

A Grammar Pedagogical Exploration of North Korean Functional Grammar as ‘Sentence Construction’ rather than ‘Sentence Analysis’

: Focusing on the Theory of *Joseon* Language
Functional Sentences in the 『Functional Grammar
of *Joseon* Language』 (2013)

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- I. Introduction
- II. Previous Discussion of North Korean Grammar as a Functional Grammar
- III. Review of the Functional Sentence Theory of *Joseon* Language from
『Functional Grammar of *Joseon* Language』 (2013)
- IV. Conclusion

I. Introduction

Until now, in the discussion of grammar or grammar education in South Korea, syntax theory research has focused on ‘sentence analysis’ and has not paid much attention to ‘sentence construction’.

In general, ‘composition’ refers to ‘a certain whole made up of certain parts or elements or a structure of those elements’. When it comes to ‘sentence construction’, we can consider two aspects. One is the dynamic aspect of how to compose a sentence with certain linguistic elements, and the other is the static aspect of how a given sentence is structured.

In these two aspects, the former can be called ‘sentence construction theory’ from the perspective of ‘sentence construction’, and the latter can be called ‘sentence analysis theory’ from the perspective of ‘sentence analysis’.

This is similar to what can be divided into ‘perspective that values word analysis’ and ‘perspective that values word formation’ in the ‘word formation’ that reveals the structure of words. It can be said that this is a study that analyzes words that already exist and divides words into single and compound words according to the results, and divides compound words into compound words and derivatives.

However, due to the influence of generative grammar and cognitive grammar, many studies have recently focused on the ‘formation’ of words in South Korea, and research from this perspective aims to reveal the ability of language users to create words, not just to analyze existing words. Therefore, we pay attention to the possibility and principle of forming new words based on the results of word analysis.

This perspective is also reflected in the grammar area of the Korean language curriculum in South Korea, and as shown in Table 1, the achievement standards since the 2007 revised curriculum replace grammatical terms from ‘parsing’ to ‘word formation’, revealing that the view of ‘forming’ is focused on word formation rather than ‘analysis’.

Table 1. Performance standards for “word formation” in the 7th National Language Curriculum and the 2007 revised National Language Curriculum

Grade 8 “Language Arts Knowledge” strand of the 7th National Language Arts Curriculum	Grade 8 “Grammar” section of the 2007 National Language Arts Curriculum
Content	Performance Standards
(1) Know the sociology of language. (2) Know the historical nature of language. (3) Know the phonological system of a national language. (4) Know the <i>parsing</i> of the national language. (5) Know the concept of idiomatic language. (6) Know the function of an utterance. (7) Have an attitude to identify problems found in the use of the national language.	(1) Compare language differences between North and South Korea. (2) Compare different types of vocabulary and explain how they are used. (3) Understand and utilize <i>word formation</i> in Korean. (4) Understand the phenomenon of multiple meanings of a sentence. (5) Understand the role of context in interpreting the meaning of a discourse or text.

In comparison, syntactic theory research in South Korea has focused on ‘sentence analysis’ and has not been sufficiently discussed from the perspective of ‘sentence construction’. However, under the problem that grammar education contents from the functional gram-

mar perspective of ‘sentence construction’ need to be organized in sentence theory as well, this study aims to reveal the characteristics of North Korean grammar education contents from the functional grammar perspective by focusing on the functional sentence theory of Korean language in 『Functional Grammar of *Joseon* Language』 (2013). By doing so, we will gain a deeper understanding of the characteristics of North Korean grammar content from a functional grammar perspective at the syntactic level, and it is expected to have implications for South Korean grammar education content that is biased toward ‘sentence analysis’.

To this end, in Chapter 2, I will review the previous discussions on North Korean grammar as a functional grammar, and in Chapter 3, I examine the functional sentence theory of the Korean language centered on ‘sentence construction’ in 『Functional Grammar of *Joseon* Language』 (2013).

II. Previous Discussion of North Korean Grammar as a Functional Grammar

In this chapter, I will review the previous discussions on North Korean grammar as a functional grammar by categorizing them into 1) Studies that Focused on the Functional Grammatical Characteristics of North Korean Grammar, and 2) Studies on 『Functional Grammar of *Joseon* Language』 (2013), 3) Studies that Focus on the Implications of North Korean functional grammar for South Korean Functional Grammar Research and Grammar Education.

1. Studies that focused on the functional grammatical characteristics of North Korean grammar

Studies that have focused on the functional grammatical charac-

teristics of North Korean grammar include Oh and Quan (2022), Oh (2022c), Oh (2023b), Oh (2023c), Kim (2024), and Oh (2024).

Oh and Quan (2022, pp. 318-320) first introduced 『Functional Grammar of *Joseon* Language』 (2013), which had not been introduced to South Korea at that time, and stated that ‘functional grammar’ is a grammar that looks at and explains language phenomena from the perspective of function rather than language form, and can be called a semantic-function-oriented ‘academic grammar’ that considers the psychology, intention, and context of the speaker or writer, listener, or reader, and has the characteristics of providing practical and practical help for speaking and writing.

Oh (2022c, p. 18) reveals that the pragmatic and functionalist view of grammar in North Korea, which is dominated by practical rather than theoretical research (Oh, 2022a, p. 232), is revealed in Kim Il-sung University’s “Korean Language Course 1 for Practical Students” and “Korean Language Course 2 for Practical Students” (2015), which deal with “word combinations” as basic linguistic materials for constructing and expanding Korean sentences.

