

Turkish and Turkic Studies in Korea: Focusing on the Academic Institutions and Scholars in Korea*

Chong Jin OH†

Abstract: These days economic relations between Korea and Turkic states are rapidly developing, however, academic relationship and cultural exchanges were less than expectation. Thus this paper tries to examine the current trend of Turkic studies in Korea and their activities which are creating a social and cultural bridge role between Turkic countries (mainly, Turkey, Azerbaijan, Uzbekistan, and Kazakhstan) and Korea. Many educational and research centers that is related with the Turkic Central Asian and Caucasus studies have been established by universities and private groups in Korea recently. These institutions and scholars are playing various role in bridging culture and society. Lastly this study examined the students' motivation in selecting the Turkish or Turkic Studies in Korea. By doing so, this paper will try not only to introduce Turkey and Turkic Studies in Korea but also examine its future prospect and role.

Keyword: *Turkish study, Turkic Study, Turkology, Korea, Culture, Education, motivation*

Kore'deki Akademik Kurumlar ve Araştırmacılar Odağında Kore'de Türklük ve Türk Dünyası Araştırmaları

Öz: Günümüzde Kore ve Türk Cumhuriyetleri arasındaki ticari ve ekonomik ilişkiler hızla gelişmekte ancak beklenilenin aksine; akademik iş birlikleri, temaslar ve kültürel alandaki bağlantılar maalesef henüz gerektiği düzeye ulaşmamıştır. Bu sebeple ilgili makalede, Kore'deki akademik kuruluşlar, çalışmalar ve araştırmacılar özelinde, Türk Cumhuriyetleri özellikle de Türkiye, Azerbaycan, Özbekistan ve Kazakistan ile Kore arasındaki sosyal ve kültürel alandaki faaliyetlere köprü olabilecek nitelikteki çalışmalar incelenilerek bahsi geçen konuya dikkat çekilmek istenmiştir. Son zamanlarda Kore'deki birçok üniversitede Türk Dünyası, Orta Asya ve Kafkasya Çalışmaları konusunda uzmanlaşmak üzere kurulmuş çok sayıda eğitim, uygulama ve araştırma merkezinin faaliyet göstermeye başladığı bilinmektedir. Bu akademik kuruluşlarda ve merkezlerde

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† Prof. Dr., Hankuk University of Foreign Studies, E-mail: jin93@hanmail.net

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arařtırmalarını sürdürmekte olan alan uzmanları, Türk coğrafyası ile Kore arasındaki öncelikle kültürel münasebetlerin arttırılmasına, sonrasında da söz konusu toplumlar arasındaki ilişkilerin devamlılığında bir köprü vazifesi görmektedir. Çalışma kapsamında ele alınan diğeri bir konu ise Kore'deki öğrencilerin, Türkçe, Türk Dünyası, Orta Asya ve Kafkasya Çalışmaları alanlarında, araştırma yapmalarını teşvik edici faktörlerin nedenleri ve sonuçları üzerine bulgu, yorum ve tespitlerin aktarılması olmuştur. Sonuç olarak bu çalışmayla sadece Kore'deki Türkiye, Türklük ve Türk Dünyası Arařtırmalarına yönelik bir literatür derlemesi ya da tanıtımı yapılmamış; aynı zamanda söz konusu kültürel ilişkiler, temaslar, konu ve alan ile ilgili gelecekteki pozisyon hakkında ön görülerde bulunularak bundan sonra yapılacak olan çalışmalara arařtırmanın sınırlılıkları dahilinde yol gösterici öneri ve tavsiyelerde bulunulmuştur. Bu bağlamda Kore'deki Türkçe, Türk Dünyası, Orta Asya çalışmalarının henüz sathi olduđu, arařtırmacıların uzmanlık alanlarında daha derinlemesine çalışmalar yürüterek söz konusu sosyal ve kültürel ilişkilerde ihtisaslaşması gerektiği sonucuna ulařılmıştır.

Anahtar Kelimeler: *Türkçe çalışmaları, Türk Dünyası Çalışmaları, Türkoloji, Kore, Kültür, Eğitim, Güdülenme.*

Introduction

Historically both the Turkic peoples and Koreans were thought to be descended from Altaic peoples who came from either Manchuria or Lake Baikal. As a result, both the Koreans and the Turkic peoples share many Altaic custom and tradition. Along with this geographical and cultural proximity between the Koreans and the Turkic people, their social order and family structure also shares deep commonality. However, although there were many historical and cultural intimacies between the Turks and the Koreans, due to social and geo-political distance, present-day understandings between the two peoples were less than expectation.

It was after the Korean War in mid-1950s when Turks from Turkey started to get awareness in the Korean society. Due to active participation of Turkey in Korean war, especially after the mid-1950s, awoke curiosity in Korea among academic and diplomatic circles. With these close political and military relations Turkish studies in Korea gave birth to the Turkish Studies department as college level. In other words, the Turkish military made a great impression on

Korean society, and this included an interest in American studies. It was after the dissolution of the Soviet Union when Turkic Central Asia and Caucasus region caught attention in Korea with economical interest. This political and economical shift since 1991 gave great impetus to the promotion of interest and the expansion of Turkic Studies in Korea. In other words, Turkey was not a focal point of interest for the Korea before the new millennium although it has long historical relationship and common heritage. Nevertheless, Turkey from the beginning of the 21st century had enjoyed the advantages of being located at the crossroads of three geographic areas for which the Korea thought Turkey being the economic hub and center for the European, Middle East, and Central Asian market. After the 21st Century, the priority of the Korean government was to create a wide-scale solution to the question of out-side economic build-up and FTA (Free Trade Agreement) propelled a comprehensive economic engagement to the region and country.

