



# A Study on *Reading Joseoneo* Textbooks for Students Studying *Joseoneo* as a Foreign Language in North Korea (1): *Publications from Kim Il-sung University and Kim Hyong Jik University of Education*

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## Abstract

*The purpose of this study is to analyze Reading Joseoneo 1, 2 for apprentices (Jang 2015; Yang 2015) from Kim Il-sung University and Reading Joseoneo 2 for apprentices (Kim 2007) of Kim Hyong Jik University of Education, which are all Joseoneo (Korean language) textbooks for international students in North Korea, to better understand recent Korean-as-foreign-language textbooks in North Korea. This study is significant as it identifies through its analysis two new facts. First, it to establishes the existence of Kim Hyong Jik University of Education's Reading Joseoneo 1, and to a certain extent identifies the status, roles, and characteristics of the textbooks and composition of the students of Kim Il-sung University and Kim Hyong Jik University of Education. Second, it argues the importance of the fact that there are practice questions related to "word combination" in the North Korean Reading Joseoneo textbook of Kim Il-sung University for Chinese students.*

**Keywords:** teaching, *Joseoneo* as a foreign language, textbooks, international students, apprentices, *Reading Joseoneo*, Kim Il-sung University, Kim Hyong Jik University of Education

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This study was conducted in 2019 with the support of a research grant from Kangwon Institute for Unification Studies, Kangwon National University. At the 14th International Conference of Korean Studies (August 20, 2019, Karel University, Czech) held by the International Society for Korean Studies (ISKS), this paper was presented under the title, "A Study on the Analysis on Reading Joseoneo Textbooks for International Students in North Korea (1)—Centered on *Reading Joseoneo 1* for Students and *Reading Joseoneo 2* for Students (2015) from Kim Il-sung University and *Reading Joseoneo 2* for Students (2007) from Kim Hyong Jik University of Education."

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## Introduction

The purpose of this study is to analyze *Reading Joseoneo 1, 2* for students (Jang 2015; Yang 2015)<sup>1</sup> of Kim Il-sung University and *Reading Joseoneo 2* for students (Y. Kim 2007) of Kim Hyong Jik University of Education to understand the current status of textbooks on *Joseoneo* (the Korean language as it is called in North Korea) as a foreign language in North Korea.

Studies on teaching Joseoneo as a foreign language in North Korea include those by Jung Sup Kim and Hyun Yong Cho (1996; 1998), Jung Sup Kim (1999), Kwon-sik Lee (2005; 2007), Young-hee Lee (2007), Nam Wook Kang (2011; 2012), Inkyu Kim (2011; 2012a; 2012b), Haichuan Zhao (2015), Hyeon Ah Oh and Yonggen Quan (2019), Yonggen Quan and Hyeon Ah Oh (2018), and Jinhui Bak and Hyunsik Min (2019).

Kim and Cho (1996; 1998), J. Kim (1999), and K. Lee (2005) studied textbooks for international students, while Y.H. Lee (2007) examined self-study *Joseoneo* textbooks for English-speaking learners. N. Kang (2011) and I. Kim (2012b) interviewed apprentices<sup>2</sup> of particular institutions to clarify aspects of the textbooks, teaching-learning, and the operation of the learning institutions. N. Kang (2014) examined studies on North Korean textbooks for teaching Joseoneo as a foreign language and suggested that these studies could be classified into four areas: Joseoneo language and literature, language policies, *Joseoneo* education for international students, and textbook teaching through North Korean education materials. In addition, studies by Quan and Oh (2018) and Oh and Quan (2019) examined self-study *Joseoneo* textbooks for international students in North Korea.

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1. The textbook of Kim Il-sung University analyzed in this study is not available in South Korea, and so this study referred to the copy of the textbook in the possession of Yonggen Quan, and which he came into contact with via his students who had studied in North Korea.
  2. In this paper, “apprentices” refers to students who have studied Korean for a certain period of time in their home country before coming to North Korea to practice the language.

Comparison and Analysis of Reading Joseoneo Textbooks

Why Focus on Reading Joseoneo for Students at Kim Il-sung University and Kim Hyong Jik University of Education?

Studies on teaching Joseoneo as a foreign language in North Korea, and the textbooks they focused on, are presented in Table 1.

Table 1. Joseoneo Language Textbooks for International Students in North Korea Examined by Prior Studies

Study	Textbook au- thor(s)	Year of publication	Textbook title	Publisher
Kim and Cho (1996)	Kim Byong Moo, Yang Ok Joo	1992	Reading Choson Cultural Language 1 (for international students) ( <i>Joseon munhwaeo gangdok 1</i> [ryuhaksaeng yong])	Kim Il-sung University
	Lee Byong Moo	1992	Reading Choson Cultural Language 2 (for international students) ( <i>Joseon munhwaeo gangdok 2</i> [ryu- haksaeng yong])	Kim Il-sung University
Kim and Cho (1998)	unknown	1973	Korean (Joseoneo)	Kim Il-sung University
Kim (1999)	Kim Byong Moo, Yang Ok Joo	1992	Reading Choson Cultural Language 1 (for international students) ( <i>Joseon munhwaeo gangdok 1</i> [ryu- haksaeng yong])	Kim Il-sung University
	Lee Byong Moo	1992	Reading Choson Cultural Language 2 (for international students) ( <i>Joseon munhwaeo gangdok 2</i> [ryu- haksaeng yong])	Kim Il-sung University
	unknown	1973	Korean (Joseoneo)	Kim Il-sung University
	Kwon Seung Mo	1984	Conversations in Korean (Joseoneo hoehwa)	Kim Il-sung University
	An Jung Gyun	1992	Conversations in Korean 2 (Joseoneo hoehwa 2)	Kim Il-sung University
	Pub. by Choi, Soobong	1992	The Nation and Destiny (Minjok-gwa unmyeong)	Kim Il-sung University

K. Lee (2005)	Lee Gap Jae	1999	<i>Conversations in Korean (Joseoneo hoehwa)</i>	Kim Hyong Jik University of Education
	unknown	2003	<i>Conversations in Korean 2 (Joseoneo hoehwa 2)</i>	Kim Hyong Jik University of Education
K. Lee (2007)	Park Soon Jae, Jeon Yong Ho	2002	<i>Choson Traditions for International Students (Joseon minsokhak [ryuhak-saeng yong])</i>	Kim Il-sung University
	History Research Institute, Association of Social Sciences	1995	<i>History of Choson Culture (Joseon munhwasa)</i>	National Culture
	unknown	1991	<i>Traditions of Choson (Joseon-ui min-sok)</i>	Social Science Publishing
Y. Lee (2007)	Kong Ik Hyeon	1995	<i>You can Learn Korean by Yourself 1-4 (Honjaseo baeulsu inneun Joseonmal 1-4)</i>	National Joseon Co.
N. Kang (2011)	Lee Gap Jae	1999	<i>Conversations in Korean (Joseoneo hoehwa)</i>	Kim Hyong Jik University of Education
	Kim Yoon Gyo	2002	<i>Reading Joseoneo 2 (for apprentices) (Joseoneo gangdok 2 [silseupsaeng yong])</i>	Kim Hyong Jik University of Education
I. Kim (2011, 2012b)	Park Jae Ho	1999	<i>Conversations in Korean 1 (for international students) (Joseonmal hoehwa 1 [ryuhaksaeng yong])</i>	Kim Il-sung University
	Choi Seung Joo	2009	<i>Conversations in Korean 3 (for international students) (Joseonmal hoehwa 3 [ryuhaksaeng yong])</i>	Kim Il-sung University
I. Kim (2012a)	Lee Dong Bin	1999	<i>Reading Joseoneo 1 (for international students) (Joseoneo gangdok 1 [ryuhaksaeng yong])</i>	Kim Il-sung University
N. Kang (2012)	Park Jae Ho	1999	<i>Conversations in Korean 1 (for international students) (Joseonmal hoehwa 1 [ryuhaksaeng yong])</i>	Kim Il-sung University
	Jang Gwang Gil	2005	<i>Basic Conversations in Korean (for international students) (Joseoneo gicho hoehwa [ryuhaksaeng yong])</i>	Kim Hyong Jik University of Education

Zhao (2015)	Yang Ok Joo, Jang, Hyuk Chul	2009, vol. 2	<i>Reading Joseoneo 3 (for international students) (Joseoneo gangdok 3 [ryuhaksaeng yong])</i>	Kim Il-sung University
	Choi Seung Joo	2009, vol. 2	<i>Conversations in Korean 3 (for international students) (Joseonmal hoehwa 3 [ryuhaksaeng yong])</i>	Kim Il-sung University
Quan and Oh (2018), Oh and Quan (2019)	Kim Bum Joo, Heo Cheol Woong	2015	<i>You Can Learn Korean by Yourself 1 (Honjaseo baeulsu inneun Joseonmal 1)</i>	Joseon Publishing Trade Co.
	Kim Bum Joo, Heo Cheol Woong	2015	<i>You Can Learn Korean by Yourself 2 (Honjaseo baeulsu inneun Joseonmal 2)</i>	Joseon Publishing Trade Co.
Bak and Min (2019)	Kong Ik Hyeon	1994	<i>You Can Learn Korean by Yourself (Honjaseo baeulsu inneun Joseonmal)</i>	Foreign Textbook Publishing Co.
	Kong Ik Hyeon	1995	<i>You Can Learn Korean by Yourself 1-4 (Honjaseo baeulsu inneun Joseonmal 1-4)</i>	National Joseon Co.
	Kim Bum Joo, Heo Cheol Woong	2015	<i>You Can Learn Korean by Yourself 1 (Honjaseo baeulsu inneun Joseonmal 1)</i>	Joseon Publishing Trade Co.
	Kim Bum Joo, Heo Cheol Woong	2015	<i>You Can Learn Korean by Yourself 2 (Honjaseo baeulsu inneun Joseonmal 2)</i>	Joseon Publishing Trade Co.
	An Sae Hyeon, Choi Eun Jung	2017	<i>You Can Learn Korean by Yourself 3 (Honjaseo baeulsu inneun Joseonmal 3)</i>	Joseon Publishing Trade Co.
	An Sae Hyeon, Choi Eun Jung	2017	<i>You Can Learn Korean by Yourself 4 (Honjaseo baeulsu inneun Joseonmal 4)</i>	Joseon Publishing Trade Co.
Oh and Quan (2019)	Yang Ok Joo	2015	<i>Reading Joseoneo 2 (for apprentices) (Joseoneo gangdok 2 [silseupsaeng yong])</i>	Kim Il-sung University
	Kim Cheol Man	2010	<i>Reading Joseoneo 1 (for apprentices) (Joseoneo gangdok 1 [silseupsaeng yong])</i>	Kim Hyong Jik University of Education
	Kim Yoon Gyo	2002, 2007, vol. 2	<i>Reading Joseoneo 2 (for apprentices) (Joseoneo gangdok 2 [silseupsaeng yong])</i>	Kim Hyong Jik University of Education
	Kim Cheol Man, Jang Gwang Gil	2013	<i>Reading Joseoneo 3 (for international students) (Joseoneo gangdok 3 [ryuhaksaeng yong])</i>	Kim Hyong Jik University of Education
	Jang Gwang Gil, Kim Cheol Man	2016, vol. 2	<i>Reading Joseoneo 3 (for international students) (Joseoneo gangdok 3 [ryuhaksaeng yong])</i>	Kim Hyong Jik University of Education

From Table 1, we can conclude the following. First, the *Reading Joseoneo* textbooks were only studied by N. Kang (2011), I. Kim (2012a), and Zhao (2015). But further, these prior studies only considered portions of the *Reading Joseoneo* textbooks. N. Kang (2011) studied *Reading Joseoneo 2* for apprentices, Kim (2012a) studied *Reading Joseoneo 1* for international students, and Zhao (2015) studied *Reading Joseoneo 3* for international students. This may be due to the limitations in accessing North Korean data.