Oh (2023b, pp. 14-22) reveals that “Writing 1, 2 (for foreign students)” (2013), published by Kim Hyong Jik University of College, emphasizes grammar as the basic knowledge of writing, and thus provides an integrated approach to writing and grammar from a functional grammar perspective. As a specific example, regarding ‘Choosing the speaker’s point of view in the process of sentence construction’, ‘Writing sentences according to the point of view of clause 3’ in Figure 5 reveals that the content is organized from the functional grammar perspective that the choice of the speaker’s point of view in sentence construction affects the choice of the subject and the constraints of the language.

In addition, ‘Writing Sentences According to Purpose’, which presents the types of Korean sentences, ‘Writing Sentences According to Point of View’, which deals with the subject choice and constraints of the writer’s point of view in the writing process, and ‘Writing Sen-

tences According to the Relationship of Courtesy', which deals with grammatical expressions related to exaltation, one of the representative features of Korean, 'Section 5, Sentence writing according to narrative type', which deals with sentence types depending on the genre of the text to be written, is designed to teach sentence writing with actual 'language use' in mind from a functional grammar perspective, with 'usage' as the target of grammar (teaching) descriptions.

Oh (2023c, p. 155) states in 'A Review of the Classification and Usage of Nouns' that 'nouns' are divided into 'independent nouns, auxiliary nouns, and definite nouns according to their role in sentence construction and lexico-grammatical characteristics that appear in their usage' (Park, 2007, p. 84). Of these, 'independent nouns' are again divided into 'object nouns, action nouns, and status nouns' and how their branches affect noun morphology, word combinations, and sentence construction (Park, 2007, pp. 86-88), which reveals the functional grammar perspective of this book, which describes grammar with 'language use' in mind.

Kim (2024) introduces 『Functional Grammar of *Joseon* Language』 (2013) as the first North Korean book based on functional grammar, focusing on 'Part I, General Understanding of Functional Grammar' to reveal the basic features of North Korean functional grammar and to present the differences between functional grammar and other grammars.

Oh (2024) discusses the features of North Korean grammar, which is characterized by a functional syntactic theory that considers used sentences (complete sentences and small sentences) as the object of grammatical descriptions (Oh, 2023b), unlike the common grammatical descriptions in the South, which consider only systematic sentences (complete sentences) as the object of descriptions from the perspective of formal syntactic theory (Oh, 2023c, p. 14), this study categorizes the grammatical descriptions of Korean grammar into 'grammatical understanding dimension' and 'grammatical expression dimension', and presents 1) parts of speech and spacing, 2) nouns

and verbal rituals, and 3) adjustment of the use of “of” as examples of grammatical descriptions that are related to practical language practice in the grammatical expression dimension, and presents 1) “overlapping” and “showing” as distinctive uses, and 2) word order as examples of descriptions that are related to sentence expression effects through sentence structure changes.

2. Studies on 『Functional Grammar of *Joseon* Language』 (2013)

『Functional Grammar of *Joseon* Language』 (2013) is the 48th volume of the *Joseon* Linguistics Studies, and studies of 『Functional Grammar of *Joseon* Language』 (2013) include Oh and Quan (2022) and Kim (2024).

Oh and Quan (2022) examined the relationship between North Korean grammars in the process of examining how ‘practical grammar’ is distinguished from ‘rhetorical grammar, normative grammar, descriptive grammar, historical grammar, functional grammar, and school grammar’ and relied on 『Functional Grammar of *Joseon* Language』 (2013) to explain functional grammar in North Korea.

Kim (2024) introduces 『Functional Grammar of *Joseon* Language』 (2013) as the first North Korean book based on functional grammar, revealing the basic features of North Korean functional grammar centered on ‘Part I, General Understanding of Functional Grammar’ and presenting the differences between functional grammar and other grammars. In addition, Lee (2022), who examined the current state of research on systemic functional linguistics in South Korea and its development, stated that the research on systemic functional linguistics in South Korea has a long history of being overshadowed by other mainstream grammars, and that the discussion of 『Functional Grammar of *Joseon* Language』 (2013) is also relevant from the perspective of functional grammar research and grammar education in South Korea.

3. Studies that focus on the implications of North Korean functional grammar for South Korean functional grammar research and grammar education

Studies that have focused on the implications of North Korean functional grammar for South Korean functional grammar research and grammar education include Oh and Quan (2022), Oh (2023b), Oh (2023c), Kim (2024), and Oh (2024).

In Oh and Quan (2022, p. 338), they explain that the ‘topic setting method’ of Park (2015) ‘agreement sentence construction method’ is implemented by moving the linguistic unit to be set as the topic to the beginning of the sentence and attaching the morphological marker “*는/은*” to it, and by placing a short break after the topic in terms of intonation.

Regarding the ‘subject word’, North Korean high school grammar textbooks present the ‘secluded component’ among the sentence components (which is not covered in South Korean and Chinese overseas Korean high school grammar textbooks), which corresponds to the ‘topic word’ or ‘subject word’ (Oh, 2017b, p. 361), which can be said to combine the concept of sentence components at the syntactic structure level with the concept of sentence components at the information structure level. For a South Korean discussion of the possibility of adding ‘subject words’ from the information structure level as sentence components to the syntactic structure level sentence component classification system, see Lee and Park (2019), who relate the North Korean discussion of Park (2015) and the South Korean discussion of Lee and Park (2019) as functional grammatical discussions.

Oh (2023b, p. 14) critically examines the subject-related educational content that has been organized around syntactic-morphological perspectives and suggests that it should be organized around meaning-centered educational content, and Kang and Joo (2020, p. 43), who raised the issue that ‘it is necessary to approach subject-related grammar education contents from the perspective of functional

syntax rather than from the perspective of formal syntax', can be interpreted as a problematic statement, and Kang and Joo (2020, p. 43) discussion, which sought to change subject-related grammar education contents based on systemic functional linguistics, can be seen as having a point of contact with the discussion on grammar (education) in the North that has been pursuing functional grammar.