Since then, many educational and research centers that is related with the Turkic Central Asian and Caucasus studies have been established by universities and private groups in Korea and they have started to produce a various scholarly research and other cultural activities. This article is inspired by the academic and socio-economic aspects of Korean interest in Turkey. Thus, the article scrutinizes Turkish studies in the Korea and other socio-cultural activities carried out by the Korean academia on Turkish and Turkic Studies. In short, the paper tries to examine the current trend of Turkic studies in Korea and their activities to create a social and cultural bridge between Turkic countries (mainly, Turkey, Azerbaijan, Uzbekistan, and Kazakhstan) with Korea. The paper will try to show how these institutions have contributed mutual understanding and cooperation between Korea and Turkic countries, both in the government sector and the private sector. Lastly, in order to examine the future prospect of the study this study analyzed the motivation of the students learning Turkish and Turkic languages. From an educational perspective the study investigated a student's level of motivation in selecting the Turkish or Turkic studies as their major or minor at the universities. Perhaps a glance of Turkish and Turkic studies in Korea could lay the small but important foundation for the advancement of Turkish studies in Korea and lead to international academic cooperation.

Method and Scope

The scope of this study is to demonstrate the current condition and situation of the Turkic Studies and scholars in Korea. Thus the primary source of this research is the empirical data from the various higher education websites and reports from the ministry of education and statistics Korea (KOSTAT) to guide the academic and cultural activities. Especially, website such as, Korea National Research Foundation (<https://www.nrf.re.kr/index>), Korean Researcher Information (<https://www.kri.go.kr/kri2>), National Assembly Library (www.nanet.go.kr); online bookstores Kyobobook (www.kyobobook.co.kr), Yes24 (www.yes24.com), and Aladin (www.aladin.co.kr) will be examined for scholar and publication data. In addition, some major journals related with the regional studies - such as, Journal of Eurasian Studies, Journal of Central Eurasian Studies, Korean Journal of Middle East Studies, Korean Journal of Islamic Studies, The Journal of the Institute of the Middle East Studies, and Mediterranean Studies - will be examined closely. Also interview with the diplomats from the related embassies and unofficial data will be analyzed as a qualitative resource. To investigate the students' motivation on selecting the Turkish or Turkic studies, interview and short survey was done to 90 students from the related departments. Moreover, related academic literature was reviewed to understand the educational success and academic results in Korea. This research will try to gather various primary resources into meaningful information to examine Turkish and Turkic Studies in Korea.

Establishment of Turkey and Turkic Studies in Korea - Challenges and Prospect

When Turkish Studies was established in Asia for the first time in 1973 at Korea it was one of the rarest movements in Asia. Turkish, one of the less commonly taught languages even today, differs considerably from more commonly languages such as German, English, French, and Spanish. Especially considering the situation in Asia at 1970s, establishment of the department was pretty preemptive movement. It is still rare to encounter anyone who speaks Turkish in Korea and few Turkish language teaching or learning materials are available. Nonetheless Turkish studies in Korea has a relatively long tradition compare with other Asian countries. But still no one has yet analyzed the Turkish or Turkic Studies in Korea internationally. This

fact motivates the researcher to evaluate Turkish and Turkic Studies in Korea.

Regarding the content of studies carried out within this new establishment, Turkish studies were primarily based on the contrast between Turkey, which had a stable and pro-western political system, and the Arab Middle East, which raised concerns in the West because of its turbulent political conditions. Especially due to cold war environment, Turkish anti-communism inspired Turkish studies in Korea. During this cold war period Turkey was regarded as an exclusive example in the Near East with its smooth progress towards democracy and immunity to the appeal of communism. During this period in Korea, it was a general consensus among those writing on Turkey from a modernization perspective that anti-communism and Kemalism somehow led the country into the path of modernization. Also the Kemalist movement and especially Mustafa Kemal himself was analyzed in terms of authoritarian modernization. Since Mustafa Kemal was regarded as the first person ever to use modernization in nation building it was good model for Korea where the country was run by the developmental dictatorship.

However, this political or, perhaps, cold war context has changed to economical reason when Korea start to engage with Turkey and Central Asia economically. Thus, many educational and research centers that is related with the Turkic Central Asian and Caucasus studies have been created in various institution when newly Central Asian States got attention in Korea due to their economic potential and merit. Although many institutions that were related with Turkic central Asia and Caucasus were established after 1990s, academic interest and research about Turkey began to develop since 1973, with the foundation of Turkish department in Hankuk University of Foreign Studies. Turkey was the only independent state that has diplomatic relations with Korea during that period. Likewise, the Cold War and anti-communist circumstances in the Korean society led Korea to neglect the Turkic states in the Soviet Union.

Unlike other first generation of academics and scholars in foreign studies in Korea, all Korean academics in Turkish studies got their higher education (Ph.D, M.A) in Turkey. Considering the economic situation of Korea and other regional studies, it was exceptional advantages in Turkish Studies. Due to economic situation

during that time in Korea, just few scholars and academics had a chance to study abroad. However, all founding members of Turkish Department in Hankuk University of Foreign Studies got their PH. D degree at Turkey during the 1960s. This was a great advantage of the Turkish and Turkic studies in Korea since all pioneer scholars were well aware of local condition and society which they study. This fact enabled Turkish studies to expand to Turkic studies in Korea. This benefit was possible due to the Turkish government support and concern. Since Turkey was one of the Korean War participant countries, Turkey showed its deep interest about Korea and promoting its culture and language in the country. Turkey's close relations and support to Korea enabled talented Korean youngsters to further their education in Turkey. In other words, it was the scholars' study abroad that finally led them to take up Turkish studies in Korea. Most of them studied in Turkey on a scholarship; and for some of them, the condition of the scholarship was to research on Turkey other than his or her own country. However, most of those who studied abroad in the 1960s, particularly political scientists, often wrote about comparative politics between Korea and Turkey for their doctoral dissertation and then returned to Korea.