Second, although Kang (2012) compared and analyzed *Conversations in Korean* (1) for international students from Kim Il-sung University and *Basic Conversations in Korean* for international students from Kim Hyong Jik University of Education to focus on basic dialogue textbooks for foreign learners, the study did not consider all conversation textbooks.

Therefore, this analysis of the *Reading Joseoneo* textbooks of Kim Il-sung University and Kim Hyong Jik University of Education, the major language institutes for international students in North Korea, will establish the current state of North Korean textbooks on *Joseoneo* as a foreign language and allow us to clearly describe the characteristics of these institutions' *Reading Joseoneo* textbooks.

In addition, we hope to solve the following mystery noted by Nam Wook Kang through a comprehensive examination of the *Reading Joseoneo* textbooks.

Although *Reading Joseoneo 2* would imply by its title that there should be a volume 1, it was impossible to find such a book. Informant A remembers this book as being newly published when they entered the country, and as the book information states "March 23, Juche 91 (2002)," the memory of the informant is likely to be true. (N. Kang 2011, 308)

One mystery is that there is no certain proof that there was a *Reading Joseoneo 1* as a prior version of *Reading Joseoneo 2*. The author [Kang] conjectures that the reason none of the informants clearly recalled such a prior volume is that it either never actually existed or that if it did exist it refers not to a prior version of *Reading Joseoneo 2* but to a textbook on reading joseoneo for international students who entered North Korea before 2002. (N. Kang 2011, 309)

In other words, Nam Wook Kang (2011) conjectured that *Reading Joseoneo 1* of Kim Hyong Jik University of Education never actually existed or was a reading textbook for international students a long time previous. Kang may have concluded this due to the limited North Korean data available at the time.

Nonetheless, as can be seen from Table 1, about eight years later (Oh and Quan 2019), it was shown that Kim Hyong Jik University of Education's *Reading Joseoneo 1* did exist. However, international students constitute its intended audience. It remains unclear why Kim Hyong Jik University of Education's *Reading Joseoneo* textbook is a single series, rather than divided into one textbook for international students and another for apprentices, but is structured as *Reading Joseoneo 1, 2, 3* for international students, apprentices, and international students, respectively.

These questions may have been answered by the explanations of Professor Kim Young Yoon (Kim Il-sung University), who was present at the conference during the presentation of this paper (August 20, 2019). According to Professor Kim, international students of a certain achievement level at Kim Hyong Jik University of Education are allowed to study at Kim Il-sung University after passing a separate entrance exam. Therefore, those international students unable to transfer to Kim Il-sung University continue their study of Korean (*Joseoneo*) using textbooks from Kim Hyong Jik University of Education, which are relatively easier than the textbooks from Kim Il-sung University. This explanation is significant, as it allows us to estimate the status, roles, and characteristics of the textbooks and composition of the students attending Kim Il-sung University and Kim Hyong Jik University of Education, which publish the *Joseoneo* textbooks for international students in North Korea. Additionally, through comparisons, we hope to delineate the characteristics of their respective *Reading Joseoneo* textbooks.

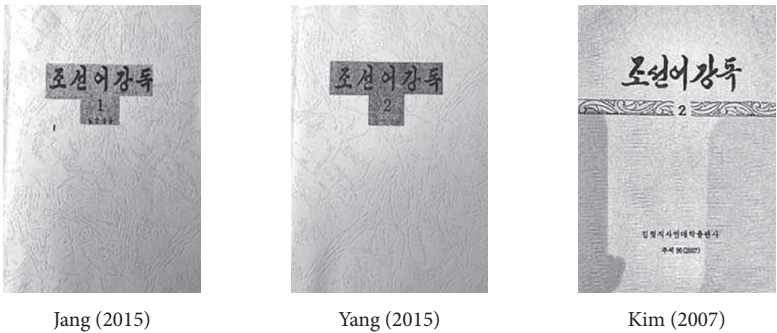
Third, the *Reading Joseoneo* textbooks are significant as they are employed continuously during the short academic term of seven months. Zhao (2015, 2, 15) conducted a study interviewing four participants who had recently received Joseoneo education as scholarship students at Kim Il-sung University in 2011, 2012, and 2014. According to these interviews, the seven-month language education term in North Korea is divided into two semesters; the first semester has three subjects—reading, speaking, and

writing. The second semester eliminates the writing class; reduces reading and speaking classes; and includes grammar, Korean history, geography, and traditions. These texts form the major subjects during the two-semester program. Therefore, detailed analysis is required on these subjects.

Textbook Analysis

*Reading Joseoneo 1, 2* for apprentices by Hyuk Chul Jang (2015) and Ok Joo Yang (2015) were published by Kim Il-sung University. *Reading Joseoneo 1* for apprentices (2002)<sup>3</sup> and *Reading Joseoneo 2* for apprentices (2007) by Yoon Gyo Kim were published by Kim Hyong Jik University of Education. The size of these books are standard for *Joseoneo* textbooks in North Korea (A5 paper, 148 mm × 210 mm).

As shown in Figure 1, the textbooks by Hyuk Chul Jang (2015) and Ok Joo Yang (2015) have light mint-colored backgrounds and the title only in Korean, whereas Kim Yoon Gyo (2007) has the title, publisher, and the publication year on the cover.



**Figure 1.** Covers of Jang (2015), Yang (2015), and Kim (2007)

Source: Author.

3. The textbook by Yoon Gyo Kim (2007) is the second volume of Yoon Gyo Kim (2002) and is the focus of the study by Nam Wook Kang (2011). Content revisions between the volumes may also prove an important point of future discussion. Future cooperation among the scholars may be beneficial in this aspect.



The study will compare and analyze: 1) educational goals, 2) textbook contents, 3) text materials, 4) chapter development, 5) practice questions, and 6) cultural content of the Joseoneo language in the two textbooks from these two universities. However, due to space limitations, parts 5 and 6 above will be discussed in a separate paper.

### 1) Educational Goals

First, all three textbooks mention that their education goals as texts for apprentices who had learned Korean in their home countries in their forewords (Table 2). Who then are these “apprentices”? Nam Wook Kang (2014, 5) divided international students in North Korea who were studying Korean language into undergraduate and research students, trainees and self-funded students, and exchange students. Trainees are defined by Kang as students selected by their government to study abroad and who are supported for their tuition and living costs, and those who study language for a- short time, that is, two semesters at most (Kang 2014, 5), making them exchange scholarship recipients selected through the China-North Korea exchange student scholarship program. Thus, most of these international students in the trainee category are Chinese trainees or “apprentices” who studied Korean for less than two years in China and who continue to study Korean in North Korea for approximately seven months, from the end of April to November of their second year.<sup>4</sup>

Therefore, Jang (2015), Yang (2015), and Kim (2007) are designed for students with some level of Korean and who have studied Korean in their home countries for approximately two years. However, as can be seen from the underlined portions of Table 2, Jang (2015) and Yang (2015) from Kim Il-sung University provide texts, practice questions, and supplemental texts, while Kim (2007) from Kim Hyong Jik University of Education provides texts from various genres but provides only simple definitions for difficult

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4. This information is based on the first-hand knowledge of the Department of Korean Language of the Foreign Language Department at Guangdong University of Foreign Studies, where the corresponding author is working.

words or expressions, while allowing the students to engage directly with real text, as the textbook’s title suggests.

Further, unlike the Korean-language teaching materials used in South Korea, which do not deal comprehensively with “ideology or social and political terminology,” the textbook of Kim Hyong Jik University of Education presents “texts on politics” (Jang 2015, 2), “vocabulary and expressions reflecting the greatness of socialism in all aspects of our country” (Yang 2015, 2), and “social and political terms” (Kim 2007) as educational content. This demonstrates that the goal of Joseoneo language education in North Korea is to foster among learners a positive image of socialist ideology and the political system of North Korea.

**Table 2.** Forewords of Jang (2015), Yang (2015), and Kim (2007)

Publisher	Textbook	Educational goals as described in the foreword ( <u>underlining</u> and <i>italics</i> added)
Kim Il-sung University	Jang (2015, 2)	<i>Reading Joseoneo 1</i> consists of contents that allow students who have studied Korean in their home countries to develop the skills to actively use their basic knowledge of Korean. The textbook <i>provides various types of texts and practice questions so that the students will firmly grasp the learned materials</i> , including content on the politics, culture, history, and folklore of our country. There are also supplementary texts of numerous genres making it possible to use varied vocabulary through practice sentences.
	Yang (2015, 2)	<i>Reading Joseoneo 2</i> consists of content that allows students to improve their Korean skills based on what they have learned in <i>Reading Joseoneo 1</i> . The textbook carries <i>texts of various topics and practice questions so that the students will understand fully the text</i> containing vocabulary and expressions that reflect our country and the greatness of socialism in all areas under the Great Leadership of respected Comrade Kim Jong-un. In addition, it includes other types of supplementary texts allowing for the application of the richer vocabulary through practice sentences.