Oh (2023c, p. 155) that North Korea's functional grammar and pragmatic grammar descriptions have significant implications for the problem of structuring grammar education content in the South, where the strict morphological and syntactic division of language units is structured in a way that does not contribute to actual language use (Oh, 2008; Oh, 2016a; Oh, 2016b; Oh & Cho, 2016; Oh, 2017a; Oh et al., 2018; Oh & Park, 2018; Oh, 2019a; Oh, 2023a, etc).

Kim (2024) cited Lee (2022), who examined the current state of research on systemic functional linguistics and its development, and stated that the discussion in 『Functional Grammar of *Joseon* Language』 (2013) is also relevant from the perspective of functional grammar research and grammar education in South Korea, as the research on systemic functional linguistics in South Korea has a long history of being overshadowed by other mainstream grammars.

Oh (2024, pp. 19-20) draws attention to the 'show word' as one of the sentence components (also known as the 'presentation word' or 'presenting word'), and also presents the 'show word' along with the 'calling word, embedded word, feeling word, and joining word' in the North Korean normative grammar, 『*Joseon* Cultural Language Grammar Regulations』 (1976, 2011) in 'Part 3 Sentence Theory > Chapter 2 Sentence Components > Section 3 Remote Components' (Oh, 2022a, pp. 1333-1334).

Next, in the North Korean school grammar, 'Part 2 Sentence Theory > Chapter 3 Sentence Component > Clause 3 Remote Component' by Kang et al. (2003), a textbook for a teacher's college, also presents 'visible words' along with 'calling words, embedded words, feeling words, and joining words' (Oh, 2022a, p. 1335), and 'Chapter 5 Sen-

tence > Clause 3 Sentence Component > 2. Sentence components > 1) Interlocked and isolated components' in 'Chapter 5 Sentence > Section 3 Sentence components > 2.

In addition, the North Korean high school grammar textbook Choi et al. (2001, pp. 26-28), in the 'remote component' of sentence components (which is not covered in South Korean and Chinese overseas Korean high school grammar textbooks), presents 'nasal words', which correspond to 'topic words' or 'subject words' (Oh, 2017b, p. 361), which can be said to be a combination of the concept of sentence component at the syntactic structure level with the concept of sentence component at the information structure level, and for a South Korean discussion of the possibility of adding 'subject words' at the information structure level as sentence components to the syntactic structure level sentence component classification scheme, see Lee and Park (2019), once again linking the North Korean discussion of Park (2015) and the South Korean discussion of Lee and Park (2019) as functional grammatical discussions. They also mention that the morphological marker “는/은” can be viewed as a subject, and a short break after the subject at the level of intonation can be viewed as the level of the presenter.

III. Review of the Functional Sentence Theory of Korean from 『Functional Grammar of *Joseon* Language』 (2013)

In this chapter, the functional sentence theory of Korean in 『Functional Grammar of *Joseon* Language』 (2013) is divided into 1) the status and meaning of functional grammar and 2) sentence theory content organization from the discourse grammar perspective.

1. The status and meaning of functional grammar

How is 'functional grammar' differentiated from 'theoretical grammar, normative grammar, descriptive grammar, historical grammar, educational grammar, etc.'? The definitions of 'theoretical grammar, normative grammar, descriptive grammar, historical grammar, functional grammar,' taken from Jung and Lee (2001, pp. 6-9) are as follows.

Theoretical grammar

A branch of linguistics that considers controversial issues of linguistic theory in elucidating the grammatical structure of a language.

Theoretical grammar is said in relation to normative grammar, which examines grammatical structures in terms of norms. If normative grammar examines the regular phenomena that appear in grammatical structures within the normative framework, theoretical grammar aims to elucidate the internal laws that operate in grammatical structures and first considers the problems of controversial linguistic theories. Therefore, even when describing the system of linguistic norms at a certain time, theoretical grammar explains the causes of many exceptional phenomena that occur there. Theoretical grammar is the basis for normative grammar.

Normative grammar

The branch of linguistics that studies grammatical structures only within the bounds of norms.

Grammars that study the grammatical structure of a language are divided into prescriptive and theoretical grammars depending on the purpose of the study. Normative grammar describes, among other things, a system of norms that are recognized as correct in grammatical structures. In other words, it does not describe non-essential and exceptional phenomena in grammatical structures. The purpose of prescriptive grammar is to help those who learn it to better own the language.

Descriptive grammar

A branch of descriptive linguistics.

Descriptive grammar aims to study the grammatical structure of a language at a certain historical stage in a systematic way. Descriptive grammar of modern languages studies the structure and possible characteristics of currently used words, their changes, word combinations, and sentence constructions. Descriptive grammar is strictly differentiated from historical grammar in its purpose and research methods because it examines various phenomena of grammatical structures in a period of time and reveals their characteristics in relation to other things. Normative grammars and school grammars are all based on descriptive grammars of modern languages.

Historical Grammar

A branch of historical linguistics.

Historical linguistics is the opposite of descriptive grammar. If descriptive grammar aims to systematically describe the state of a language at a certain historical period of its development, especially its current state, historical grammar studies the historical process of the formation and development of grammatical structures from the long past to the present. Historical grammar is completely distinct from descriptive grammar in that its basic object is to study the historical state of grammatical structures, their development, and the developmental laws that operate on them.

Functional grammar

Functional grammar is a grammar that analyzes and systematically explains grammatical phenomena by looking at linguistic phenomena and considering them, standing on a position that considers the function of language more important than the form of language.