Table 1. Turkic studies related Departments in Korea.

Establishment Year	Department Name	University Name	Research Area	Student Number	Graduate Number
1973 → 2008 ~	Dept. Turkish Studies → Dept. Turkish- Azerbaijani Studies	Hankuk University of Foreign Studies	Turkey Azerbaijan	30	850
2004	Dept. Central Asian Studies	Hankuk University of Foreign Studies	Kazakhstan Uzbekistan	30	55
1995 → 2015 ~	Dept. Turkey-Central Asia → Dept. Russia- Turkey-Central Asia	Pusan University of Foreign Studies	Turkey Kazakhstan Uzbekistan	40	291
2006	Dept. Kazakhstan Studies	Kangnam University	Kazakhstan	10	Appx.3 Closed in 2015

As seen from the Table.1, except for the Turkish Studies Department in Hankuk University of Foreign Studies (HUFS) all other

Turkic related departments were established after the mid-1990s. Another peculiarity of the Turkish Studies Department in HUFs is that it expanded its research field to Azerbaijan by adding Azerbaijani studies at 2008. Thus, officially, since 2008 the department of Turkish-Azerbaijani Studies was launched in Korea, which was also the first Azerbaijan related department in Asia. The aim of the department was to promote Azerbaijan as an independent Turkic state to the Korean public. Many normal Korean public would perceive Azerbaijan and Kazakhstan, Uzbekistan, etc. as totally different countries without any relationship. Without knowing their common Turkic heritage, many Korean would see them as one of ex-soviet states with Russian legacy. However, since the Department of Turkish-Azerbaijani Studies launched in 2008, many companies and public sector started to perceive Azerbaijan as one of Turkic states. Since 2008, the University is conducting official Azerbaijani exam to personnel from the public and private sector in Korea.

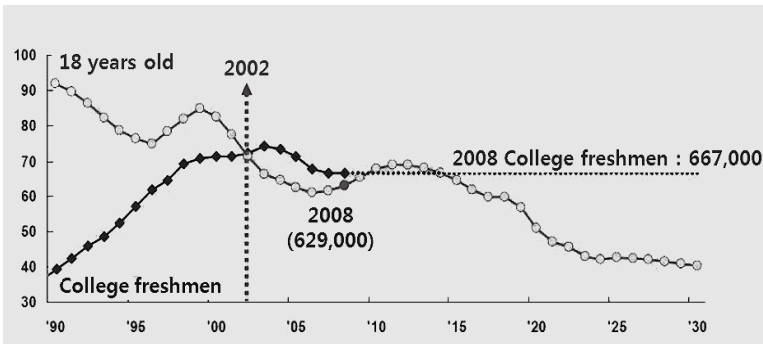
Department of Turkey-Central Asia in Pusan University of Foreign Studies (PUFS) and Department of Central Asian studies in HUFs were established in 1995, and 2004 respectively. All these departments' academic faculty members were a graduate from the Turkish Department at HUFs. After finishing their undergraduate Studies in Turkish Department, they all made their Doctorate degree in Kazakhstan, Uzbekistan and Turkey. In this sense, Department of Turkish Studies in HUFs played as an important foundation to promote Turkic Studies in Korea.

However, due to shrinking of local student numbers in Korea and the student preference to the universities located at the capital, PUFS, Dept. of Turkey-Central Asian Studies at Busan merged the department with the Russian Studies, creating the Dept. of Russian-Turkey-Central Asian studies. In Gangnam University case, Department of Kazakhstan Studies was founded by Professors from the Korean Studies, who have experienced Kazakhstan's academia as a visiting professor in early 1990s. However after several years the department was closed due to changing educational environment in Korea.

The educational environment in Korea these days is dramatically shifting, mostly due to a significantly lower birthrate. For decades since the 1970s, Korea made an effort to reduce the birthrate to improve economic development, without thinking of the

consequences it would bring (Chung 2005). The birthrate of Korea finally went down to the bottom and became the lowest in the whole world. And this low birthrate has caused a lot of educational problems in addition to the many social and economic issues (Chung 2005). The number of high school graduates has been rapidly shrinking every year. Since 2016, the number of high school graduates is expected to drop even more drastically. This will result in a big cutback in enrollment for Korean colleges if the current number of colleges remains the same. Under these new circumstances, the Korean universities are under pressure to restructure their whole educational systems. Definitely Turkish and Turkic studies programs are no exception. The big question is, under these circumstances, can Turkish studies survive as a successful undergraduate program in Korea? As just mentioned already, Gangnam University in Gyeong-gi province or PUFs in Busan has felt the effects of the restructuring and closed their Turkish program or downsized their departmental Turkish or Turkic studies programs into ones that combine several regional studies programs. Perhaps this changing educational environment by demography in Korea is one the biggest challenge in Korean academia, certainly to Turkish or Turkic studies in Korea as well.