Kim Hyong Jik University of Education	Kim (2002; 2007, vol. 2, 2)	<p><u>This book was published as a textbook for international students. As these are students who have come to our country to study after receiving professional education in Korean in their own languages in their own countries for a year, this book assumes that they have mastered the basics of Korean language and can sufficiently read, speak, and write Korean.</u></p> <p><u>First, this textbook contains various texts, such as excerpts from journals, novels, essays, legends, and stories. Therefore the student will be able to understand different types of vocabulary and sentences, ranging from social and political terms to everyday vocabulary.</u></p> <p>In addition, careful attention was given to ensuring the textbook will assist in teaching various pronunciation rules and improving speaking skills. Therefore, the book has selected sentences that reflect the words needed to master the various pronunciation rules of Korea, and there are texts at a level suitable for speaking. Also, to assist the student, at the end of each text, <u>simple definitions are provided for difficult words or expressions appearing within the text.</u></p>
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2) Textbook Contents

*Reading Joseoneo 1, 2* for students of Kim Il-sung University comprise two volumes by Jang (2015) and Yang (2015), with 11 chapters and 152 pages (supplementary text: pages 95–152) and 12 chapters and 180 pages (supplementary text: pages 123–179), respectively. Kim Hyong Jik University of Education’s *Reading Joseoneo 2* is composed of a single volume by Kim (2007) and has 27 chapters and 165 pages.

Detailed tables of contents for Jang (2015), Yang (2015) and Kim (2007) are provided in Table 3.

**Table 3.** Table of Contents from Jang (2015), Yang (2015), and Kim (2007)

	Kim Il-sung University		Kim Hyong Jik University of Education	
Table of contents	Jang (2015)	1. <i>The Sunrise of Mount Baekdu (Baekdusan-ui haedodi)</i> 2. <i>Become the Benevolent Parents of the Son (Wonadeul-ui jaaeroun eobeoi-ga doesiyeo)</i> 3. <i>Scent (Hyangi)</i> 4. <i>The Happy Figures (Haeng-bokhan moseup)</i> 5. <i>The Pride of the Soldiers (Byeongsang-ui geungji)</i> 6. <i>The Warm Snowflake (Ddaseuhan nunsongi)</i> 7. <i>The Hammer Crusher of the Kitchen (Chwisajang-ui hama)</i> 8. <i>Mother (Eomeoni)</i> 9. <i>The Case of “Pyeongpeomul” by the Japanese (Ilje-ga jeojire-un ‘Pyeongpeomul’ sageon)</i> 10. <i>The World of Comradeship of Our Young Leadership in Memoirs (Hoegorok-e eorin suryeongnim-ui dongjiae-ui segye)</i> 11. <i>By the Fault of One Wrong Word (Geulja hana-reul bak-kueoneo-eun tas-e)</i>	Kim (2007, vol. 2)	Preface <i>The Green Pine Tree of Mount Nam (Nam-san-ui pureun sonamu)</i> <i>When There is Spring in Mangyeongdae (Mangyeongdae-e bomi wado)</i> <i>The Immortal Masterpiece, Sahyangga (Bulhu-ui gojeon jeongmyeongjak sahyangga)</i> <i>The Immortal Classic Masterpiece, Azalea (Bulhu-ui gojeon jeongmyeongjak jindallae)</i> <i>Did it Rise to the Sky or Fall to the Ground? (Haneullo ollatna ttang-euro jajatna?)</i> <i>The Father Leadership and the Old Man of the Countryside (Eobeoi suryeongnim-gwa sigol roin)</i> <i>Story of Two Generals (Du janggun iyagi)</i> <i>The Silence (Goyo)</i> <i>Old Stories of Mount Myohyang (Myoyangsan-I jeonhaneun yet iyagi)</i> <i>Three Children (Se ai)</i> <i>Metal Ax, Gold Ax (Soedoki-wa geumdoki)</i> <i>Head Worth Three Won (Sam won jjari daegari)</i> <i>The Hedgehog that Beat the Tiger (Horangi-reul igin goseumdochi)</i> <i>The Snowstorm (Nunbora)</i> <i>Collections of Legends from Mount Geumgang (Geumgangsang jeonseol mukeum)</i> <i>Travelling Companions (Gil dongmuldeul)</i> <i>Eight Angels of Mount Geumgang (Geumgangsang palseonnyeo)</i> <i>The Dawn (Gaebyeok)</i> <i>The Garden Balsam (Bongseonhwa)</i> <i>The New Spring of the Stream (Seokgaecul-ui saebom)</i> <i>Azalea of the Fatherland (Joguk-ui jindallae)</i> <i>Attachment (Aechak)</i> <i>The Boy who Killed the Burglar (Dojeok-eul chyeobusin sonyeon)</i> <i>The Wanderer of Deokheung (Deokheung nageune)</i> <i>Gold Bar and the Corn Rice Cake (Hwang-geumdeongi-wa gangnangtteok)</i> <i>Story of Chunhyang (sentences) (Chunhyang jeonseon [seonmun])</i>

	<p><b>Supplementary texts</b></p> <p>1. <i>Within the Love of My Father</i> (Chin abeoji sarang sok-eseo)</p> <p>2. <i>The Happiness of Our Leader</i> (Uri suryeongnim-ui gippeum)</p> <p>3. <i>He is the Father of Our Family</i> (Geui-neun uri gajeong-ui eobeo isimmida)</p> <p>4. <i>General Father, Hong Dan is Born</i> (Abeoji janggunnim, Hong Dan-iga taeyeonasseum-nida)</p> <p>5. <i>Our Home with Love</i> (Sarang-ui uri jip)</p> <p>6. <i>Let Me Become a True Service of the People</i> (Inmin-ui chamdoen bongsagiji-ro doegye hasiryeo)</p> <p>7. <i>Scent of Molten Metal</i> (Soemul kkot hyanggi)</p> <p>8. <i>The Long-Living Potato of the Mountain Hut</i> (Sanmak-jip-ui jangsu gamja)</p>		
Yang (2015)	<p>1. <i>Diary of the Great Leader, Great Comrade Kim Jong-il</i> (Widaehan ryeongdoja Kim Jeong-il dongji-kkeseo momso sseusin ilgi)</p> <p>2. <i>The Immortal Classic Masterpiece, Azalea</i> (Bulhu-ui gojeonjeok myeongjak, 'jindallae')</p> <p>3. <i>A Strange Dream</i> (Singihan kkum iyagi)</p> <p>4. <i>The Day the Sky Appeared</i> (Haneul-i naennal)</p> <p>5. <i>The Bridge by the Fox</i> (Yeouga noheun dari)</p> <p>6. <i>My Fatherland</i> (Na-ui joguk)</p> <p>7. <i>Three Sons and their Mother</i> (Se adeul-gwa eomeoni)</p> <p>8. <i>Legend of Gaeksan Bridge</i> (Gaeksangyo-ui jeonseol)</p> <p>9. <i>Wrongful Death of Bak Dol</i> (Bak Dol-ui eokulhan jukeum)</p> <p>10. <i>A Merchant in Pyongyang</i> (Pyeongyang sangin)</p> <p>11. <i>The Characters of a Hero</i> (Yeongung-ui ingansang)</p> <p>12. <i>Our Day</i> (Uri-ui haru)</p>		

	<b>Supplementary texts</b> 1. <i>Do Not Think of Going Back</i> (Dolagal saenggak malla) 2. <i>The Twig Gate</i> (Saripmun) 3. <i>The Soul in the Forest</i> (Sup-e gideun neok) 4. <i>Advice or Remonstrance</i> (Chungeon inya ganeon inya) 5. <i>Account of Escape</i> (Tal- chulgi)		
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As shown in Table 3, Jang (2015) and Yang (2015) are characterized by the presentation of supplementary texts, unlike Kim (2007). The text is usually presented on a single page per chapter, while the corresponding “word pronunciation” and “practice” are presented in 1–2 pages, the supplementary text occupies 7–8 pages, its longer length signifying its importance as reading text material. However, both the text and the supplementary text are consistent and fulsome in their praise for *our leader, our great leader*, and the *socialist system*.

In addition, although Jang (2015) and Yang (2015) provide a list of selected literature and their sources (Table 4), Kim (2007) does not.<sup>5</sup>

5. The reason for this may be revealed after the authors interview the textbook writers, which we hope will happen soon.

Table 4. Selected Readings and their Sources in Jang (2015), Yang (2015), and Kim (2007)

Kim Il-sung University		Kim Hyong Jik University of Education
Jang (2015)	Yang (2015)	Kim (2007, vol. 2)
<p>1. <i>Among the People (Inmin-deul sok-eseo)</i> 69, Workers' Party of Korea Publishing, Juche 96 (2007).</p> <p>2. <i>Among the People (Inmin-deul sok-eseo)</i> 70, Workers' Party of Korea Publishing, Juche 96 (2007).</p> <p>3. <i>Shine a Light on the Juche Era (Juche sidae-reul bit naeisimyeo)</i> 39, Workers' Party of Korea Publishing, Juche 90 (2001).</p> <p>4. <i>Shine a Light on the Juche Era (Juche sidae-reul bit naeisimyeo)</i> 40, Workers' Party of Korea Publishing, Juche 91 (2002).</p> <p>5. <i>Continuing the Leadership of the Revolution of the Past Leader (Seongun hyeongmyeong ryeondgo-reul ieogasimyeo)</i> 3, Workers' Party of Korea Publishing, Juche 98 (2009).</p> <p>6. <i>Continuing the Leadership of the Revolution of the Past Leader (Seongun hyeongmyeong ryeondgo-reul ieogasimyeo)</i> 4, Workers' Party of Korea Publishing, Juche 94 (2005).</p> <p>7. <i>The General Past Leadership and the Language of the Era (Seongun ryeongjang-gwa sidaeeo)</i> 2, Gohak, Encyclopedia Publishing, Juche 98 (2009).</p> <p>8. <i>Works of Kim Cheol (Kim Cheol jakpumjip)</i> 1, Literature Art Publishing, Juche 94 (2005).</p> <p>9. <i>Under the Sky of Jeongilbong (Jeonggilbong-ui haneul arae)</i>, Literature Publishing Co., 1991.</p> <p>10. <i>From the Mountaintop of the Century (Segi-ui ryeongmaru-eseo)</i>, Geumsung Youth Publishing, 1995.</p> <p>11. <i>Inside and Outside (Geot-gwa sok)</i>, Geumsung Youth Publishing, 1982.</p> <p>12. <i>The Evil Criminal (Geukakhan beomjoeja)</i>, Laborer Union Publishing, 1993.</p> <p>13. <i>Literature Common Knowledge (Munye sangsik)</i>, Comprehensive Literature and Art Publishing, 1994.</p> <p>14. <i>Korean Literature (Joseon munhak)</i> 4, Comprehensive Literature and Art Publishing, Juche 98 (2009).</p> <p>15. <i>Young Literature (Cheongnyeon munhak)</i> 1, Comprehensive Literature and Art Publishing, Juche 94 (2005).</p> <p>16. <i>Swift Horses (Cheollima)</i> 1, The Company of Swift Horses (Cheollima), Juche 102 (2013).</p> <p>17. <i>Swift Horses (Cheollima)</i> 1, The Company of Swift Horses (Cheollima), Juche 103 (2014).</p> <p>18. <i>University Students (Daehaksaeng)</i> 11, Geumsung Youth Publishing, Juche 97 (2008).</p>	<p>1. <i>Joseon, I will Make You Shine (Joseon-a neo-reul bitnaeri)</i>, Literature Art Publishing, Juche 99 (2010).</p> <p>2. <i>The Immortal Classic Masterpieces and their Stories (Bulho-ui gojeon jeongmyeongjak-gwa deullyeojusin iyagi)</i> (Original text and summary), Kim Il-sung University Publishing, 1996.</p> <p>3. <i>Inside and Outside (Geot-gwa sok)</i>, Geumsung Youth Publishing, 1981.</p> <p>4. <i>My Home (Bogeam jari)</i>, Literature Publishing Co., 1988.</p> <p>5. <i>The Bead Eaten by the Goose (Gesani-ga meokeun guseulal)</i>, Geumsung Youth Publishing, 1993.</p> <p>6. <i>Account of Escape (Talchulgi)</i>, Literature Publishing Co., 1991.</p> <p>7. <i>Swift Horses (Cheollima)</i>, 1, The Company of Swift Horses (Cheollima), Juche 102 (2013).</p> <p>8. <i>Swift Horses (Cheollima)</i> 2, The Company of Swift Horses (Cheollima), Juche 102 (2013).</p> <p>9. <i>Swift Horses (Cheollima)</i> 4, The Company of Swift Horses (Cheollima), Juche 102 (2013).</p> <p>10. <i>Korean Literature (Joseon munhak)</i> 5, Literature Publishing Co., 1989.</p> <p>11. <i>Korean Literature (Joseon munhak)</i> 5, Comprehensive Literature and Art Publishing, Juche 97 (2008)</p> <p>12. <i>Korean Art (Joseon yesul)</i> 7, Literature Art Publishing, Juche 102 (2013)</p>	