Unlike grammar, which stands on a morphological standpoint and observes and analyzes the form of the language in a certain state of time, functional grammar considers the connection in terms of meaning and furthermore considers the psychology and intention of the speaker and the listener. Therefore, functional grammar has a strong tendency to ex-

plain from the aspect of sentence theory. Therefore, functional grammar considers the sentential function of a word to be important in determining its part of speech. Whether it is made up of morphological attachments or sententially combined words, if the function is to indicate a cause, for example, “read because”, “read because”, “read to”, “read because”, “because of”, “because of”, “because of”, “in relation to”, “by reading”, “by reading”, etc. Functional grammar has many practical and real-world applications in speaking and writing. However, because the study of grammatical phenomena is focused on their functions, it is limited in its ability to analyze, understand, and use morphological structures well.

From the above quotation, it can be seen that ‘theoretical grammar’ is an ‘academic grammar’ that deals with both regular linguistic phenomena and exceptional and controversial linguistic phenomena, and is a relative concept of grammar to ‘normative grammar’ that deals only with regular linguistic phenomena. It can also be seen that ‘theoretical grammar’ can be divided into ‘descriptive grammar’, which focuses on public linguistic phenomena, and ‘historical grammar’, which focuses on the diachronic linguistic phenomena of grammatical structure formation and development.

‘Functional grammar’ is a grammar that looks at and explains language phenomena from the perspective of function rather than language form, and it can be called ‘academic grammar’ that focuses on semantic function and considers the psychology, intention, and context of the speaker, writer, listener, or reader. It is also characterized by practical and practical help for speaking and writing.

For the difference between ‘Pragmatic grammar’ and ‘functional grammar’, which is characterized by ‘practicality’, see Jung (2013, p. 17) for details.

Pragmatic grammar literally characterizes itself by its practicality.

Functional grammar, like pragmatic grammar, considers practicality as one of its main characteristics, but unlike pragmatic grammar, it is sub-

stantially differentiated from it by focusing on grammar for speakers and how to express the meaning of the ideas in question, rather than on the correct understanding of the grammatical phenomena expressed and their use. In addition, functional grammar is strictly differentiated from practical grammar in that it presupposes theoretical research to pioneer new grammatical fields rather than language usage guidelines.

In other words, it can be said that ‘Pragmatic grammar’ is a ‘practical grammar’ characterized as a ‘language usage guidebook’ that is ‘concerned with the correct understanding of the expressed grammatical phenomenon and its use’, while ‘functional grammar’ is an ‘academic grammar’ that is ‘concerned with grammar for speakers and how to express the meaning of the corresponding ideas’ and ‘presupposes theoretical research to pioneer new grammatical fields’.

For the characteristics of ‘school grammar’, we can refer to Jung (2013, pp. 15-16), which is detailed as follows.

School grammar is a grammar written from a pedagogical point of view in order to deeply familiarize students with their mother tongue. Therefore, it mainly describes normative grammatical phenomena and is described simply and clearly based on existing research results.

The basic characteristics of school grammar are that it is written from a pedagogical point of view and is simply organized. In contrast, functional grammar is written for speakers and is not organized in a simple system, which distinguishes it from school grammar.

Here, ‘school grammar’ can be said to be a grammar that is described simply and clearly by restructuring the normative ones based mainly on regular linguistic phenomena from a pedagogical point of view.

To summarize the above discussion, it can be shown as Table 2.

Table 2. Relationships between North Korean grammar types¹

<div>↑ ↓</div>	Educational grammar	Practical grammar ² (Grammar for teaching <i>Joseon</i> language to foreigners)	3
		School Grammar (<i>Joseon</i> language educational grammar for Koreans)	
	Normative grammar		
	Functional grammar		
	Theoretical grammar (Descriptive grammar + Historical grammar)		
Theoretical	Regular language phenomena		Exceptional and Argumentative Language phenomena

1 Koo et al. (2015, p. 25) categorize the names according to the nature of the grammar, referring to the discussions of various scholars, as follows. The significance of this classification is that it visualizes each type of grammar according to the perspective it contains based on the descriptive and normative grammar perspectives. This book is different in that it focuses on ‘language phenomena’ and subdivides grammar types according to whether they are concerned with the description of ‘regular language phenomena’ or ‘exceptional and controversial language phenomena’, and further divides them into ‘theoretical’ and ‘practical’ according to whether they are practical in nature with ‘language use’ in mind.

descriptive grammar (≡Academic grammar, explanatory grammar)	Standard grammar	
	Daily grammar	
Normative grammar	Educational grammar (≡School Grammar)	National language teaching grammar
		Korean educational grammar for foreigners

2 The ‘practical grammar (silcheonmunbeop)’ available in North Korea are limited to <*Joseon* Language Practical Grammar>, a grammar textbook for *Joseon* language education for foreigners, and <English Practical Grammar>, a textbook for foreign language education. Therefore, for now, the ‘practical grammar (silcheonmunbeop)’ in this book can be considered a type of grammar that aims to organize practical grammar education contents in foreign language education.

As shown in Table 2, ‘theoretical grammar’ can be said to be an ‘academic grammar’ that deals with both regular linguistic phenomena and exceptional and controversial linguistic phenomena, and can be divided into ‘descriptive grammar’ that deals with the present tense and ‘historical grammar’ that deals with the past tense.

‘Functional grammar’ is an ‘academic grammar’ that emphasizes practicality, and it can be said to be a semantic-function-oriented academic grammar that is concerned with grammar for speakers and how to express the speaker’s or writer’s intention in a grammatical form.

Prescriptive grammar, on the other hand, is a system of rules centered on regular linguistic phenomena.