Figure 1. Projected birthrate and number of entering freshmen in Korea



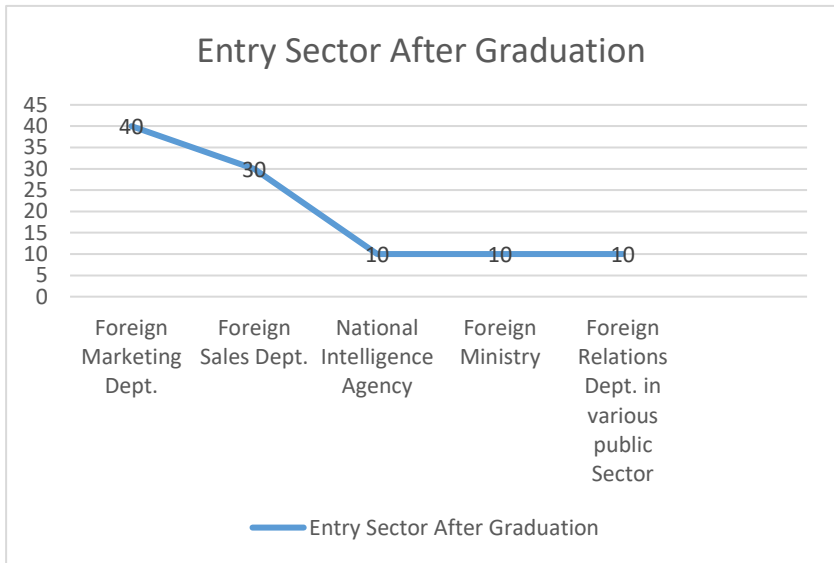
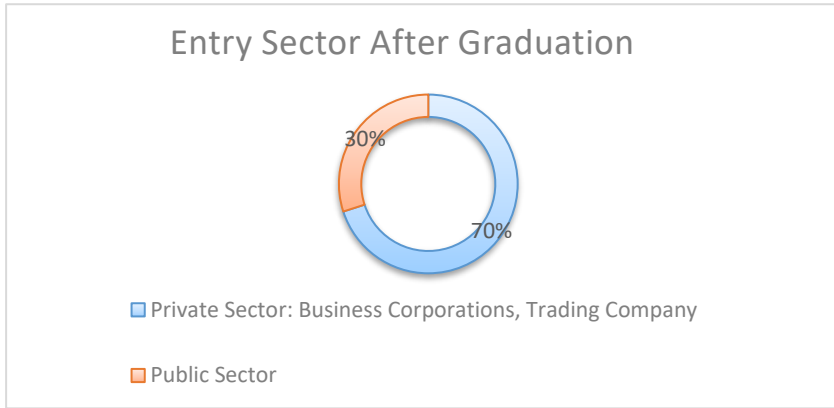
Source: Korean Bureau of Statistics (2010)

There is, however, still a bright side. First, Turkey remains the most important country for Korea and in the Middle East and Central Asian region. Second, Korean college students still want to learn more about Turkey and the Turkic world with Korean active economic engagement to the region, especially after the Korea-

Turkey Free Trade Agreement (FTA) became effective in 2012. In other words, economic merit and opportunities in the Turkic world are increasing, which motivates the students to learn language and about the region. However, benefits of this motivation and merits are only concentrated in the Seoul centered universities, which are considered as good universities in Korea. One more interesting factor that can boost Turkish studies in Korea is the emerging importance of Turkic population in Korea. And interdisciplinary work among scholars in Turkish studies, Middle East studies, European studies and Korean studies programs could undoubtedly increase interest and support for this field.

In terms of number of graduates, Department of Turkish studies dominate the most, since it was opened earliest in 1974. It has around 850 graduates, who were acting in various field of the Korean society. Mainly its graduates were acting at the foreign sales and marketing department at various business corporations. In public fields, many were working at foreign relations departments or at the Foreign Ministry and National Intelligence Agency. Since Korea is export-oriented countries many foreign related labor forces were needed in the Korean society both in the private and the public sector. Similar to Department of Turkish graduates, such trends were also found in other Turkic related departments, such as Department of Central Asia in HUFs and Department of Turkey-Central Asia in PUFs.

Figure 2. Social Activities of Graduates of Turkish & Turkic-studies



Source: Data collected by the researcher from the respective departments. (Dept. Turkish-Azerbaijani, Dept. Central Asian Studies, Dept. Russia-Turkey-Central Asia)

Establishment of Research Institutes and Scholars in Korea

In addition to educational activities, various Turkic Studies related institutions were established since the new millennium. It was time, when Korean entrepreneur and government saw the potential of the Central Asia and Caucasus in terms of rich energy source and emerging market. Due to these social demand and interest on Central

Asia and Caucasus, many research institutes were launched in 2000s. Generally, these institutes were established to conduct an area studies on the Central Asia and Caucasus. Also, publishing academic journals, holding seminars and workshops, and organizing information exchanges and joint research with institutions in Central Asia and Caucasus countries were another important activities. However, before this period, research on the Turkish and Turkic world were done at the Middle East Institutes or at the Russian Studies Institutes.

The first institutes that research on Central Asia and Caucasus in titular and Turkic perspectives is the Institute of Central Asia and Caucasus founded at Hankuk University of Foreign Studies in 2007. Around ten Ph.D level researchers were doing various researches on Central Asia and Caucasus. They all have whether local Ph.d degree or long local research experiences in the region. Peculiarity of this institute is that its research were doing local and Turkic based research rather than Russian approach. This is because many researchers were not familiar with the Russian language but with the local Turkic languages, such as Azerbaijani, Uzbek, and Kazak. Access to native Turkic languages was one of the strong point of this institute. It publishes its journal, *The Korean Journal of Central Asia and Caucasus*, twice a year in English, Korean, Russian, and all Turkic languages.

Another Institutes that does titular based history research on Eurasia is Center for Central Eurasian Studies at Seoul National University, which was established at 2007. Peculiarity of this institute is that its researches are focused on the Eastern Turkestan region and Mongolia. It has many historians who are involving with the ancient history of Eastern Turkestan and Mongolia. This institute publishes *Journal of Central Eurasian Studies* annually. Rather than contemporary issues it publishes many history related articles on Eurasia.

