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**ABSTRACT**

**CROSS-LINGUISTIC INFLUENCE AND CULTURAL FACTORS IN THE  
ACQUISITION OF KOREAN BY SPEAKERS OF ROMANIAN**

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## **1.1. Background and Rationale**

In recent years, the world has witnessed a dramatic rise in the popularity of Korean culture, often referred to as Hallyu or “Korean Wave”, which includes K-pop music, television dramas, films, fashion, and cuisine. This surge in global interest has naturally extended to the Korean language, leading to the development of new educational programs and self-study resources around the world. While previous scholarly work has frequently centered on Korean language learners from English-speaking or East Asian backgrounds, learners from Romance-language contexts, particularly Romanian learners of Korean, remain comparatively under-researched, even though the popularity of Korean language studies has been increasing in Romania as well, where an ever growing number of Romanian students and professionals are pursuing Korean language proficiency. They may be motivated by academic exchange programs, career prospects in multinational companies, or simple fascination with Korean media content (Bîja 2024; Marinescu and Balica 2013). We believe that the fact that Romanian, a Romance language with a strong Latin-based linguistic structure, which differs greatly from Korean, a language that features an agglutinative structure and a unique featural writing system, makes for a rich area of inquiry and investigation into cross-linguistic influence, interlanguage development, and pedagogical strategies.

The rationale for this study arises from a need to understand these challenges in depth. Previous research in Second Language Acquisition (SLA) has shown how L1 transfer, cognitive limitations, and insufficient exposure to authentic language use contribute to persistent errors in L2 learning. However, there is a notable gap in the literature when it comes to investigating the specific difficulties encountered by Romanian speakers learning Korean. By combining insights from various SLA theories, including Behaviorism, Innatism, Interactionism, and Cognitive and Sociocultural perspectives, this thesis aims to uncover the root causes of these challenges and propose a few solutions. Ultimately, this research is designed to not only advance theoretical understanding but also to offer practical strategies that can improve language instruction and learner outcomes.

## **1.2. Research Questions**

Building upon these observations, this thesis addresses several core inquiries. While fairly broad in scope, these questions aim to capture the learner's journey and experiences, spanning from the simplest orthographic challenges to the more advanced sociolinguistic nuances of Korean discourse. The questions we are trying to ask in our qualitative research are focused on “what?”, “how?” and “why?”:

1. What kinds of errors are Romanian learners making in Korean (and in which linguistic areas)? This question seeks to categorize error patterns, aiming to reveal persistent difficulties that might stem from both negative transfer and universal learning constraints.
2. How do Romanian language structures, learner perceptions, and external factors influence those errors? This question highlights the dynamic interplay of L1 and L2, from the earliest stages (such as mispronouncing Korean vowels) to advanced grammar and expression (such as misapplying Korean honorifics).
3. What can instructors and researchers learn from these patterns to support more effective Korean language instruction?

By addressing these questions, the research seeks to construct a comprehensive picture of the learning process and the obstacles that must be overcome.

## **1.3 Summary**

This research set out to investigate how native Romanian speakers acquire Korean, a typologically distant language from their own, and to identify the main challenges they face. By combining multiple SLA frameworks, such as the Behaviorist, Innatist, Interactionist, Cognitive, and Sociocultural perspectives, with a detailed error analysis, the study provided a comprehensive look at both universal and language-specific aspects of learning Korean. The research highlighted the nuanced impact of cross-linguistic influence, as we found that many of the difficulties Romanian learners encountered could be traced to structural differences between Romanian and Korean. This cross-disciplinary approach proved crucial in explaining why certain errors appear, and also in providing insights into how instructors can aid learners in overcoming them.



In attempting to answer our research questions, we employed a qualitative research design that involved identifying the linguistic challenges that Romanian learners face when acquiring Korean, through a thorough analysis of their vocabulary, discourse production, syntax and phonology. The participants in this study are Romanian learners of Korean, drawn from both formal language classes and university-level programs. The participants were selected based on specific criteria that we believe ensured a diverse and representative sample. These criteria were designed to capture the variety of experiences and challenges that Romanian learners of Korean faced, as well as to ensure that the study's findings were applicable to a wide range of learners.