‘Educational grammar’ is a grammar with strong practicality, and among them, ‘school grammar’ is a grammar restructured from a pedagogical point of view to provide students with a deep understanding of their native language. It mainly describes normative contents based on regular linguistic phenomena, but some exceptional and controversial linguistic phenomena may also be covered. ‘Pragmatic grammar’ is a grammar for teaching Korean to foreigners, and it can be described as a ‘practical grammar’ that deals with not only normative content but also expressive effects based on regular linguistic phenomena with specific ‘language practice’ or ‘language use’ in mind (Oh & Quan, 2022, pp. 316-321).

(<https://unibook.unikorea.go.kr/material/view?materialScope=TOT&fields=ALL&sortField=publishYear&sortDirection=DESCENDING&keywords=%EC%8B%A4%EC%B2%9C%EB%AC%B8%EB%B2%95&uid=ART-333333>, Information Center on North Korea, Retrieved 11/29/24)

- 3 The shaded areas in Table 1 are left blank because ‘normative grammar’ and ‘educational grammar’ mainly deal with ‘regular language phenomena’ and do not deal with ‘exceptional and controversial language phenomena’. In the case of ‘educational grammar’, the dotted line is used to indicate that the educational content can be organized by crossing ‘regular language phenomena’ and ‘exceptional and controversial language phenomena’.

2. Sentence theory content organization from the discourse grammar perspective

In 『Functional Grammar of the *Joseon* Language』 (2013), a sentence theory is organized from the perspective of discourse grammar, which is different from the South Korean grammar from the perspective of formal syntax. The discourse grammar perspective here is that the grammar content is organized around the process of starting from the speaker's expressive intention with 'language use' in mind and going through the process of selecting forms from semantic functions. The discourse grammar perspective of North Korean functional grammar can be seen in the following quote.

A sentence can be examined from both the speaker's point of view and the listener's point of view, that is, from the point of view of expressing and interpreting it.

People's language life is conducted in two ways: oral and written, which can be divided into speaking and listening, and writing and reading. Here, speaking and writing correspond to the expression of the speaker, and listening and reading correspond to the interpretation of the listener. To consider a sentence from the perspective of the speaker is to consider it from the perspective of expression, and to consider it from the perspective of the listener is to consider it from the perspective of interpretation.

A sentence is the result of expression from the speaker's point of view and the object of interpretation from the listener's point of view.

The ability to express is the ability to construct sentences, and the ability to understand is the ability to analyze sentences.

...

Sentence construction is the speaker's language behavior that is directed from the semantic function to the means of form, while sentence analysis is the listener's language behavior that is directed from the means of form to the semantic function.

Since functional grammar emphasizes semantic function, its description is based on moving from semantic function to formal means, but it does

not ignore moving from formal means to semantic function at all, because semantic function cannot be discussed apart from formal means, and semantic function cannot be realized apart from formal means. Semantic function presupposes formal means.

Functional grammar, which emphasizes semantic function, should be a grammar that enhances the speaker's expressive ability as much as it relates to the speaker's linguistic behavior.

In order to improve the speaker's expressive ability, the sentence must be well organized so that the content of the idea to be expressed is clearly conveyed. This is why sentence organization is the most important aspect of functional sentence theory.

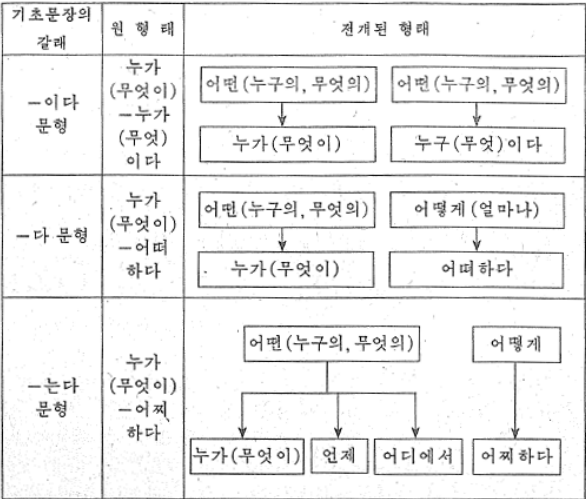
『Functional Grammar of *Joseon* Language』 (2013, pp. 196-197)

As shown in the above quotation, 『Functional Grammar of *Joseon* Language』 (2013) considers the speaker's expressive ability as the ability to construct sentences, so the grammatical content of the sentence theory for sentence construction from the perspective of discourse law is organized as shown in Figure 1.

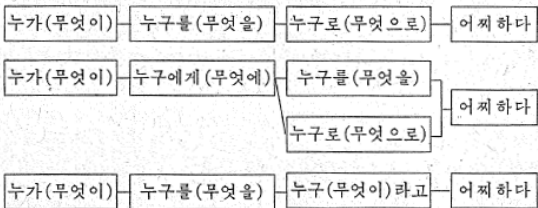


Figure 1. Grammatical contents of the sentence theory for sentence construction from the perspective of discourse method in 『Functional Grammar of *Joseon* Language』 (2013) (Chapter 3. Functional Grammar of *Joseon* Language > Section 1 Sentence and Sentence Construction > II. Sentence Construction)

In Figure 1, those of us who are familiar with South Korean grammar descriptions may wonder what grammatical content is being described other than ‘ㄱ. Basic sentences and their development’, we are likely to wonder what grammatical content is being described. In 『Functional Grammar of Joseon Language』 (2013), the grammar descriptions ‘ㄱ. Basic sentences and their development’ grammar descriptions are also visualized in a simple way as shown in Figure 2.



기초문장과 그것이 전개된 문장들은 보어들이 첨부되면서 다음과 같이 전개될수 있다.