Other major research institutes are Asia-Pacific Research Center in Hanyang University and Institute of Eurasian Studies in Kookmin University. Characteristic of these institutes are their research base and language were mainly done in Russian. Most of the researchers in these institutes are Russian and CIS experts who have their Ph.D degree at Korea, Russia, and Western countries. Their research scopes are generally contemporary issues in political and economic field of

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Russia, CIS, Central Asia and Caucasus. The Institute's English journal, 'Journal of Eurasian Studies' was published in January 2010.

Table 2. Major Research Institutes in Turkic Area Studies in Korea

Establishment Year	Establishing Institution	Name of Institution	Research Field	Published Journal
2007	Hankuk University of Foreign Studies	Institute of Central Asia & Caucasus Studies	Turkic States in Eurasia (Central Asia, Caucasus, Turkey etc.) – Titular base research	The Korean Journal of Central Asian and Caucasian Studies
2007	Seoul National University	Center for Central Eurasian Studies	Mongolia, Eastern Turkestan, Central Asia, Turkey, Persia, - History base research	Journal of Central Eurasian Studies
1997	Hanyang University	Asia-Pacific Research Center	Eurasia, CIS, Russia, Central Asia, East Asia etc. - Russia based research	Journal of Eurasian Studies
2005	Kookmin University	Institute of Eurasian Studies	Russia, Central Asia – Russia focused research	-

If we consider all social science fields researches on Turkic world, there are about hundred researchers in Korea who are studying Central Asia and Caucasus. Majority of them utilize Korean, English and Russian language in their research. Mainly their research scopes are contemporary issues related with various social science topics. However, there are limited numbers of researchers who are studying Central Asia and Caucasus in titular or Turkic perspective. In this category of researchers, they utilize not only English, Korean and Russian but also various local native languages, such as Turkish, Azeri, Uzbek, Kazak, Mongolian, and Persian. Beyond the language abilities, they generally have a long period of local experiences to mingle with local peoples. Below table were the selected researchers in this category.

Table 3. Selected Researchers in Turkic and Central Asian Studies

Researcher's Name	Research Field & Interest	Affiliation	Doctorate Degree
Jaemahn Seo	Turkish Politics, Foreign Relations	Dept. Asian Studies Middle East Technical University	Ankara University Ph.D, Political Science
Daesung Kim	Turkish history, Turkish contemporary issues (domestic, Foreign)	Dept. Turkish-Azerbaijani Studies, Hankuk University of Foreign Studies	Hacettepe University, Turkey Ph.D, History
Chong Jin Oh	Turkic people in Eurasia Turkic republics in Central Asia & Caucasus, Turkey	Dept. Turkish-Azerbaijani Studies, Hankuk University of Foreign Studies	Bilkent University, Turkey Ph.D, International Relations
Kyuseok Yeon	Turkish language, Turkic Languages, Turkic Linguistics	Dept. Turkish-Azerbaijani Studies, Hankuk University of Foreign Studies	Anakra University, Turkey Ph.D, Linguistics
Dukchan Woo	Ancient Turkic History, Central Asian History	Dept. Turkey-Central Asia Pusan University of Foreign Studies	Hacettepe University, Turkey Ph.D History
Heesoo Lee	Turkish History, Middle East History, Central Asian History	Dept. Anthropology Hanyang University	Istanbul University, Turkey Ph.D, History
Younghonn Sohn	Central Asian History, Kazakhstan, Uzbekistan, Turkic ethnology	Dept. Central Asian Studies Hankuk University of Foreign Studies	Kazakhstan State University, Kazakhstan Ph.D, History
Jieun Lee	Central Asian Politics, Turkic world IR	Dept. Central Asian Studies Hankuk University of Foreign Studies	Tashkent State Institute Oriental Studies, Uzbekistan Ph.D, Political Science
Hanwoo Chae	Turkic History, Turkic Eurasian History	Korea University of International Studies, Rector	Hacettepe University, Turkey Ph.D Turkology
Hodong Kim	Eurasian History, East Turkestan	Dept. Asian History Seoul National University	Havard University, USA Ph.D Central Asian History

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Hyojung Kim	Turkic Literature	Dept. Turkey-Central Asia Pusan University of Foreign Studies	Hacettepe University, Turkey Ph.D Turkic Literature
Eunjung Lee	Turkish History	Dept. Asian History Seoul National University	Havard University, USA Ph.D, Middle East History
Eunyoung Oh	Turkish Literature, Turkic Oral Literature	Dongduk Women's University	Hacettepe University, Turkey Ph.D Literature
Nana Lee	Turkish Literature	Hankuk University of Foreign Studies	Ankara University, Turkey
Dongi Sung	Central Asian History, Contemporary issues in Central Asia and Caucasus	Institute of International Studies Inha University	Uzbekistan State University, Uzbekistan Ph.D History
Junhee Jang	Central Asian History, ethnology and Anthropology in Central Asia	Institute of Cultural Studies Hanyang University	Uzbekistan State University, Uzbekistan Ph.D History
Jihyang Jang	Turkish Politics, Middle East Politics	The Asan Institute for Policy Studies	University of Texas, USA Ph.D Middle East Politics
Sangcheol Kim	Contemporary issues in Central Asia and Caucasus Area Studies	Institute of Central Asia Hankuk University of Foreign Studies	Hankuk University of Foreign Studies Ph.D International Studies
Seongsu Hyeon	Islam in Central Asia Contemporary issues in Central Asia and Caucasus Area Studies	Asia-Pacific Research Center Hanyang University	Tokyo University Ph.D Political Science
Kyosup Shin	Persian culture and History, Persian civilization in Central Asia	Institute of Central Asia Hankuk University of Foreign Studies	University of the Punjab, Pakistan Ph.D Persian Literature

Researchers at the list above are selected researchers by the researcher according to their activism in Korean academia. Truly, there might be some omission in the list. However, this list tries to give a basic information of the researcher and the field of studies in Korean academia. Also there are many other Ph.d level personnel

with their local language ability, showing their talent in the government and private sector.