Our research can be divided into three phases: Phase 1, which involved the collection of data we analyzed and the initial coding. In this first phase we gathered data through written assignments, language tests, and speaking tasks. The type of data we collected can be divided into oral production collected through audio recordings during class, some of which have been transformed into text and phonetically transcribed in Annex 2. This type of data can be divided into recordings of reading practice, and recordings of conversation practice. We used these to analyze pronunciation patterns and try to find errors related to pronunciation. The second type of data collected was written output, collected through home assignments which consisted of short compositions on a given topic, class assignments consisting of compositions on a given topic as well, and language tests. As data was being collected, we began the initial coding process, identifying key themes and categories related to errors and language learning strategies. Phase 2 of our research consisted in a refinement of our categorization and focused data collection. After the initial coding was done, we refined the research questions and data collection methods based on different themes. This phase focused on gathering more targeted data, such as specific error types related to each major category that we have identified. Phase 3 was the final analysis. In this final phase, we integrated the data collected over the course of the study and began to analyze it in order to provide explanations for the challenges encountered by learners in acquiring Korean. Based on these steps, we were able to categorize our written data as follows, as can be seen in Annex 1:

1. Error category: Spelling

Subcategories: Consonant misidentification, Vowel misidentification, Phonetic approximation, Syllable formation and General writing errors.

2. Error category: Orthography

Subcategories: Punctuation and Spacing

3. Error category: Vocabulary

Subcategories: Classifier misuse, Loanwords, Numerals, Word choice, Word formation

4. Error category: Grammar

Subcategories: Copula omission, Adjective and Adverb formation, Adverb misplacement, Agreement, Conjugation, Negation, Marker misuse, Marker omission, Modifier misuse and omission, Nominalization, Register mismatch, Sentence structure.

5. Error category: Syntax

Subcategories: Word order, Clause connection

6. Error category: Style

Subcategories: Formality and Narrative

The steps we used in error analysis were based on steps proposed by Corder (1974):

“1 Collection of a sample of learner language

2 Identification of errors

3 Description of errors

4 Explanation of errors

5 Evaluation of errors.” (Corder 1974 apud. Ellis 1994:48)

Our major findings in relation to the challenges encountered by Romanian learners of Korean were divided in Chapter 4 into five main categories, namely orthography and spelling, phonetics and phonology, vocabulary, grammar and syntax and deference.

Challenges stemming from the differences between the orthography and spelling of the two languages were divided into three subcategories. We first dealt with spelling errors which took the form of faults in syllable formation due to faulty representations of singular vowel sounds in a syllable combined with the silent letter *ㅇ*, grapheme misplacement and linearity. We also encountered misspellings due to letter misidentification which eventually led to substitution, in the case of graphically similar graphemes. We believe some instances of misspellings were caused also by the use of extra strokes in writing a grapheme. The second subcategory involved punctuation errors, typically represented by faulty use of commas after grammatical markers that made them redundant, or after sentence-final verbal endings, which should be followed by a full

stop. Thirdly, we believe spacing errors were caused by the typological differences between the two languages. Korean is an agglutinative language, which means that bound morphemes will be attached to free morphemes in order to either form new meanings, or to form syntactic categories. Romanian learners sometimes struggled with the unique syllabic block structure and spacing rules of Korean, at times over-separating or under-separating elements in a sentence. These errors point to interference from Romanian writing habits and overgeneralization of orthographic rules.

The differences between the phonetic inventories of the two languages allowed us to identify two types of errors, namely errors that appear in writing, and errors that appear in pronunciation. The former category of errors is represented by errors in syllable formation due to phonetic approximation, phoneme-grapheme mismatches (letter ㅍ and ㅍ, for instance, which have the same phonetic representation) and errors that stem from a misunderstanding or disregard of phonological constraint rules that exist in Korean, but not in Romanian. Romanian learners of Korean, being used with a mostly phonetic writing system, sometimes overlook these constraints, and in writing they will try to spell words phonetically. Sometimes this can result in erroneous syllable formation, omissions and additions.