보어가 첨부되면서 전개된 타동사술어를 가진 문장은 여러개의 보어를 가질수 있다. 이것은 조선어문장구조의 특성이다.

Figure 2. ‘II. Sentence Construction’ ‘ㄱ. Basic Sentences and Their Development’ Grammatical Descriptive Contents (『Functional Grammar of Joseon Language』, 2013, p. 199)

In addition, as shown in Figure 3, the speaker's acquisition of basic sentence grammar knowledge (i.e., the state of understanding the 'ㄱ. Basic sentences and their development' grammatical technical content), it can be seen that the speaker utilizes the factors of 'speaker, listener, situation, and text' that constitute 'discourse' to construct a sentence theory from the perspective of discourse method, which describes the way of constructing sentences according to 'speaker factors' such as 'point of view, topic, and emphasis', 'situation factors' such as 'language environment', 'listener factors' such as 'polite relationship', and 'text factors' such as 'parallelism and coordination phenomena, omission of sentence components, agreement, and conversational sentences'. This is an integrated approach to the fields of speech and grammar, and is characteristic of practical and functional North Korean grammar descriptions with 'language use' in mind.

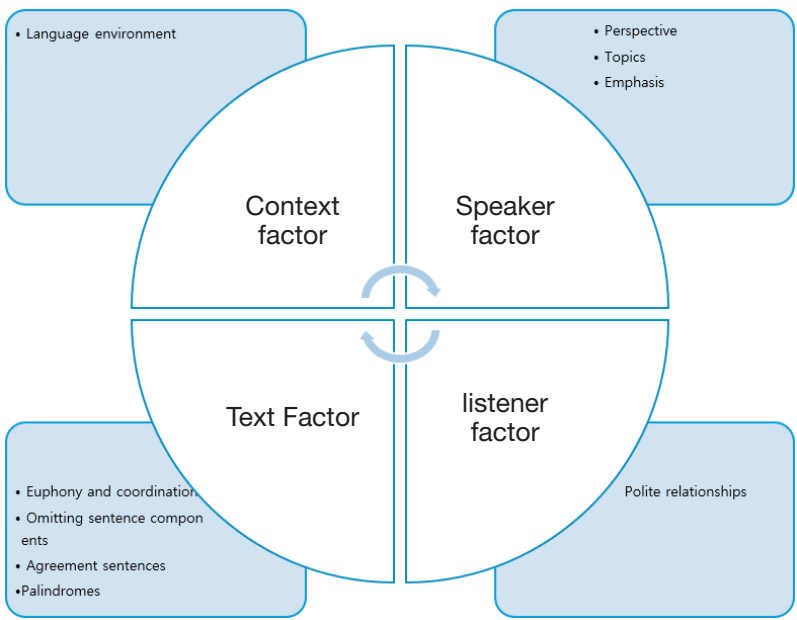


Figure 3. Describing how sentences are organized according to the “speaker, listener, context, and text” factors that constitute ‘discourse’

In other words, the sub-contents of ‘Section 1 Sentence and Sentence Construction’ in ‘Chapter 3. Functional Grammar of *Joseon Language*’ in Figure 1 can be considered to correspond one-to-one to the factors of ‘speaker, listener, context, and text’ that constitute ‘discourse’ in Figure 3, as shown in the following Table 3.

Table 3. Sub-contents of ‘Section 1 Sentence and Sentence Construction’ in ‘Chapter 3, Theory of Korean Functional Sentence’ in 『Functional Grammar of *Joseon Language*』 (2013) corresponding to discourse components

담화 문법 관점에서 문장 구성을 위한 문법 내용			
Grammatical content for sentence construction from a discourse grammar perspective			
담화 구성 요인 Discourse components			『조선어 기능 문법』(2013)의 '제3장 조선 어기능문장론'에서 '제1절 문장과 문장의 구성'의 하위 내용 Sub-contents of 'Section 1 Sentence and Sentence Construction' in 'Chapter 3, Theory of Korean Functional Sentence' in 『Functional Grammar of <i>Joseon Language</i> 』 (2013)
화자 요인 Speaker factors	시점 Viewpoint		ㄴ. 시점과 문장구성
	주제 Topic		ㄷ. 주제와 문장구성
	강조 Emphasis		ㄹ. 강조와 문장구성
상황 요인 Context factors			ㄴ. 언어환경과 문장구성
청자 요인 Listener factors			ㄴ. 레의적관계의 표현과 문장구성
텍스트 요인 Text factors			ㄴ. 귀일 및 조응 현상과 문장구성
			ㄴ. 문장성분의 생략과 문장구성
			ㄴ. 동의문의 구성
			ㄴ. 회화문장의 구성
기초 문장 문법 지식으로서의 'ㄴ. 기초문장과 그 전개'			

In Table 3, the basic sentence grammar knowledge ‘a. Basic sen-

tence and its development' at the bottom of the table is presented because in order to construct sentences from a discourse grammar perspective, students need to know 'ㄱ. Basic sentences and their development' as basic sentence grammar knowledge is necessary to construct sentences from the perspective of discourse grammar because after learning them, it is possible to construct sentences according to the speaker's intention while keeping in mind the discourse components.

In other words, 'ㄱ. Basic sentences and their development' as the meaning of 'basic knowledge'. Basic sentences and their development' are presented at the bottom of the table.

In Figure 3 and Table 3, 'discourse' can be said to be a concept that encompasses both spoken and written language, and 'text factors' correspond to 'message' among the discourse components, which can be said to be 'text' in a narrow sense.

'ㄷ. Emphasis and sentence structure' in Figure 1 corresponds to 'emphasis' among the 'speaker' factors in Figure 3 and Table 3. Some of the contents are as follows.