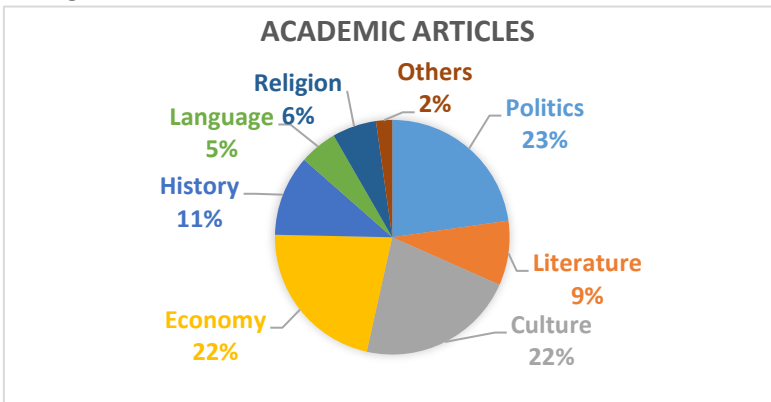
However, with these scholars' activities, so far, a total of 673 papers on Turkish and Turkic studies have been published in Korean academic journals. By field of the studies, politics accounts for 23 percent of the total papers (153); followed by Culture and Economy, 22 percent (147 each); History, 11 percent (75); Literature, 9 percent (60); language, 5 percent (35); religion, 6 percent (41); and ETC, 2 percent (15).

Table 4. Academic Articles Published in Korea according to Subject

Politics	Literature	Culture	Economy	History	Language	Religion	Others
153	60	147	147	75	35	41	15
23%	9%	22%	22%	11%	5%	6%	2%

Source: Korea National Research Foundation, KRI, database; RISS

Figure 3.



Above table 4 demonstrates that papers do not concentrate disproportionately on one single area; rather it suggests that papers have been published evenly in various areas of politics, literature, economy, society and culture, history, and language. This evidence indicates that Turkish and Turkic studies in Korea have grown in a relative balanced way. However, due to pragmatic approach to area studies in Korea, subject of economy, politics and cultural area shows relatively popular than the field of language and literature. Especially social demand in Korea for its economic purposes is high that the field of research and researcher are focused on the area studies to

learn about the countries.

On the contrary, books related with Turkish and Turkic world published in Korea shows different result. According to the data gathered by the researcher, books on the subject of history & culture (41%) and language (31%) dominate almost 70% of the publication. And then, books subject related with politics, economics, literature and religion cover the rest of 30% of the publication. This results shows that normal Korean public tend to enjoy easy reading on history and culture of Turkic world and then learning language for pragmatic reason. It seems that due to increment of Korean travelers to the region, books on language for travel conversation or business purposes are increasing. However, it should be noted that some books written by inexperienced with essay style are omitted at this table since these books are personalized traveler’s journals. It is interesting that the result on publication regarding with academic articles and books reveal different outcome according to subject.

Figure 4.

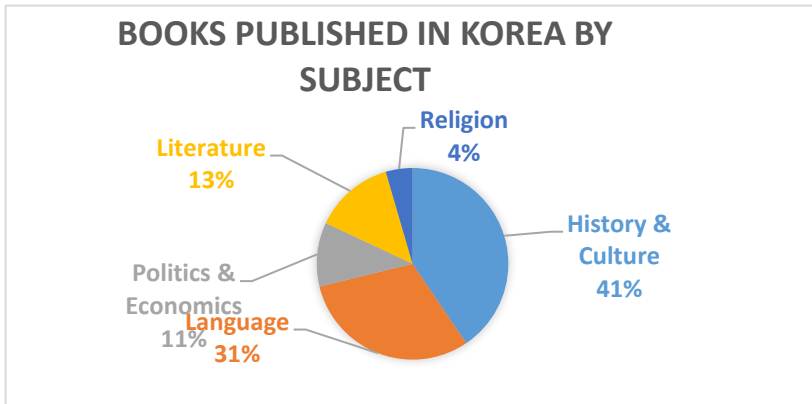


Table 5. Books Published in Korea by Subject

History & Culture	Language	Politics & Economic	Literature	Religion
45	34	12	15	5
41%	31%	11%	13%	4%

Source: RISS (www.riss.kr); National Assembly Library (www.nanet.go.kr); online bookstores Kyobobook (www.kyobobook.co.kr), Yes24 (www.yes24.com), and Aladin (www.aladin.co.kr)

Motivation of studying Turkish or Turkic Studies in Korea

To the eyes of many Koreans nowadays, cultures from Turkey and Turkic countries have become more and more important. Thus, the demand for knowledge about Turkish cultures have greatly increased in Korea recently. The main foreign languages represented in Korea are still English, Japanese and Chinese. Also as mentioned earlier, it seems that Turkish language and culture has been gathering more and more adepts for the last few years. For the past seventeen years of so in Korea, the number of students learning Turkic languages and cultures have been drastically increasing. Here our point will be to understand what motivates a young Korean student to specialize in these languages and see what lead to this realization of interest.