### 3) Text Materials

Jang (2015) and Yang's (2015) *Reading Joseoneo* textbooks from Kim Il-sung University do not mention the types of texts, but as can be seen in Table 4, there are many texts related to the North Korean political system or ideology, as highlighted in Table 5.

For example, the prescribed list is as follows: Juche Ideals (Jang 2015, chapters 1 and 2), Great Kim Jong-un (Jang 2015, Chapters 2 and 5; Yang 2015, Chapters 1, 2, and 3), Superiority of the socialist system (Jang 2015, Chapter 4), The Great Leader (Jang 2015, Chapters 6 and 10; Yang 2015, Chapters 4 and 6), Praise for the Great Party (Jang 2015, Chapter 8), Japanese atrocities (Jang 2015, Chapter 9), Criticism of the Capitalist Governance (Yang 2015, Chapter 9), and Loyalty to the Socialist State (Yang 2015, Chapters 11 and 12).

Kim's (2007) *Reading Joseoneo* textbook from Kim Hyong Jik University of Education mentions the types of readings (Table 5) and is conscious that students are exposed to various types. These types include two poems, two classics, one legend of revolution exploits, one excerpt from a memoir, three fairy tales, seven short stories, two collections of legends (three legends and six legends, respectively), two folklore tales, one non-fiction story, one excerpt from a full-length novel, one essay, and excerpt from a classic novel. Overall, there are fewer readings that stress the political ideology or system of North Korea compared to Jang (2015) and Yang (2015).

However, there are included no readings on legendary tales of revolutionary exploits, autobiographical excerpts, or non-fiction stories set in South Korea; all the readings relate to the political system of North Korea and the exploits of Kim Il-sung. Further, all these legends, stories, and classical tales indirectly praise the socialist system, providing accounts of the expulsion of foreign powers (Story of Two Generals), the greedy ruling class (Tofu Hardened with Rocks, Legend of Do Ra Ji, and the Story of Chunhyang), and the loyalty and virtues of the laboring class (Arang and the Angel, Metal Ax, Gold Ax, and Eight Angels of Mount Geumgang).



**Table 5.** Readings from Jang (2015), Yang (2015), and Kim (2007)

Kim Il-sung University		Kim Hyong Jik University of Education
Jang (2015)	Yang (2015)	Kim (2007, vol. 2)
<p>1. <i>The Sunrise of Mount Baekdu</i> (Baekdusan-ui haedodi)</p> <p>2. <i>Become the Benevolent Parents of the Son</i> (Wonadeul-ui jaaeroun eobeoi-ga doesiyeo)</p> <p>3. <i>Scent</i> (Hyangi)<sup>6</sup></p> <p>4. <i>The Happy Figures</i> (Haengbokhan moseup)</p> <p>5. <i>The Pride of the Soldiers</i> (Byeongsa-ui geungji)</p> <p>6. <i>The Warm Snowflake</i> (Ddaseuhan nunsongi)</p> <p>7. <i>The Hammer Crusher of the Kitchen</i> (Chwisajang-ui hama)</p> <p>8. <i>Mother</i> (Eomeoni)</p> <p>9. <i>The Case of "Pyeongpeomul"</i> by the Japanese (Ilje-ga jeojireun 'Pyeongpeomul' sageon)</p> <p>10. <i>The World of Comradeship of Our Young Leadership in Memoirs</i> (Hoegorok-e eorin suryeongnim-ui dongjiae-ui segye)</p> <p>11. <i>By the Fault of One Wrong Word</i> (Geulja hana-reul bakkueoneo-eun tas-e)<sup>7</sup></p> <p><b>Supplementary texts</b></p> <p>1. <i>Within the Love of My Father</i> (Chin abeoji sarang sok-eseo)</p> <p>2. <i>The Happiness of Our Leader</i> (Uri suryeongnim-ui gippeum)</p> <p>3. <i>He is the Father of Our Family</i> (Geui-neun uri gajeong-ui eobeo isimnida)</p> <p>4. <i>General Father, Hong Dan is Born</i> (Abeoji janggunnim, Hong Dan-iga taeyeonasseumnida)</p> <p>5. <i>Our Home with Love</i> (Sarang-ui uri jip)</p> <p>6. <i>Let Me Become a True Service of the People</i> (Inmin-ui chamdoen bong sagiji-ro doegye hasiryeo)</p> <p>7. <i>The Scent of Molten Metal</i> (Soemul kkot hyanggi)</p> <p>8. <i>The Long-Living Potato of the Mountain Hut</i> (Sanmakjip-ui jangsu gamja)</p>	<p>1. <i>Diary of the Great Leader, Great Comrade Kim Jong-il</i> (Widaehan ryeongdoja Kim Jeong-il dongji-kkeseo momso sseusin ilgi)</p> <p>2. <i>The Immortal Classic Masterpiece, Azalea</i> (Bulhu-ui gojeonjeok myeongjak, 'jindallae')</p> <p>3. <i>A Strange Dream</i> (Singihan kkum iyagi)</p> <p>4. <i>The Day the Sky Appeared</i> (Haneul-i naennal)</p> <p>5. <i>The Bridge by the Fox</i> (Yeou-ga noheun dari)<sup>8</sup></p> <p>6. <i>My Fatherland</i> (Na-ui joguk)</p> <p>7. <i>Three Sons and their Mother</i> (Se adeul-gwa eomeoni)<sup>9</sup></p> <p>8. <i>Legend of Gaeksan Bridge</i> (Gaeksangyo-ui jeonseol)<sup>10</sup></p> <p>9. <i>Wrongful Death of Bak Dol</i> (Bak Dol-ui eokulhan jukeum)</p> <p>10. <i>A Merchant in Pyeongyang</i> (Pyeongyang sangin)<sup>11</sup></p> <p>11. <i>The Characters of a Hero</i> (Yeongung-ui ingansang)</p> <p>12. <i>Our Day</i> (Uri-ui haru)</p> <p><b>Supplement texts</b></p> <p>1. <i>Do Not Think of Going Back</i> (Dolagal saenggak malla)</p> <p>2. <i>The Twig Gate</i> (Saripmun)</p> <p>3. <i>The Soul in the Forest</i> (Sup-e gitdeun neok)</p> <p>4. <i>Advice or Remonstrance</i> (Chungeon inya ganeon inya)<sup>23</sup></p> <p>5. <i>Account of Escape</i> (Talchulgi)</p>	<p><u>Poem</u>: <i>The Green Pine Tree of Mount Nam</i> (Namsan-ui pureun sonamu)</p> <p><u>Poem</u>: <i>When There is Spring in Mangyeongdae</i> (Mangyeongdae-e bomi wado)</p> <p><u>Masterpiece</u>: <i>The Immortal Masterpiece, Sahyangga</i> (Bulhu-ui gojeon jeongmyeongjak sahyangga)</p> <p><u>Masterpiece</u>: <i>The Immortal Classic Masterpiece, Azalea</i> (Bulhu-ui gojeon jeongmyeongjak jindallae)</p> <p><u>Revolutionary legend</u>: <i>Did it Rise to the Sky or Fall to the Ground?</i> (Haneullo ollatna ttang-euro jajatna?)</p> <p><u>Memoir recollections</u>: <i>The Father Leadership and the Old Man of the Countryside</i> (Eobeoi suryeongnim-gwa sigol roin)</p> <p><u>Story</u>: <i>Story of Two Generals</i> (Du janggun iyagi)<sup>12</sup></p> <p><u>Short Story</u>: <i>The Silence</i> (Goyo)</p> <p><u>Collection of Legends</u>: <i>Old Stories of Mount Myohyang</i> (Myohyangsan-i jeonhaneun yet iyagi) (1. 'Tofu Hardened with Rocks' [Bawi-ro gudeojin dubu]),<sup>13</sup> 2. 'Arang and the Angel' [Arang-gwa seonnyeo],<sup>14</sup> 3. 'General Woman' [Cheonyeo jangsu])</p> <p><u>Short story</u>: <i>Three Children</i> (Se ai)</p> <p><u>Folklore</u>: <i>Metal Ax, Gold Ax</i> (Soedoki-wa geumdoki)<sup>15</sup></p> <p><u>Non-fiction story</u>: <i>Head Worth Three Won</i> (Sam won jjari daegari)</p> <p><u>Story</u>: <i>The Hedgehog that Beat the Tiger</i> (Horangi-reul igin goseumdochi)</p> <p><u>Short novel</u>: <i>The Snowstorm</i> (Nunbora)</p> <p><u>Collection of legends</u>: <i>Collections of Legends from Mount Geumgang</i> (Geumgangsang jeonseol mukeum)</p> <p>(1. 'Legends of Rabbit Rock and Turtle Rock' [Toki bawi-wa geobuk bawi jeonseol],<sup>16</sup> 2. 'Legend on Turtle Rock' [Geobuk bawi jeonseol],<sup>17</sup> 3. 'Legend of the Go Board' [Badukpan jeonseol],<sup>18</sup> 4. 'Legend of Oknyedong geumgangsusu' [Oknyedong geumgangsusu jeonseol],<sup>19</sup> 5. 'Legend of Mijeulam' [Mijeulam jeonseol],<sup>20</sup> 6. 'Legend of Do Ra Ji' [Do Ra Ji jeonseol],<sup>21</sup></p> <p><u>Short novel</u>: <i>Travelling Companions</i> (Gil dongmudeul)</p> <p><u>Legend</u>: <i>Eight Angels of Mount Geumgang</i> (Geumgangsang palseonnyeo)<sup>22</sup></p> <p><u>Short novel</u>: <i>The Dawn</i> (Gaebyeok)</p> <p><u>Folklore</u>: <i>The Garden Balsam</i> (Bongseonhwa)</p> <p><u>Long novel</u>: <i>The New Spring of the Stream</i> (Seokgaeul-ui saebom)</p> <p><u>Essay</u>: <i>Azalea of the Fatherland</i> (Joguk-ui jindallae)</p> <p><u>Short novel</u>: <i>Attachment</i> (Aechak)</p> <p><u>Story</u>: <i>The Boy who Killed the Burglar</i> (Dojeok-eul chyeobusin sonyeon)</p> <p><u>Short novel</u>: <i>Wanderer of Deokheung</i> (Deokheung nageune)</p> <p><u>Story</u>: <i>Gold Bar and the Corn Rice Cake</i> (Hwanggeumdeongi-wa gangnangtteok)</p> <p><u>Classic</u>: <i>Story of Chunhyang</i> (sentences) (Chunhyang jeonseon [seonmun])</p>