Emphasis is when a speaker draws the listener's attention to information that the speaker deems important in a statement by making the linguistic unit responsible for that information stand out.

The purpose of emphasis is to make the speaker's intentions more clear. There are several ways to realize emphasis in sentence construction.

One of them is ㉠ emphasizing by articles and endings.

I described the realization of emphasis by investigation and ending in "Part II, Chapter 2, Functional Morphology of *Joseon* language" in the section "Realization of emphasis by investigation and ending".

The other is the realization of ㉡ emphasis by word order change.

It is common to change the word order to emphasize a certain component in a sentence.

Emphasis realization by word order change depends on the characteristics of the semantic associations that follow the word order.

The characteristic of semantic association according to word order refers

to the characteristic that the closeness of semantic association of word order units may be stronger or weaker depending on the change of word order.

...

In *Joseon* language, emphasis is sometimes realized by placing some word order units after the predicate. This grammatical phenomenon is most often found in poetry and speech.

...

Another is the realization of emphasis by © means of a logical point of force.

Logical force points are an important means of realizing emphasis in a sentence.

○ 별이가 지금 방에서 소설책을 읽는다.

If the speaker puts the emphasis on 《소설책을》, which is the strongest semantic connection with the predicate and the weakest independence, then 《소설책을》 will be emphasized differently from what was explained in the previous section. This is related to the basic function of the logical force point. Of course, at the same time, there is a certain break between the 《소설책을》 and the preceding units, and the logical force point is dropped.

The same sentence can convey a variety of different information depending on where it is dropped.

○ 별이가 지금 방에서 소설책을 읽는다.

○ 별이가 지금 방에서 소설책을 읽는다.

○ 별이가 지금 방에서 소설책을 읽는다.

○ 별이가 지금 방에서 소설책을 읽는다.

○ 별이가 지금 방에서 소설책을 읽는다.

In our language, logical force points also serve as a means of realizing modal meaning by emphasizing certain elements in a sentence.

Modal meaning is a meaning that expresses the speaker's evaluative attitude toward the whole statement, and the means of expression is usually concentrated on sentence form.

『Functional Grammar of *Joseon* Language』 (2013, pp. 206-209)

*Underlines and symbols are author's

From the above quotation, we can see that ‘speakers’ can choose ‘emphasis’ to make certain information stand out, and there are three ways to realize emphasis in sentence construction: ㉠ emphasis by articles and endings, ㉡ emphasis by word order change, and ㉢ emphasis by logical force point.

In other words, in order to realize the ‘intention’ of ‘emphasis’, which is to make a certain part of the speaker’s sentence stand out as a discourse component, the ‘morphological dimension’ suggests the use of ‘articles and endings’, the ‘syntactic dimension’ suggests ‘word order changes’, and the ‘spoken dimension’ suggests ‘pauses and stresses’ as ‘ways to realize emphasis’.

This directly relates to the point made in Chapter 2 that functional and pragmatic grammatical descriptions in the North have significant implications for the problem of structuring the content of grammar education in the South, where the strict morphological and syntactic division of language units is structured in a way that does not contribute to actual language use (Oh, 2008; Oh, 2016a; Oh, 2016b; Oh & Cho, 2016; Oh, 2017a; Oh et al., 2018; Oh & Park, 2018; Oh, 2019a; Oh, 2023a, etc).

Among these, ‘word order’ is a grammatical teaching content that is not often covered in South Korean grammar. This is because ‘systematic sentences’ or ‘complete sentences’ are the target of grammar descriptions in South Korean grammar, so it is common to show the basic and expanded structure of an ideal sentence at the sentence level. However, in North Korean grammar, which targets grammatical description for actual ‘use sentences’ or ‘small sentences’, word order may be the main content of grammar education. Therefore, ‘word order’ can be said to be a grammar teaching content that is characteristic of North Korean grammar. Here are some examples of word order in North Korean grammar.

The North Korean normative grammars, 『Joseon Cultural Language Grammar Regulations』 (1976, 2011), also present ‘the correct order of sentence components and their use’ and ‘the changed order

of sentence components and their use' in 'Part 3, Sentence Theory > Chapter 2, Sentence Components > Section 7, Order of Sentence Components' (Oh, 2022d, pp. 1333-1334).

In 'Part 2 Sentence Theory > Chapter 3 Sentence Components > Section 7 Sentence Component Order' by Kang et al. (2003), a textbook for teachers' colleges in North Korean school grammar, the 'correct order of sentence components' is also presented along with the 'changed order of sentence components' (Oh, 2022a, p. 1335), and in 'Chapter 5 Sentence > Section 3 Sentence Components > 3. Sentence Component Position' of Han (2002), a textbook for teachers' colleges, presents the 'changed position of sentence components' along with the 'correct position of sentence components' (Oh, 2022a, p. 2555).

In addition, the sentence unit teaching content of Choi et al. (2001), a North Korean high school grammar textbook, also presents 'sentences with changed order' along with 'sentences with correct order' in '13. Order of Sentence Components', which is not covered in high school grammar textbooks of Korean and Chinese overseas Koreans in South Korea (Oh, 2017b, pp. 360-361).

In Park (2015), practical grammar (silcheonmunbeop) textbook for foreign learners in North Korea, there are the following sub-items under the heading 'Methods of identical sentence construction': the method of setting the subject, the method by emphasis, the method by changing the structural type, the method by the rule of omitting common elements, and the method according to the purpose of the statement. Among them, 'Methods by emphasis' suggests 'emphasis by topic, emphasis by word order change, and emphasis by logical force point'. 'Emphasis by topic and emphasis by word order change' can be said to be a method that utilizes sentence-level formatting, and 'emphasis by logical force point' can be said to be a method that utilizes intonation and emphasis at the utterance level (Oh & Quan, 2022, p. 338).