Before the 90's, access to Turkish culture was rather limited to an elite of specialists who were curious of traditions and cultures. However, today strong economics and dynamic industries and a strategic location of the region were the main images of Turkey and the Turkic world which fascinated Korean youngsters. As for Korea, the current representations are mostly due to the economic trends and the energy and natural resource supplier. From the Korean point of view, Turkey and Turkic world seems to look like an "El Dorado" for economic reasons. And lately, Turkey and the Turkic world have benefited from a certain renewal of interest as its openness is currently attracting more and more Korean companies, and this may lead to a better approach of Turkish culture on a long run.

However, interest for Turkey and Turkic world are still very circumscribed, and Turkish culture stays too confined into the general Middle East images. Its image is not widely spread among the Korean media, but somehow Turkish Tourism has started to attract many Korean tourists to the country. It seems that Turkish tourism got a decent popularity in Korea judging by the increasing tourists. So the researcher sees that Turkish tourism which may have a great cultural influence on some Korean people may lead to a strong interest into some aspects of Turkish languages and cultures, most likely because of their experience.

From an educational perspective, it is known that motivation is an essential factor to carry out an effective learning process. Without motivation, there is no learning. The motivational theory developed by Gardner (2007) includes an educational dimension and assumes

that the social context determines learners' attitudes. A student's level of motivation toward learning is conditioned by what they intend to achieve or reach by doing a specific activity. Motivation is equipped with a driving impulse or interest that manages to generate effort, desire, and perseverance in the student, which involves a continuous, dynamic, and changing process as it evolves according to the person's needs and priorities (Dörnyei and Ushioda 2013).

So what motivates a young Korean to specialize in Turkish or Turkic Studies? Especially beyond the instrumental reasons. Here we must distinguish between intrinsic and extrinsic motivations, especially concerning students which are about to choose their specializations as soon as they get a high school diploma. Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant (Schmidt, 2001; Gardner, 2007). Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or jobs).

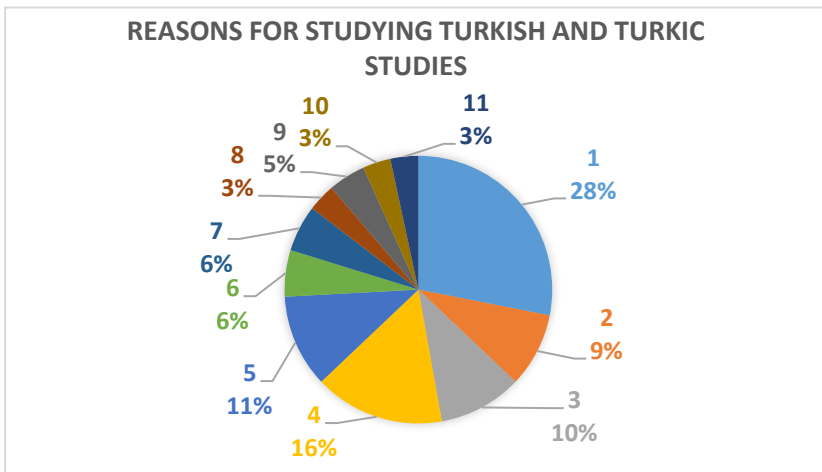
We may be tempted to ask ourselves what their internal and external motivations are, although it seems to me that internal motivation is mostly a matter of innate sensibility. Some may answer this question by simply saying they get pleasure in learning these languages, and this is only what keeps them going. It is to be noted that learning such languages is seen as a long process which only benefits on the long run. Thus a deep interest for the country and its cultures are crucial in the development of Turkish studies in Korea. Considering the mentioned above, here are some common reasons for studying Turkish and Turkic studies in Korea according to short interview with the students¹:

1. Future employment: regarding Turkey and Turkic countries' dynamic economy.[25]
2. We observed that lately, many Korean corporations established in Turkey require to be able to speak both English and Turkish. (where English sufficed before).[8]
3. It's rare language, not so common in Korea. Also, Middle East or Central Asian studies in Korea are still a bit out-of-the-

¹ Interview from the students at Dept. Turkish-Azerbaijani, Dept. Central Asian Studies, Dept. Turkey-Central Asian. (90 students)

way, and the desire for some students, to make the difference with others, is a frequent factor in their decision to specialize in Turkic languages. [9]

4. Specialists in linguistics, or even History, Politics, Geography, Geopolitics [14]
5. Translation, interpretation. [10]
6. Teaching Korean in Turkey and Turkic Countries. [5]
7. Getting to know more about Turkic cultures, as in its society, way of thinking, way of life, especially after having chance to travel Turkey or central Asia [5]
8. Basic interest in Turkic languages [4]
9. To do International studies (Middle East/ Central Asian studies), studying abroad. [4]
10. Turkic Languages being a language widely used in Eurasia, many speakers.[3]
11. Significant diaspora in Eurasia [3]



As the result shows, Korean students showed a higher degree of extrinsic motivation than intrinsic motivation and a low level of lack of motivation. In other words, extrinsic motivations seems to affect a lot in studying Turkish or Turkic Studies in Korea. Job opportunities and uniqueness and prospect of the study (answer 1-4) seems to be more than 60% of the reason selecting Turkish or Turkic Studies in Korea. Also promoting human interexchange seems to be the important factor affecting the study, since the good portion of students (11%) have mentioned about choosing Turkish or Turkic

studies after they having experiences about the countries by themselves or from their parents and other family members. However, we have to consider that although extrinsic motivation is also a good stimulus for the achievement of goals in the acquisition of a second language, learning is more favorably influenced by internal stimuli. Perhaps, one has to think about that motivation is a key factor not only to get good results, but also to persevere with learning tasks (Semmar, 2006). In the long run, for the development of the study intrinsic motivation is also crucial.