Errors that appear in pronunciation can be divided into three different subcategories, namely consonant mispronunciation, which involves pronouncing aspirated consonants as plain or failing to produce tense consonants. Vowel mispronunciation was generally found in the form of substituting Korean vowels with their closest Romanian equivalents, or took the form of an incorrect pronunciation of diphthongs. Finally, phonological constraints in Korean led to nasal assimilation errors, post-obstruent tensification errors, aspiration errors, non-coronalization and similar-place obstruent deletion errors.

As far as learner vocabulary is concerned, we were able to identify a few key issues which will be listed hereinafter:

1. Confusion between Sino-Korean and Native Korean synonyms, predominantly a confusion related to the proper use of numerals. Korean numerals are divided into two systems: Sino-Korean numerals (일 il, 이 i, 삼 sam, ... 십 sip, 십일 sibil, 십이 sibi, ... ) and Native Korean numerals (하나 hana, 둘 dul, 셋 set, ... 열 yeol, 열하나 yeolhana, 열둘 yeoldul, ... ). Although both sets express numerical values, they are used in entirely different contexts, and mixing them can lead to

incorrect expressions. Romanian learners struggle with distinguishing when to use each system because in Romanian, the sole system of numbers functions in the same way, regardless of context. After analyzing data collected we were able to find that learners often default to Sino-Korean numerals because they follow a more familiar pattern, they are easier to learn and are much more widely used in various contexts (e.g., dates, phone numbers, prices, addresses, pages), thus being easier to remember, compared to their native counterparts. This leads to overgeneralizing their use, which leads to the formation of interlanguage.

2. Struggles with deference at the level of vocabulary leading to pragmatic errors in speech and writing. These struggles stem either from an assumption that using honorific forms universally makes speech more polite, leading to overuse of honorific nouns, or an assumption that neutral vocabulary is appropriate in all contexts.

3. Misinterpretation or overreliance on loanwords. In many instances Romanian learners rely on loanwords even if there are Korean expression that mean the same thing. Sometimes the “Koreanized” words do not even exist in the Korean lexicon. A reason for this overuse of loans we assume is a limited lexical inventory, but also the assumption that the foreign word exists in Korean. These errors are either representative of negative L1 influence, or the formation of interlanguage in order to account for lexical gaps.

4. Misuse of classifiers, which can take several forms, but is mostly characterized by overgeneralization of the use of 개 *gae*.

5. Direct translation from L1 leading to verbose expressions.

6. Lexical misselection involving either words that have similar spellings, particularly when they are conjugated (e.g., 걸리다 *geollida* vs. 걷다 *geotda*), words that have overlapping semantic fields but are used in different contexts (e.g., 알다 *alda* vs. 모르다 *moreuda*), or words that have similar meanings but different grammatical properties (e.g., 좋아하다 *joahada* – transitive vs. 좋다 *jota*- intransitive).

7. Overgeneralization of common words, which occurs when learners incorrectly use a familiar word in multiple contexts, even when a more specific word exists. In Korean, synonyms often carry context-dependent meanings, which can be challenging for Romanian learners who are used to more broadly applicable vocabulary in their native language. For instance, the Romanian “a purta” can mean to wear any type of clothing, accessory, footwear, and so on. Korean, however, distinguishes between: 입다 *ipda* – to wear clothes, 신다 *sinda* – to wear shoes, 메다 *meda* – to wear a bag, 매다 *maeda* – to wear something in a knot, 쓰다 *sseuda* – to wear an accessory, 차다 *chada* – to wear a strap or a belt. Overgeneralization in this case can lead to the formation of interlanguage.

8. Word formation errors, which occur when learners misapply morphological rules or fail to recognize exceptions in Korean word construction. These are also caused by overgeneralization, and negative L1 transfer, and can lead to the formation of interlanguage.

Stemming from the typological differences between the two languages, larger-scale grammatical difficulties encompassed:

1. Incorrect use of particles, which was encountered in various different forms, starting from using the correct type of marker but the incorrect form, to using the wrong type of marker (misuse of case markers, misuse of locative markers and general misuse of object markers when the words to which they were attached had different functions within the sentence). Since Romanian does not have equivalent case marking particles, or other grammatical markers, these types of errors can be due to negative L1 transfer. In some cases, if the learner is used to a single default form for marking a certain grammatical category, they might not apply the Korean consonant vs. vowel distinction consistently, overgeneralizing the use of one of the forms.