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6. This text compares students dedicated to reading to a fragrance.
  7. This is the story of General Nam Yi, who was executed on false charges despite being a composer of patriotic poetry.
  8. The story of a fox who falls victim to his own greed when he robs a bear and then crosses a single log bridge that collapses under the weight and sends him plummeting into the river.
  9. A mother who has been maltreated by her three sons and their families visits them one by one after becoming lonely following her husband's death, and in the end, lives a happy life due to the wisdom of her youngest daughter-in-law.
  10. A man named Ong Guk built a bridge for travelers while waiting for the return of his son, who had left home to study to become a learned man. This son, Seok Un, who failed in his efforts despite studying literature and martial arts for over ten years, returned home after hearing the story of the Gaeksan Bridge (the bridge his father had built). He regrets his foolishness and impiety toward his parents and back home teaches what he has learned.
  11. Merchant Jeon Jang Bok saves a Chinese merchant in trouble.
  12. The story of a battle between the brave and wise General Saebyeol and General Muswae, who is only brave but not wise.
  13. The story of the rich and greedy Choe, who is so stingy that he begrudges food for the farm servant Swaadol.
  14. This is a love story about Arang and an angel taking place in a mountain hut in Manpok-dong.
  15. This story emphasizes the greediness of the rich man.
  16. The story of a rabbit who did not keep its promise to the Great Jade Emperor becomes a rock with a turtle's body and rabbit's head.
  17. The story of a guide turtle, who in his admiration of Mount Geumgang forgets to obtain the white silk cloth he promised to the dragon king of the sea, is turned into a rock.
  18. This story on incarnation is related to the adage "to not realize the ax handle is rotting from play" (that is, to forget what is important from being too immersed in something fun or pleasurable).
  19. The story of a crane of the white clouds that cures itself of an upset stomach after drinking spring water from under Baegundae Peak.
  20. The story of Ryeongwon, who built a small temple deep in the mountains and there focused on his studies. A deity viewed Ryeongwon with favor and had rice come out near a rock beside the small temple. Ryeongwon goes on to become a famous scholar.
  21. Old man Do and his daughter Ra Ji survive by selling *hwajeon* (a traditional sweet cake). When Ra Ji is forced to become the second wife to a rich man because she and her father had borrowed money for the mother's funeral expenses and were then unable to pay it back in time, she relieves her father and commits suicide in the palanquin on her way to be married.
  22. Here, the story is changed so that the fairy who had returned to heaven returns to the human world in admiration.
  23. The famed scholar Yulgok Yi I predicts the Japanese invasion of Korea in 1592 while interpreting the dreams of King Sunjo.

4) Chapter Development

Whereas Jang (2015) and Yang’s (2015) *Reading Joseoneo* from Kim Il-sung University are composed of “text-(word pronunciation) practice,” as shown in Table 6, Kim’s (2007) *Reading Joseoneo* from Kim Hyong Jik University of Education is composed of “text-word interpretation.” In short, the chapters in all these textbooks are developed such that they are dedicated to the comprehension of the individual readings. Unlike Kim (2007), Jang (2015) and Yang (2015) suggest “word pronunciation,” which is likely to be used in teaching and learning situations involving “oral reading” or “reading aloud.”

**Table 6.** Chapter Contents of Jang (2015), Yang (2015), and Kim (2007)

Kim Il-sung University	Jang Hyuk Chul (2015)	Text-word pronunciation-practice (single chapter with three to five subchapters)
	Yang Ok Joo (2015)	Text-practice (increase in the length of the text) (single chapter with one to eight subchapters)
Kim Hyong Jik University of Education	Kim Yoon Gyo (2002, 2007, Vol. 2)	Text-word interpretation

5) Practice Questions

This section investigates practice questions from *Reading Joseoneo* by Jang (2015) and Yang (2015) from Kim Il-sung University that are provided following the main reading. Kim’s (2007) *Reading Joseoneo* from Kim Hyong Jik University of Education is composed of only “text-word interpretation” and does not present “practice exercises,” so it is not covered here.

Jang (2015) provides six practice questions per reading. Question 1 is a descriptive question exploring the learner’s factual understanding of the text. Question 2 requires sentence completion by choosing a given predicate as an applied form. Question 3 has the learner make a sentence of a certain form by using the given predicate. Question 4 concerns differentiating the meanings of two synonyms and making sentences using word combinations.

Question 5 is a yes or no question meant to check the learner's factual understanding of the given reading. And question 6 involves writing on the topic of the text, making sentences with words similar to the given words, or reciting poetry.

In other words, these exercise questions require a realistic understanding of the text for questions 1 and 5, basic understanding of Korean sentences for questions 2 and 3, an understanding of Korean vocabulary for question 4, and a profound understanding of the text for question 6. Thus, these questions can be considered to require "factual understanding, inference, and critical understanding."

Out of these questions, question 3, as it focuses on certain form, and questions 4 and 6, as they confirm how synonyms are placed, should be investigated further.

The fact that there are practice questions related to "word combination" in North Korean *Reading Joseoneo* textbooks for international students are important in three ways.

First, as shown by Oh (2017, 352, 363), "word combination" is a key part of grammar description in advanced Korean grammar textbooks for overseas Koreans in China. "Word combination," which differs from "sentence components," is "a combination of two or more words which are connected in meaning and grammar and become components of a sentence," and is subcategorized according to the characteristics of the words and structure of and connections between the words.

Second, the presence in these Joseoneo reading textbooks of word-combination exercises, which are not generally seen in North Korean grammar but are commonly found in descriptions of Korean grammar for overseas Koreans in China, allows one to infer that the textbooks for apprentices are mostly aimed at Chinese students.

According to Kim (2005, 14-17), "Some grammarians define word combinations with more than two words, such as auxiliary and components, as sentence elements since they have functions similar to a single-sentence component within the structure of a sentence. This rule has been fixed in grammar regulations since the 1970s and generalized in school grammar." This states that word combination is "contradictory and self-contradicting"

which is significant in two aspects.

First, there exist academic controversies within North Korea surrounding socialist ideas. Therefore, there is a need to focus on the academic disputes of North Korean linguists from the 1970s and analyze the disputes based on word combinations.

Next, although this may have been generalized in North Korean school grammar in the 1970s, as suggested by Oh (2017), advanced grammar textbooks in North Korea published in 2001 do not carry this generalization, although Korean grammar textbooks in Korean schools in China do contain this generalization. This shows that although China and North Korea follow the same socialist ideas, the academics of the two countries vary in their views regarding grammar, and so it would be beneficial to compare the academic discussions in North Korea and China regarding Korean grammar.<sup>24</sup>

Analyzing Korean grammar textbooks from Yanbian (Yeonbyeon in Korean) University (in the Korean autonomous region of China) published from the 1950s to the 1960s, and focusing on semantics, Oh (2019, 284–285) has noted how these texts commonly classify parts of speech according to “kinds of sentence composition,” “characteristics of word combination,” “characteristic methods of word formation,” and “characteristics of meaning,” which is based on the conception of parts of speech found in *Modern Russian Morphology* (*Hyeondae rossiyaeo hyeongtaeron*), published by Moscow State University. This is significant as textbooks from Yanbian University mention the influence of Russian grammatical descriptions on Joseoneo grammar, and hence, it may be assumed that the *Reading Joseoneo* textbook was also influenced by Russian grammatical descriptions.

Third, the contents of these practice questions from the North Joseoneo textbook *Reading Joseoneo* for international students carry important implications as a student-centered textbook, as it understands the grammatical descriptions of the countries of the student learners and structures the practice questions based on methods familiar to these

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24. This will be discussed further in another setting.

students. Table 7 delineates the contents of questions 3, 4, and 6 (Jang 2015).