Considering the motivations and cultural changes, the curriculum of the studies are also in transformation. For instance, the curriculum of the HUFs Turkish studies program focuses on language teaching, history, politics and economics today. The scope is not limited to the language since the program includes history, cultural anthropology, religion, economics and politics in its curriculum. There is a new trend in Turkish studies to reorganize the curriculum of philology as a culture studies curriculum. The new curriculum is non-philological with numerous teaching subjects covering the areas of culture, art, modern literature, translation, and social thought. This non-philological framework reduces the earlier concentration on language teaching, linguistics, and the literature of traditional Turkish studies. Due to job opportunities, compared to the past, the students now have different expectations from the programs. Perhaps, this should lead scholars and curriculum developers to analyze the current curriculum according to the expectations of the students. However, the philological foundation of Turkish studies cannot be abandoned totally, since the program is originated from philology.

Closing remarks

Understanding a country and learning how to communicate with that country is an essential and critical attitude and response in the age of globalization. Today, mutual exchanges among nations and regions are increasing and expanding, and understanding and encountering various cultures are highly valued. Therefore, to a certain extent, area studies and country studies are significant in that they are essential in understanding the thoughts and mentality of people living in a particular region and society. No doubt that this will eventually led to have a true exchange and harmony among related countries. .

In order to explore future directions to stimulate research in various fields, the outcomes and limits of the existing studies should first be examined. Therefore, this study try to show the academic institutions and scholars in Korea who will be playing a critical bridge role in many aspects related with Turkey and Turkic countries. Thus for the future aspect there is a strong need for support to strengthen the foundation for Turkish and Turkic studies, which are now growing and rapidly expanding in Korea. Also nurturing the next generation of researchers is necessary to improve the quality as well as quantity of the Turkish and Turkic studies in the country.

However, the good news is that there are about 1000 graduates who were from the department of Turkey and Turkic studies background and it is increasing every year. These regional experts are playing a critical role in the Korean society to bridge the gap and narrow the differences. Also various scholars and institutions are publishing not only academic article but also different kind of easing reading books for the normal public. It is no doubt that their works are creating a social and cultural bridge between Korea and Turkic world in general. Recently, one can find many cultural and language books that introduce Central Asia, Caucasus and Turkey in Korean bookstore.

As seen from Table 3, many distinguished scholars in Turkic Central Asia and Caucasus were the Ph.D from Turkic world or United States. Recently there is increasing number of Korean graduate students doing their further studies (doctorate degree) in various titular countries, such as Kazakhstan, Uzbekistan, Kyrgyzstan and Azerbaijan. Once they finish their studies and returned to Korea, I believe that they will play a crucial role to advance a titular perspective on Turkic studies in Korea. No doubt, they will give titular understanding of Turkey, Central Asia and Caucasus to Korean people.

In same vein, another good signal for the intercultural dialogue in educations sector is there are good numbers of increment in Turkic students at Korean Universities. It is quite recent trends after the year 2000 when students from Turkic States started to come to Korea for their further study. Truly, foreign students are dramatically increasing in Korea these days. According to the Korean Herald report, the Education Ministry unveiled a set of plans to double its number of foreign students in Korea to 100,000 by 2012(Korea Herald,

08.Aug. 2008). The government revised the aim of its so-called "Study Korea" project, initially devised in 2004, as the number of foreign students in Korea passed 50,000 in 2007, three years ahead of its original target. Now, nearly 130,000 foreign students were studying in Korea in April of 2017. Related with our subject, the ministry of education mentioned that it will focus on attracting students from countries like Saudi Arabia, Qatar, Turkey, Kazakhstan, Uzbekistan and Azerbaijan, which have great interest in Korea in term of economic relations. (Korea Herald, 08.Aug. 2008). I am sure that such implementation will increase Turkic students in Korea rapidly, which will eventually play a crucial role in inter-cultural dialogue between Korea and Turkic world.

Table 6. Turkic World Students Studying in Korea

Country	Number of Students Studying at Korea (Approx. Numbers)
Turkey	250
Azerbaijan	110
Uzbekistan	860
Kazakhstan	160
Turkmenistan	40
Kyrgyzstan	90

Source: Korea Statistic Annual Report 2014, Turkic Embassies in Korea.

In economic perspective, Korea is closely related to Turkey, and Korean students in Turkey are increasing. Also, as mentioned above, Turkic students who come to Korea for their higher education is also increasing. Thus, the interest of the Turkey in Korea is expected to continue to increase. Perhaps, it is the duty of scholars on Turkish studies to study these phenomena and to familiarize the Turkic world in Korea. The senior scholars suggested that since the current Turkish studies focus too much on politics and economics, they should diversify to other fields, such as educational studies or geographical studies, accompanied by analytical social surveys. Some also argued that Turkish studies in Korea had been based too much on generalities, and therefore, based on the accumulated research outcomes and research personnel, future researches should focus on

indepth subjects. Also, some suggested that while some Korean scholars have had their papers published in international journals, their number is still limited, and today's Turkish studies scholars should improve not only facility with Turkish but also with English and should be active in the international scene. Others also suggested that scholars must become more proactively involved in the formation of the Korea-Turkic world relations or in maintaining order in the Middle East and Central Asian regions.

While this study had some limitations, it is significant in that it unearths the history of Turkish and Turkic studies in Korea and related collective experiences through various data. It is expected that this research will lead to more opportunities to conduct international co-work with Korean researchers on Turkish studies, so that the accumulated data from such research can be further compared and examined with other international scholars.

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