2. Omission of particles could be influenced by colloquial Korean, which does drop markers in informal contexts, or can be a sign of interlanguage development if all constituents in a sentence are in proper order.

3. Difficulty with sentence-final verbal structures

4. Copula omission

5. Adjective and adverb formation. Korean adjectives function as descriptive verbs, which require specific conjugations when modifying nouns or forming adverbs. In contrast, Romanian adjectives and adverbs do not conjugate in this way, leading to grammatical errors when learners attempt to directly translate from Romanian to Korean.
6. Errors in agreement, specifically when expressing desire. From data collected, we noticed a misunderstanding of the difference between expressing personal and third-person desires, and overgeneralization of the use of the former structure. This error as well can be an example of interlanguage.
7. Conjugation errors related to inconsistent use of conjugation patterns or regularizing irregular verb conjugation. Unlike Romanian, which has infinitive-based conjugation patterns, Korean relies on verb roots and different endings that are determined by the context. Korean makes use of four types of verbs: verbs that depict movement, verbs that depict actions, stative/ descriptive verbs (adjectives), and the copula (excluding auxiliaries). In order to express various grammatical aspects, different verb endings are attached to these verbs based on a set of rules. In some cases, some verbs have irregular conjugations. For Romanian learners, errors in conjugation arise due to irregular patterns, tense formation, or phonological constraints that do not allow a connector or verb ending to be attached to a root ending in a consonant. With regard to conjugation patterns, we have noticed instances of overgeneralization.
8. Omission of necessary constituents, such as direct object in front of transitive verbs.
9. Sentence structure errors which involved misplacement of adverbs or adjectives, misplacement of modifiers and other general sentence structure issues.
10. Errors in negation, stemming from the two-way negation system in Korean, which is more complex compared to the relatively straightforward negation system in Romanian, that primarily uses the negative conjunction “nu”. The incorrect use of negation particles includes mistakes in semantic nuance, as S-Neg is used for general negation and L-Neg is used for negation where one’s ability is involved. The semantic nuances of negation in Korean, do not directly align with the straightforward negation expressed by “nu” in Romanian, thus Romanian speakers may misinterpret the specific meanings and contexts where *안 an* and *못 mot* are used in Korean, resulting in inaccuracies or miscommunications in their negation expressions.

Lastly, issues regarding the use of deference stem from an overuse of internet language or colloquialisms, from register mismatches within a sentence and from a misunderstanding of hierarchy.

Our research has enabled us to identify a few key processes that contribute to the acquisition of Korean by Romanian native speakers, namely: a) transfer, b) overgeneralization, or learners applying a rule that they learned too broadly, such as regularizing irregular verbs, c) simplification, and d) fossilization, or persistent errors that highlight the challenges learners face when reshaping interlanguage.

Moreover, building on the error analysis and its implications, the research offers several suggestions to address the challenges that we have discovered, key recommendations including: a) explicit contrastive analysis of the differences between the two languages, which can accelerate the adjustment to Korean's unique linguistic features, b) pronunciation training and phonetic drills, such as minimal pair exercises. c) Immediate feedback and error correction over time can help learners overcome challenges, reshape their interlanguage and become more self-monitoring and aware of the differences from their L1.

While this research has shed light on many aspects of Korean acquisition by Romanian speakers, it also opens up several opportunities for further research. One valuable next step would be to develop a larger corpus of Korean learner data (written and spoken) from Romanian speakers, which would enable longitudinal tracking of error frequency and provide statistical information of how Romanian learners' interlanguage evolves.

In conclusion, this PhD dissertation has contributed with significant insights into the process of language acquisition by Romanian speakers who learn Korean, an area previously under-represented in SLA research. By combining established SLA theory with empirical analysis, we were able to observe and understand how learners handle learning a linguistically and culturally distant language, and how their first language shapes their L2 acquisition. The research not only identified main challenges, but also attempted to demonstrate practical and theory-informed ways to address them. In closing, we would like to highlight the fact that by understanding learners' errors not as failures but as windows into their learning process, we can facilitate a smoother, more empowering path to Korean fluency and enrich the overall landscape of second language acquisition scholarship.

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