Table 7. Some of the Practice Questions from Jang (2015)

Jang (2015)			
Chapter	Combinations of endings and dependent nouns (question 3)	Synonyms (questions 4, 6)	Word combination (question 4)
1	《Predicate+듯》	4. ① 놓이다, 놓다 ② 깃들여있다, 담겨져있다 ③ 떠메다, 걸머지다 ④ 굽어보다, 내려다보다 ⑤ 신비롭다, 기이하다	
	《Predicate+기 그지없다》		4. ① 첫손가락에 꼽히다 ② 러명이 밝아오다 ③ 광명을 펼쳐주다 ④ 절정을 이루다 ⑤ 온 세계에 뿌리다.
	《Predicate+더니》	6. ① 비끼다(비추다) ② 내세우다(나서다) ③ 내다 ④ 표명하다(표시하다) ⑤ 모시다(섬기다)	4. ① 어둠을 헤치다 ② 하늘이 열리다 ③ 조화를 부리다 ④ 걱정애 넘치다 ⑤ 사랑이 불타다
2	《Question Pronoun+든지》	6. ① 굳건히 ② 자라나다 ③ 쇠다 ④ 견잡다 ⑤ 돌아보다	4. ① 관심을 돌리다 ② 사랑을 돌려주다 ③ 설명절을 쇠다 ④ 소원을 풀다 ⑤ 눈굽이 젖다
	《Verb+듯》	6. ① 먹다 ② 푸짐하다 ③ 공급하다 ④ 필요하다 ⑤ 간곡히	4. ① 눈물을 머금다 ② 격정에 겹다 ③ 부모구실을 하다 ④ 국수를 누르다 ⑤ 떡을 치다

	《Substantive+을(를) 금치 못하다》		4. ① 어둠이 깃들다 ② 잔디를 깔다 ③ 번듯하게 꾸리다 ④ 어둠이 드리우다 ⑤ 결심을 가다듬다
3	《Verb+버리다》		4. ① 여념이 없다 ② 눈길을 떼지 못하다 ③ 열띤 논쟁 ④ 다소곳이 숙이다
	《Substantive+와(과) 더 붙어》		4. ① 여념이 없다 ② 생활의 길동무 ③ 말없는 스승 ④ 마를줄 모르는 샘 ⑤ 배움의 향기
4	《Substantive+까지만 해도》		4. ① 한몫으로 흐르다 ② 조바심이 생기다 ③ 퇴근길에 오르다 ④ 가만 보다 ⑤ 활기에 넘치다
	《Predicate+ㄴ 세라》		4. ① 눈에 띄우다 ② 차려입다 ③ 방불케 하다 ④ 미소가 피여오르다 ⑤ 물장구를 치다
	《Predicate+다 못해》		4. ① 눈길을 떼다 ② 퇴약별에 시달리다 ③ 고역에 지치다 ④ 결코...이 아니다 ⑤ 걸음을 옮기다
	《Noun+이야/야말로》		4. ① 꽃물결이 흐르다 ② 가슴을 치다 ③ 두눈이 후터워지다 ④ 사진기에 담다 ⑤ 글감을 찾다

5	《Verb+는 바람에》	6. ① 또렷하다 ② 공시하다 ③ 추대하다 ④ 저마다 ⑤ 높뛰다	4. ① 어깨성을 쌓다 ② 눈길을 주다 ③ 가슴이 뛰다 ④ 금할수 없다 ⑤ 심장이 높뛰다
	《Predicate+ㄹ래야 ㄹ수 없다》		4. ① 혁명의 최고수위에 모시다 ② 군복을 입다 ③ 수천수만을 헤아리다 ④ 생활의 첫발을 떼다 ⑤ 팔을 끼고 어깨를 결다
6	《Noun+이야/이야말로》		4. ① 눈꽃이 피어나다 ② 방학을 맞다 ③ 마음이 상쾌하다 ④ 눈을 맞다 ⑤ 좋아라 뛰어놀다
	《~는대로》		4. ① 생사를 판가리하다 ② 한치한치 오르다 ③ 혁명의 붉은기를 휘날리다 ④ 끊임없이 이어가다
	《Substantive+마냥》		4. ① 생사를 판가리하다 ② 행복의 요람 ③ 행복을 빛다 ④ 낮과 밤을 이어 ⑤ 뜨거운 체온으로 덥히다
7	《Verb+고나서》	6. ① 지피다 ② 전혀 ③ 아마 ④ 번갈아 ⑤ 난감하다	4. ① 밥을 짓다 ② 불을 지피다 ③ 조바심이 나다 ④ 키질을 하다 ⑤ 반응이 없다
	《Verb+자마자》		4. ① 울상이 되다 ② 면목이 없다 ③ 화가 나다 ④ 밥이 잦다 ⑤ 쌀을 안치다



8	《Verb+아도/어도/여도》		4. ① 귀밑머리 희여지다 ② 아이적목소리 ③ 정겨운 시선 ④ 살뜰한 손길 ⑤ 나란히 하다
	《Predicate+ㄴ 들》		4. ① 미래의 언덕 ② 애달프게 기원하다 ③ 사려깊은 눈빛 ④ 스승의 시선 ⑤ 존엄높은 모습
9	《Verb+기 시작하다》	6. ① 강제로 ② 암담하다 ③ 떼우다 ④ 헤매다 ⑤ 개척하다	4. ① 발길이 미치다 ② 살길을 찾다 ③ 보짐을 풀다 ④ 세상을 등지다 ⑤ 등쌀에 시달리다
	《Predicate+기 그지없다》	6. ① 모지라지다 ② 뚜지다 ③ 모여들다 ④ 일구다 ⑤ 들어앉다	4. ① 손이 모지라지다 ② 피땀을 흘리다 ③ 화전을 일구다 ④ 억압을 받다 ⑤ 마수가 뻗치다
	《Verb+기로 하다》	6. ① 강탈하다 ② 뺏하다 ③ 몽땅 ④ 줄개 ⑤ 돌아치다	4. ① 오בות게 살다 ② 눈깔이 뒤집히다 ③ 굶주린 승냥이 ④ 호통을 치다 ⑤ 한자리에 모여앉다
	《Verb+다가》	6. ① 강제로 ② 무고하다 ③ 삼시에 ④ 흘리다 ⑤ 놔두다	4. ① 날이 밝다 ② 꿈무늬를 빼다 ③ 기승을 부리다 ④ 피에 주리다 ⑤ 뒤걸음질하다
	《Verb+ㄹ바엔》		4. ① 치를 떨다 ② 악을 쓰다 ③ 찢먹은 힘 ④ 목숨을 내대다 ⑤ 산천이 변하다

10	《Verb+지 않으면 안되다》	6. ① 접하다 ② 옮기다 ③ 받들다 ④ 매혹되다 ⑤ 징벌하다	4. ① 감동깊은 세계에 접하다 ② 혁명활동무대를 옮기다 ③ 뜻과 생사를 같이하다 ④ 우정을 두터이 하다 ⑤ 철이 없다
	《Verb+고싶다》	6. ① 강의하다 ② 의탁하다 ③ 안온하다 ④ 보좌하다 ⑤ 마음달리다	4. ① 목숨을 바치다 ② 인정의 울타리 ③ 눈물을 머금다 ④ 눈물겹다 ⑤ 지조를 굽히지 않다.
	《Verb+기도 하다》	6. ① 모대기다 ② 구원하다 ③ 희사하다 ④ 사귀다 ⑤ 절감하다	4. ① 세상에 알려지다 ② 간격을 두다 ③ 피와 땀을 바치다 ④ 의리를 지키다 ⑤ 친구를 사귀다
	《Predicate+ㄴ 지/는지》	6. ① 타고있다 ② 아낌없이 ③ 무릅쓰다 ④ 닦다 ⑤ 충격	4. ① 벼의 시계 ② 소식에 접하다 ③ 선을 찾다 ④ 짐을 풀다 ⑤ 정을 나누다
	《~으로/로부터》		4. ① 뼈에 새기다 ② 인정에 무르다 ③ 혁명의 폭풍아 ④ 역센 절개 ⑤ 해방전의 열풍
11	《~ㄴ 데다가》	6. ① 처형하다 ② 꾸미다 ③ 천시하다 ④ 활달하다 ⑤ 음탕하다	4. ① 루명을 쓰다 ② 배가 아프다 ③ 트집을 잡다 ④ 뜻을 이루다 ⑤ 우환을 당하다
	《~ㄴ 길 이 없다》		4. ① 가만히 있지 않다 ② 화가 되다 ③ 뜻을 펴다 ④ 형장의 이슬 ⑤ 감정이 흐르다

As Table 7 shows, practice question 3 consists of questions that ask readers to create sentences of a certain type by using the given predicates. There are

questions on combining endings, dependent nouns, and auxiliary predicates. Table 8 shows the types of questions.

Table 8. Suggested Forms on Practice Question 3 from Jang (2015)

Endings		Dependent nouns	Auxiliary predicates
Particles	Suffix		
《Question Pronoun+든지》	《Predicate+기 그지없다》	《Predicate+듯》	《Verb+버리다》
《Substantive+을(를) 금치 못하다》	《Verb+기 시작하다》	《Verb+듯》	
《Substantive+와(과) 더불어》	《Predicate+기 그지없다》		
《Substantive+까지만 해도》	《Verb+기로 하다》		
《Noun+이야/야말로》	《Verb+기도 하다》		
《Noun+이야/이야말로》	《Verb+고싶다》		
《Substantive+마냥》	《Predicate+더니》		
《~으로/로부터》	《Predicate+르 세라》		
	《Predicate+다 못해》		
	《Verb+는 바람에》		
	《Predicate+르 해야 르 수 없다》		
	《~는대로》		
	《Verb+고나서》		
	《Verb+자마자》		
	《Verb+아도/어도/여도》		
	《Predicate+ㄴ 들》		
	《Verb+다가》		
	《Verb+르 바옌》		
	《Verb+지 않으면 안되다》		
	《Predicate+ㄴ 지/는지》		
	《~ㄴ 데다가》		
	《~르 길이 없다》		

As shown in Table 8, even though the North Korean grammatical system does not divide the particle and the suffix, there are various examples related

to endings.

First, out of the endings, the grammatical expressions that are identical to the particles in South Korean grammar include, “《Question pronoun+든지》, 《Substantive+을(를) 금치 못하다》, 《Substantive+와(과) 더불어》, 《Substantive+까지만 해도》, 《Noun+이야/야말로》, 《Noun+이야/이야말로》, and 《Substantive+마냥》《~으로/로부터》.” The following is the categorization of the suggested particles within the examples.

Auxiliary particle: ‘든지’, ‘까지만’, ‘이야/(이)야말로’, Case particle: Objective particle ‘을(를)’, Adverbial particle ‘와(과)’, Adverbial particle ‘마냥’, Adverbial particle ‘~으로/로부터’

Through this categorization, it can be seen that there are examples of objective, adverbial, and some auxiliary particles, and it can be concluded that the reading textbook does not emphasize grammatical expressions based on grammatical systems.

In addition, out of the endings, grammatical expressions that are identical to the suffix in South Korean grammar include 《《Predicate+기 그지없다》, 《Verb+기 시작하다》, 《Predicate+기 그지없다》, 《Verb+기로 하다》, 《Verb+기도 하다》, 《Verb+고싶다》, 《Predicate+더니》, 《Predicate+르세라》, 《Predicate+다 못해》, 《Verb+는 바람에》, 《Predicate+르래야 르수 없다》, 《~는대로》, 《Verb+고나서》, 《Verb+자마자》, 《Verb+아도/어도/여도》, 《Predicate+ㄴ 들》, 《Verb+다가》, 《Verb+르바엔》, 《Verb+지 않으면 안되다》, 《Predicate+ㄴ 지/는지》, 《~ㄴ 데다가》, 《~르길이 없다》. The following is the categorization of the suffixes.