In addition, Oh (2024) categorized the grammatical descriptions

of <Joseon Language Practical Grammar (silyongmunbeop)>, which is characterized by the North Korean grammar that targets usage sentences (complete sentences and small sentences) as the object of grammatical descriptions from the perspective of functional syntax (Oh, 2023b, p. 14), into 'grammar comprehension dimension' and 'grammar expression dimension', and divided them into 1) grammar comprehension dimension: grammar descriptions centered on language users for conceptualization, 2) grammar expression dimension 1: grammar descriptions related to language practice, and 3) grammar expression dimension 2: sentence expression effect descriptions through sentence structure change. Among them, '3) Grammatical Expression Dimension 2: Sentence Expression Effectiveness Descriptions through Sentence Structure Change' analyzes the grammatical contents of '1) Overlap and Appearance as Unique Uses, and 2) Word Order'.

'Word order' is further divided into '1) commonly used word order and 2) special word order', and '1) commonly used word order' is 'word order for logical emphasis', which can be used to 'emphasize a certain component by making a sentence into a visible structure' or 'emphasize the meaning of the word even though the sentence is not visible'.

It suggests that there are ways to 'bring the word to the front as much as possible when trying to emphasize it logically' or 'bring certain elements to the front to express them according to stylistic needs'.

In '2) Special word order', it is explained that 'special word order' is 'a word order that changes the word order significantly for a special purpose' and is actively used 'in places such as poetry composition', but 'word order is not unconditionally free'. In addition, here, too, the expressive effect in poetry is being analyzed, indicating that an integrated perspective that crosses grammar and literature is at work (Oh, 2024, pp. 20-22).

Through the above discussion, we can see that, unlike grammar education in the South, which focuses on grammar description and

education centered on written language, North Korean grammar presents the content of sentence writing from a functional grammatical perspective, keeping in mind actual 'language use' and taking 'used sentences' as the target of grammar (education) descriptions (Oh, 2023b). We can also see once again the characteristic of North Korean grammar that describes grammar from an integrated perspective, including written language and spoken language, as well as speech, writing, and literature (Oh, 2017b; Oh & Quan 2022; Oh, 2022a; Oh, 2022b; Oh, 2022c; Oh, 2023b; Oh, 2023c; Oh, 2024).

IV. Conclusion

The research on sentence theory in South Korea has focused on 'sentence analysis' and has not been sufficiently discussed from the perspective of 'sentence construction'. However, under the problem that grammar education contents from the functional grammar perspective of 'sentence construction' need to be organized in syntactic theory as well, this study attempts to reveal the characteristics of North Korean grammar education contents from the functional grammar perspective, centering on the functional sentence theory of Korean language in 『Functional Grammar of *Joseon* Language』 (2013).

To this end, in Chapter 2, I reviewed previous discussions of North Korean grammar as a functional grammar, and in Chapter 3, I reviewed the functional sentence theory of North Korean grammar in 『Functional Grammar of *Joseon* Language』 (2013) to determine the following.

The state in which speakers have acquired basic sentence grammar knowledge (' \neg . Basic sentences and their development' grammatical descriptive content), it can be seen that the sentence theory is constructed from a discourse method perspective, describing how speakers organize sentences according to 'speaker, listener, context,

and text' factors that constitute 'discourse' by utilizing 'speaker factors' such as 'point of view, topic, and emphasis', 'context factors' such as 'language environment', 'listener factors' such as 'polite relations', and 'text factors' such as 'parallelism and coordination phenomena, omission of sentence components, agreement sentences, and Conversational sentences'. This is an integrated approach to the fields of speech and grammar, and is characteristic of practical and functional North Korean grammar descriptions that are designed with 'language use' in mind.

In doing so, we are expected to gain a deeper understanding of the characteristics of North Korean grammatical content from a functional grammar perspective at the syntactic level, and to provide implications for grammar education in South Korea, which is biased toward 'sentence analysis'.

A discussion of North-South functional grammar or the education of North-South grammar from a functional grammar perspective, which was not covered here due to space limitations, is promised in a subsequent discussion.

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ABSTRACT

A Grammar Pedagogical Exploration of North Korean Functional Grammar as 'Sentence Construction' rather than 'Sentence Analysis'

: Focusing on the Theory of *Joseon* Language Functional Sentences
in the 『Functional Grammar of *Joseon* Language』 (2013)

Oh, Hyeonah

The research on sentence theory in South Korea has focused on 'sentence analysis' and has not been sufficiently discussed from the perspective of 'sentence construction'. However, under the problem that grammar education contents from the functional grammar perspective of 'sentence construction' need to be organized in syntactic theory as well, this study attempts to reveal the characteristics of North Korean grammar education contents from the functional grammar perspective, centering on the functional sentence theory of Korean language in 『Functional Grammar of *Joseon* Language』 (2013).

To this end, in Chapter 2, we reviewed previous discussions on North Korean grammar as a functional grammar, and in Chapter 3, we examined the functional sentence theory of Korean in 『Functional Grammar of Korean』 (2013) to discuss its implications for grammar education in South Korea, which is based on 'sentence analysis'.

In doing so, we are expected to gain a deeper understanding of the characteristics of North Korean grammatical content from a functional grammar perspective at the syntactic level, and to provide implications for grammar education in South Korea, which is biased toward 'sentence analysis'.

KEYWORDS Korean education, Grammar education, North Korean grammar, Functional grammar, Sentence analysis, Sentence construction