceptional</u> (adj. 대단한)
<u>둥근</u> 원	circle (n. 원) <u>round</u> (adj. 둥근)
<u>긍정적인</u> 칭찬	applause (n. 칭찬) <u>positive</u> (adj. 긍정적인)
<u>상호적</u> 상호의존	interdependence (n. 상호의존) <u>mutual</u> (adj. 상호적)
<u>새</u> 신부	bride (n. 신부) <u>new</u> (adj. 새)
<u>새</u> 신랑	‘신랑’ has two meanings. In other words, it can be translated as ‘a man getting married’ or ‘the husband at the beginning of the newlywed’. Therefore, ‘새신랑’ is not a pleonastic expression in some cases.

The following shows constructions between nouns and nouns, that is, combinations of different lexical groups. This refers to the pleonastic phenomenon between ‘Sino-Korean and native Korean words’ or ‘English words and Korean words’,

which is very unclear for Romanian students, who rarely have pleonastic expressions made up of a morphological composition.

대관령(嶺)고개 ¹¹	추풍령(嶺)고개	삼각형(形)모양 ¹²	철교(橋)다리 ¹³
승무(舞)춤 ¹⁴	실내(內)안 ¹⁵	호피(皮)가죽 ¹⁶	칠월(月)달 ¹⁷
생일(日)날 ¹⁸	헤어드라이어기 ¹⁹	프린터기 ²⁰	믹서기 ²¹
ATM기	커터칼 ²²	돼지족(足)발 ²³	야(夜)밤도주 ²⁴

There are, of course, attempts to approach pleonasm from a different perspective. Those who follow this approach argue that the motivation to use pleonastic expressions is to increase the efficiency of communication. Noh Myeong Hee (2006) introduced the idea that pleonastic forms exhibit colloquial characteristics (pp. 266-267). Therefore, it is also necessary to emphasize that the difference between pleonastic expressions and expressions to effectively convey meaning can be found in colloquial and written language in translation education. For example, if a pleonastic expression is detected when learning translation of a literary work (of course, it is difficult for most students with little experience to detect this), it is important to recognize in harmony with the environment of each scene or the flow of the background. Students who lack this recognition easily regard the expression for emphasis and pleonastic expression as a conceptual equivalent. In other words, they can make a mistake in thinking that their own

¹¹ ‘령’ this word, meaning ‘hill’ comes from the Chinese ideogram ‘嶺’. ‘고개’ is a native Korean word which means ‘hill’.

¹² ‘형’ comes from the Chinese ideogram ‘形’ that means ‘shape/ form’. ‘모양’ is a native Korean word that means ‘shape’.

¹³ ‘교’ means ‘bridge’ that originates from the Chinese ideogram ‘橋’. ‘다리’ is a native Korean word that means ‘bridge’.

¹⁴ ‘무’ comes from the Chinese ideogram ‘舞’ that means ‘dance’ and ‘춤’ is a native Korean word that means ‘dance’.

¹⁵ ‘내’ comes from the Chinese ideogram ‘內’ that means ‘in/within’ and ‘안’ is a native Korean word that means ‘in/inside/within’.

¹⁶ ‘피’ means ‘leather’ that originates from the Chinese ideogram ‘皮’. ‘가죽’ is a native Korean word that means ‘leather’.

¹⁷ ‘월’ means ‘month’ that originates from the Chinese ideogram ‘月’. ‘달’ is a native Korean word that means ‘month’.

¹⁸ ‘일’ means ‘day’ that originates from the Chinese ideogram ‘日’. ‘날’ is a native Korean word that means ‘day’.

¹⁹ ‘헤어드라이어’ originates from ‘hair drier’ from English and ‘기’ is a native Korean word that means ‘instrument/ appliance’.

²⁰ ‘프린터’ originates from ‘printer’ from English and ‘기’ is a native Korean word that means ‘instrument/ appliance’.

²¹ ‘믹서’ originates from ‘mixer’ from English and ‘기’ is a native Korean word that means ‘instrument/ appliance’.

²² ‘커터’ originates from ‘cutter’ from English and ‘칼’ is a native Korean word that means ‘cutter/ knife’.

²³ ‘족’ means ‘foot’ that originates from the Chinese ideogram ‘足’. ‘발’ is a native Korean word that means ‘foot’.

²⁴ ‘야’ means ‘night’ that originates from the Chinese ideogram ‘夜’. ‘밤’ is a native Korean word that means ‘night’.

translation can be extended to the same situation as the original text. This point needs to be made known to students.

4. Conclusion

The pleonastic phenomenon is a linguistic error widely found in Korean language. It can be regarded as a phenomenon of competition between synonyms that occurs between Chinese characters or English words (which have been rapidly introduced in the Korean language in recent years) and Korean words. In this way, it is common for the pleonastic phenomenon in Korean to be created through combining words from different lexical classes. Therefore, it is a multidimensional linguistic phenomenon that cannot be easily discussed by foreigners including Romanian students who are studying Korean, and is difficult to understand analytically. In particular, Sino-Korean words have a great influence on the phenomenon of pleonasm in Korean. As Chinese ideograms came into the framework of Korean, it caused friction with native Korean words, that is, 'synonymous competition'. This fact has a great influence on the morphological pleonasm that occurs frequently in Korean.

The necessity and importance of Chinese character education in studying Korean language can be justified in many ways, and the pleonasm in Korean can be regarded as one of them. In addition, those who are engaged in Korean language education should introduce the pleonastic phenomenon in various structures, categorize it based on morphological and syntactic or conventional and semantic criteria, in order to effectively explain it.

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