#### Transformation Suffix

- ① Noun transformation suffix: 《Predicate+기 그지없다》, 《Verb+기 시작하다》, 《Predicate+기 그지 없다》, 《Verb+기로 하다》, 《Verb+기도 하다》,
- ② Adnominal transformation suffix: 《Verb+는 바람에》, 《~는대로》, 《Verb+르바엔》, 《~르길이 없다》

Connecting suffix: 《Verb+고 싶다》, 《Predicate+더니》, 《Predicate+르래야 르수 없다》, 《Predicate+다 못해》, 《Verb+고나서》, 《Verb+자마자》, 《Verb+

아도/어도/여도》, 《Predicate+ㄴ 들》, 《Verb+다가》, 《Verb+지 않으면 안되다》, 《Predicate+ㄴ 지/는지》, 《~ㄴ 데다가》

Concluding suffix 《Predicate+ㄴ 세라》

Through this categorization, it can be seen that there are many expressions with a noun transformation suffix and adnominal transformation suffix. In addition, there are various connecting suffixes and colloquial expressions: (《Verb+고나서》, 《Verb+자마자》, 《Verb+다가》, 《Predicate+다 못해》, 《~ㄴ 데다가》). The only concluding suffix shown is ‘-ㄴ 세라’.

Next, expressions related to dependent nouns include, “《Predicate+ㄴ 듯》, and 《Verb+ㄴ 듯》,” and it is noted that only expressions related to the dependent noun “ㄴ 듯” are shown.

Expressions related to auxiliary predicates include “《Verb+버리다》,” which show that only expressions related to the auxiliary predicate “버리다” are shown.

As shown in Table 7, Jang’s (2015) practice questions 4 and 6 are composed of questions concerning using the use of two synonyms to differentiate meanings and make sentences, finding words with similar meanings to the given words, and making sentences and reciting poetry, though these are not in every chapter. However, these questions are important as they allow students to focus on the differences in meaning between synonyms. It is notable that the list of synonyms from practice questions 4 and 6 of Jang (2015) include the following unfamiliar words, out of which South Korea’s *Standard Korean Dictionary* (*Pyojun gugeo daesajeon*) only suggests “모대기다” (*modaegida*) as North Korean vocabulary.<sup>25</sup>

Unfamiliar Words: 모지라지다 (*mojirajida*), 뚜지다 (*ttujida*), 마음달리다 (*maeumdallida*), 모대기다 (*modaegida*)

25. Gungnip gugeowon (National Institute of Korean Language), *Pyojun gugeo daesajeon* (Standard Korean Dictionary), s.v. “모대기다,” accessed December 1, 2021. <https://stdict.korean.go.kr>.

Word combinations from practice question 4 of Jang (2015) include the following unfamiliar word combinations.

Unfamiliar Word Combinations: 눈굽이 젖다, 눈에 띄우다, 두눈이 후터워지다, 어깨성을 쌓다, 팔을 끼고 어깨를 걸다, 생사를 판가리하다, 목숨을 내대다, 소식에 접하다, 감정이 흐르다

There are eight to ten practice questions per reading in Yang's (2015) *Reading Joseoneo 2* of Kim Il-sung University. Question 1 explains the pronunciation rules for given words and provides two examples of words for each rule. Question 2 concerns reading out loud the given words and word combinations while paying attention to pronunciation. Question 3 concerns reading the given sentences with accurate breaks and accents. Question 4 relates to describing one's factual understanding of the given text. Question 5 involves adding the correct endings to the underlined word in the given text and completing the sentences by choosing the correct word. For Question 6, one writes at least two words with similar meanings to the underlined word in a given sentence. Question 7 requires making at least five word combinations with the given words. Question 8 requires finding at least five compound words for each of the given words. Question 9 tests the student's ability to connect two sentences using the given word combinations, and question 10 requires writing a journal entry based on what happened the day before, singing one of the immortal classic masterpieces with emotion, writing three to five sentences on the given reading, or putting three given sentences in their right order.

In other words, questions 1 to 3 concern reading based on pronunciation rules, pronunciation, and accents; question 4 tests reading comprehension; questions 5–9 are on sentence composition and sentence connections; and questions 8, 9, and 10 are on actual sentence composition.

Questions 6, 7, 8, and 9 focus more in-depth on sentence composition and sentence connections compared to Jang's (2015) questions, as they treat word combinations and connecting sentences in sentence composition and sentence connections. Table 9 delineates questions 6, 7, 8, and 9 from Yang (2015) focused on this viewpoint.

**Table 9.** Some Practice Questions from Yang (2015)

Yang (2015)			
	Make word combinations with the given words	Find compound words with the given words	Make two connected sentences for each of the given word combinations
1	6. ① 호미 ② 무원칙하다 ③ 근면하다 ④ 모지라지다 ⑤ 싹틔워주다	7. ① 방학 ② 로동 ③ 대 ④ 땀	8. ① 특별한 존재 ② 무원칙한 대접 ③ 자랑스러운 유물 ④ 모지라진 호미 ⑤ 신세를 지다 ⑥ 인류의 부
2	6. ① 추석날 ② 산소 ③ 회고하다 ④ 향취 ⑤ 분묘		7. ① 감회깊이 회고하다 ② 감격의 눈물 ③ 소중히 간직되다 ④ 그윽한 향취
3	7. ① 갈피갈피 ② 호골주 ③ 봄비다 ④ 무인지경 ⑤ 발견하다 ⑥ 실컷	8. ① 식량 ② 대사하 ③ 바위 ④ 달다	9. ① 전설같은 이야기 ② 귀한 보약 ③ 사람들로 봄비다 ④ 신비롭게 생각하다 ⑤ 단잠에 들다
	7. ① 천벌 ② 정상 ③ 아무쪼록 ④ 허전하다 ⑤ 자초지종	8. ① 백성 ② 닢 ③ 한생 ④ 절	9. ① 자나깨나 흠모하다 ② 오매불망 그리다 ③ 복두갈구리같은 손 ④ 서운하기 그지없다
4	7. ① 무지개 ② 꽃바다 ③ 꽃물결 ④ 향기 ⑤ 생시 ⑥ 신비롭다	8. ① 만경대 ② 칠골 ③ 봄 ④ 전설	9. ① 보통것과는 달리 ② 뜻깊은 사연 ③ 백화가 만발하다 ④ 생시를 방불케 하다 ⑤ 꿈에서 본 것처럼 ⑥ 하늘땅을 뒤흔들다
	7. ① 하늘 ② 명절날 ③ 소나무 ④ 장수 ⑤ 념원 ⑥ 상징하다	8. ① 농민 ② 소식 ③ 축하 ④ 나비	9. ① 민심이 천심이라더니 ② 락착을 짓다 ③ 팔을 걷고 나서다 ④ 고심어린 노력 ⑤ 귀중한 선물 ⑥ <i>Haneul-i naennal</i> (The Day the Sky Appeared)

5	7. ① 주먹 ② 소름 ③ 알맞춤하다 ④ 부러지다 ⑤ 감히 ⑥ 군침	8. ① 배 ② 개울 ③ 비리다 ④ 주둥이	9. ① 소름이 끼치다 ② 굶주린 배 ③ 주먹같은 자물쇠 ④ 군침이 돌다 ⑤ 잔뜩 지다
	7. ① 다래끼 ② 놀라다 ③ 우지끈하다 ④ 교활하다 ⑤ 가소롭다 ⑥ 피	8. ① 창고 ② 메다 ③ 꼴 ④ 침	9. ① 외나무다리가 휘청거리더니 ② 가소롭기 짝이 없다 ③ 남을 속이다 ④ 약은 꼬 ⑤ 남잡이가 제잡이
6	5. ① 운명 ② 이국 ③ 정들다 ④ 다심하다 ⑤ 모래볼	6. ① 풀 ② 지줄대다 ③ 벼 ④ 땀 ⑤ 눈	7. ① 첫살 ② 한달음에 달려오다 ③ 고향 어머니 ④ 모래볼에 덩굴던 어릴 적 동무 ⑤ 땀을 씻는 처녀의 그윽한 눈길
	5. ① 가난하다 ② 고통 ③ 소원 ④ 진정 ⑤ 그러안다	6. ① 살다 ② 부두 ③ 청춘 ④ 못 ⑤ 진달래	7. ① 살길을 찾아 떠나다 ② 이국의 광야 ③ 한치 땅을 위해 ④ 한줌 흙 ⑤ 조국은 어머니
	5. ① 더없이 ② 한생 ③ 영원하다 ④ 쓰다듬고싶다 ⑤ 닳다	6. ① 더 ② 없다 ③ 거울 ④ 앞 ⑤ 땅	7. ① 무궁한 미래 ② 영원한 품 ③ 뜨거운 심장 ④ 신성한 이름 ⑤ 손이 닳다
	5. ① 있는껏 ② 들끓다 ③ 소용돌이치다 ④ 시름있다 ⑤ Goyo (The Silence)하다	6. ① 노래 ② 로동 ③ 숨결 ④ 철 ⑤ 없이	7. ① 일을 해도 일을 해도 더 하고싶다 ② 아름다운 삶 ③ 환희의 노래 ④ Goyo (The Silence)한 숨결 ⑤ 우리의 금지
	7. ① 가난하다 ② 대대로 ③ 애 ④ 화전 ⑤ 녀두리 ⑥ 몸부리치다 ⑦ 살려내다		8. ① 무진 애를 쓰다 ② 애쓴 보람 ③ 입버릇처럼 말하다 ④ 자리에 눕다 ⑤ 숨을 거두다



	<p>7.</p> <p>① 혼자서 ② 가산 ③ 장만하다 ④ 조여지다 ⑤ 보태다 ⑥ 께쌈하다 ⑦ 하소연하다</p>		<p>8.</p> <p>① 이구동성으로 말하다 ② 얼굴이 몹시 축가다 ③ 귀신도 모르게 죽다 ④ 대수롭지 않은 일 ⑤ 인정이 많다</p>
	<p>7.</p> <p>① 매정하다 ② 께쌈하다 ③ 뻘히 ④ 무작정 ⑤ 하염없이 ⑥ 뒤거똥하다 ⑦ 섬찍하다</p>		<p>8.</p> <p>① 갇은 고생을 다하다 ② 랑대를 받다 ③ 무작정 퍼더버리고 앓다 ④ 무릎을 꿇다 ⑤ 말이 아니다</p>
	<p>7.</p> <p>① 한숨 ② 귀하다 ③ 도리 ④ 이왕 ⑤ 어쭙다 ⑥ 여생</p>		<p>8.</p> <p>① 자식들을 귀하게 여기다 ② 자식된 도리 ③ 마음에 찢리다 ④ 돌심장같다 ⑤ 여생을 행복하게 보내다</p>
8	<p>7.</p> <p>① 길손 ② 훈시 ③ 초야 ④ 일순 ⑤ 짐짓 ⑥ 필경</p>	<p>8.</p> <p>① 옛날 ② 세상 ③ 버릇 ④ 청 ⑤ 인사</p>	<p>9.</p> <p>① 길손들로 흥성거리다 ② 입버릇처럼 말하다 ③ 귀에 못이 박히다 ④ 초야에 묻히다 ⑤ 도를 닦다 ⑥ 간절한 청 ⑦ 하직인사를 하다</p>
	<p>7.</p> <p>① 평양성 ② 낮 ③ 째째이 ④ 찬사 ⑤ 신세 ⑥ 끝내</p>	<p>8.</p> <p>① 장마 ② 길 ③ 꼬리 ④ 이웃 ⑤ 성명</p>	<p>9.</p> <p>① 점점 찾아지다 ② 낮을 익히다 ③ 소문은 발이라도 달린듯 ④ 꼬리를 물고 찾아오다 ⑤ 찬사를 아끼지 않다 ⑥ 세상을 떠나다 ⑦ 치하를 받다</p>
	<p>7.</p> <p>① 무술 ② 보람 ③ 칼 ④ 좌담 ⑤ 신세 ⑥ 폭소</p>	<p>8.</p> <p>① 경기 ② 등수 ③ 공 ④ 공부 ⑤ 승산</p>	<p>9.</p> <p>① 칼을 땅에 꽂다 ② 승산이 있다 ③ 머리를 쉬다 ④ 신세를 지다 ⑤ 폭소를 터뜨리다 ⑥ 부질없는 도둑기</p>

	7. ① 돌비석 ② 울음소리 ③ 억울하다 ④ 지혜 ⑤ 고스란히	8. ① 길 ② 손 ③ 모르다 ④ 무술	9. ① 낫모를 사람 ② 연고를 묻다 ③ 불효막심한 자식 ④ 고향에 놀러왔다 ⑤ 그 아버지에 그 아들이다
9	7. ① 땅속 ② 각종 ③ 피맺히다 ④ 고아 ⑤ 방황하다 ⑥ 동냥 ⑦ 고소하다 ⑧ 자극하다	8. ① 문서 ② 발 ③ 골목 ④ 대문	9. ① 고아가 되다 ② 한지에 나았다 ③ 발길이 닿은 곳 ④ 굶기를 부자집 밥먹듯 하다 ⑤ 눈물이 마를날 없다 ⑥ 동냥의 길에 나서다 ⑦ 창자를 자극하다
	7. ① 대문가 ② 술독 ③ 무작정 ④ 도적질 ⑤ 말없이 ⑥ 잡일 ⑦ 패재 ⑧ 속궁냥	8. ① 대문 ② 술 ③ 머슴 ④ 빚 ⑤ 속	9. ① 몸을 떨다 ② 음흉한 빛 ③ 의지가지랄데 없다 ④ 잡일에 시달리다 ⑤ 골머리를 앓다
	7. ① 속마음 ② 여념 ③ 상통 ④ 흠치다 ⑤ 부려먹다 ⑥ 한지	8. ① 장작 ② 오리우리 ③ 도적 ④ 죽다	9. ① 속마음을 들여다보다 ② 여념이 없다 ③ 막무가내로 ④ 개화장을 휘두르다 ⑤ 마소처럼 부려먹다 ⑥ 억울한 죽음
10	7. ① 부유하다 ② 등쳐먹다 ③ 수완 ④ 초라하다 ⑤ 수심 ⑥ 기필코 ⑦ 쓸쓸하다 ⑧ 두말없이 ⑨ 꾸어주다 ⑩ 사례하다 ⑪ 언약하다		8. ① 돈을 한있두있 모아 ② 남을 속이거나 ③ 덕망이 높은 ④ 하염없이 바라보는 ⑤ 스쳐지날 수 없다 ⑥ 풍랑을 만나다

	7. ① 무역하다 ② 교역하다 ③ 영문 ④ 권하다 ⑤ 강요하다 ⑥ 희귀하다 ⑦ 자랑거리		8. ① 자기 일처럼 기뻐하며 ② 은혜를 입은 ③ 영문을 알수 없는 ④ 곤경에 처한 ⑤ 옛말처럼 전하며
11	7. ① 기질 ② 흔적 ③ 주먹 ④ 웃음거리 ⑤ 경황없이 ⑥ 왈각 ⑦ 가식	8. ① 영웅 ② 칭호 ③ 인간 ④ 별 ⑤ 위훈 ⑥ 좁 ⑦ 메달	9. ① 범상치 않은 ② 애젊은 청년 ③ 웃음거리가 되기 전에 ④ 가식이 없는 ⑤ 귀중한 재부 ⑥ 영원한 인간상
12	7. ① 눈뿌리 ② 무릉도원 ③ 기름지다 ④ 승리자 ⑤ 구별되다 ⑥ 제국주의떼무리	8. ① 선군 ② 사회주의 ③ 제국주의	9. ① 셀수없이 ② 눈뿌리 아득하다 ③ 숨결이 있다 ④ 깨우침의 목소리 ⑤ 제국주의를 압도하다 ⑥ 철의 힘
	7. ① 류레없다 ② 확신성있다 ③ 봉우리 ④ 층계 ⑤ 치렬한 ⑥ 심각한 ⑦ 생활방식	8. ① 속도 ② 성세 ③ 재부 ④ 밀도	9. ① 온 세계가 부러워하다 ② 세월의 층계 ③ 치렬한 대결 ④ 거대한 위업 ⑤ 흐르는 날과 날 ⑥ 나라의 전도
	7. ① 초침 ② 급속도 ③ 매일매일 ④ 좌절시키다 ⑤ 시시각각 ⑥ 모지름 ⑦ 강대하다	8. ① 자전 ② 실천 ③ 대국 ④ 시간	9. ① 하루에 대한 자각 ② 상상 못할 정도 ③ 모지름을 쓰고있다 ④ 실천으로 증명하다 ⑤ 강대한 힘 ⑥ 선군의 보검
	7. ① 자신만만하다 ② 미덥다 ③ 글발 ④ 놀래우다 ⑤련이어 ⑥ 보람 ⑦ 수호전	8. ① 백두산 ② 교대 ③ 세포	9. ① 위대한 기적 ② 기적과 위훈 ③ 긴장한 하루 ④ 창조와 혁신

7. ① 정녕 ② 생눈길 ③ 념원 ④ 목선 ⑤ 안녕 ⑥ 늘		8. ① 끝없이 파도쳐온다 ② 비상한 혁명령도 ③ 불타는 소원 ④ 밤을 패여
7. ① 분발심 ② 뼈저리다 ③ 두툼하다 ④ 인민행렬차 ⑤ 탕개		8. ① 불같은 하루 ② 인생을 비추어보며 ③ 왕성한 열정 ④ 진취적인 기백 ⑤ 헌신의 인간
7. ① 최후승리 ② 아낌없이 ③ 잡도리 ④ 발자욱		8. ① 밤을 패며 일하고 ② 사상전의 포성 ③ 당과 조국앞에 뒤흔든 마음 ④ 발자욱이 무수히 찍히다
7. ① 향유 ② 장식하다 ③ 불바람 ④ 새벽문 ⑤ 기어이		8. ① 혁명적 량심 ② 혁명의 먼길 ③ 참된 애국자 ④ 우렁찬 발걸음소리 ⑤ 우리의 편

Conclusion

The purpose of this study was to analyze *Reading Joseoneo 1, 2* for apprentices (Jang 2015; Yang 2015) from Kim Il-sung University and *Reading Joseoneo 2* for apprentices (Kim 2007) of Kim Hyong Jik University of Education, all of which are Joseoneo (Korean-language) textbooks for international students in North Korea, to better understand recent Korean-as-foreign language textbooks in North Korea.

This study is significant as it identifies the following two new facts. First, it establishes the existence of Kim Hyong Jik University of Education's *Reading Joseoneo 1*, and to a certain extent identifies the status, roles, and characteristics of the textbooks, and composition of the students who use them, at Kim Il-sung University and Kim Hyong Jik University of Education. Kang (2011) posited that *Reading Joseoneo 1* from Kim Hyong Jik University

of Education either did not actually exist or was a reading textbook for students who entered the country a long time ago, a conclusion that likely resulted from limited access to North Korean data at the time his study was made. Now it can be established that *Reading Joseoneo 1* exists as an actual textbook from Kim Hyong Jik University of Education (Table 1).

However, it is notable that the *Reading Joseoneo* textbooks are intended for international students. Why is it then that the *Reading Joseoneo* textbook of Kim Hyong Jik University of Education is a single textbook without being separated into different tracks for international students and apprentices, but rather structuring it as *Reading Joseoneo 1, 2, 3* (for international students, apprentices, and again international students, respectively)?

Professor Kim Young Yoon (of Kim Il-sung University) answered these questions by introducing the authors to the different educational standards of the two universities. International students at Kim Hyong Jik University of Education with a certain level of achievement are allowed to study at Kim Il-sung University after passing a separate entrance procedure. International students unable to transfer to Kim Il-sung University continue to study Korean using textbooks from Kim Hyong Jik University of Education, which are relatively easier than the textbooks from Kim Il-sung University. This explanation is significant as it allows us to estimate the status, roles, and characteristics of textbooks, and compositions of apprentices at Kim Il-sung University and Kim Hyong Jik University of Education, which publish the *Joseoneo* textbooks for international students in North Korea.

Second, the fact that there are practice questions related to “word combination” in the *Reading Joseoneo* textbooks for international students at Kim Il-sung University (question 4 of Jang [2015]) is important in three ways.

First, as shown in Oh (2017, 352, 363), “word combination” is a distinguishing part of sentence grammar descriptions in advanced Korean grammar textbooks for overseas Koreans in China. “Word combination,” which differs from “sentence components,” is subcategorized according to the characteristics of words, characteristics of structure, and the connections between words.

Next, because “word combinations,” which are not generally found in

North Korean grammar yet are related to descriptions of Korean grammar aimed at ethnic Koreans in China, figure prominently in the practice questions in these Korean reading textbooks under examination here, it can be inferred that these textbook for apprentices are primarily intended for Chinese students.

The contents of these practice questions from the North Korean textbook, *Reading Joseoneo* for international students, carry important implications since as a student-centered textbook they reflect the grammatical descriptions of the home country of the international students and contain practice questions structured on the methods familiar to the target student.

However, one limitation of this study is that it has been unable to provide a detailed analysis of Korean-language education for international students in North Korea based on the experiences of those who have studied the textbooks under review here. This should be a focus of future studies.

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