Studies in Korean Linguistics and Language Pedagogy

KLEAR-RILI Studies in Korean Language and Linguistics

Studies in Korean Linguistics and Language Pedagogy

Festschrift for Ho-min Sohn

Edited by Sung-Ock Sohn, Sungdai Cho & Seok-Hoon You

고려대학교출판부
KOREA UNIVERSITY PRESS

Korea University Press
82-2-3290-4234 (Tel.) 82-2-923-6311 (Fax)
http://www.kupress.com kupress@korea.ac.kr
145, Anam-Ro, Seongbuk-Gu, Seoul, 136-701 Korea

© 2013 Korea University Press
All rights reserved.
Published October 2013

ISBN 978-89-7641-830-2 93710

KRW 31,000

CONTENTS

Preface 9

Contributors 14

Introduction 15

PART I
KOREAN LINGUISTICS

1. Korean Honorific Sentence Ending, *-pnita*:
Indexing of Knowledgeable Expert • **Sumi Chang** 25

2. Semantic and Pragmatic Functions of Sentence Enders
-kwun and *-ney* in Korean • **In Jung Cho and Young-A Cho** 53

3. *KULENIKKA* as a Marker of Agreement and Disagreement
• **Jae-Eun Im** 67

4. The Classification of Compounds Revisited:
with Reference to Korean and English • **Weon-Don Jeong** 84

5. Opacity: Back to Derivation? • **Gyung-Ran Kim** 95

6. Common Grammatical Properties of World Englishes
• **Jeong-Ryeol Kim** 109

7. Double Evidential Marking in Korean Storytelling
• **Mary Shin Kim** 135

8. The Price of Politeness: Subject Honorification and Processing
• **William O'Grady, On-Soon Lee, and Miho Choo** 154

9. The Grammaticalisation of *-(u)l ke(s)* in Korean • **Duk-Soo Park** 165

10. Etymologies and Uncooperative Facts • **S. Robert Ramsey** 178

11. Dialogic Contexts for the Emergence of New Grammar:
The Case of Final *-ketun* in Korean • **Sung-Ock Sohn** 185

12. The Mongolian Names for 'Korea' and 'Korean' and Their
Significance for the History of the Korean Language
• **Alexander Vovin** 200

13. Interactive Nature of the Korean Honorific Marker *-yo*
• **Sang-Seok Yoon** 206

PART II
KOREAN LANGUAGE PEDAGOGY

14. Vocabulary Teaching and Learning in KFL Classroom Settings:
What To Know and How To Teach • **Andrew Sangpil Byon** 225

15. Collaborative Writing with Concept Maps
• **Sungdai Cho and Yongjin Lee** 241

16. The Effect of Short Term Study Abroad Program
on Proficiency Gains • **Sahie Kang** 254

17. Globalization and Process of Transformation of Language
of Korean Students in America • **Hi-Sun H. Kim** 267

18. Quest for Identity: Korea's Language and Culture on the World Stage • **Young-Key Kim-Renaud** 286

19. Exploration of Applicability of Pilot 6.0 and Paradox 9.0 in KSL Research • **Eun-Joo Lee** 299

20. Collocation Usage by Learners of Korean: Analysis and Pedagogical Implications • **Sang-suk Oh and Mi-Hyun Kim** 310

21. An Effective Way of Teaching Korean Obstruents to Beginning Learners • **Mee-Jeong Park** 332

22. Cognitive Linguistics and Second Language Instruction for Teaching Korean Postpositons *-ey* and *-eyse* • **Ebru Türker** 346

23. Trends and Issues in Korean Language and Culture Education Research: A Comparative Study • **Hye-Sook Wang** 382

PART III

KOREAN LANGUAGE PEDAGOGY AND GENERAL

(WRITTEN IN KOREAN)

24. 온라인 영어독해 수업에서의 상호작용 활성화 방안에 대한 연구 (The Acquisition of Korean Head-internal Relative Clauses by Korean Adults) • **조수근 (Sookeun Cho)** 401

25. 대화분석과 한국어의 대화분석적 연구 (Conversation Analysis and Conversation-Analytic Studies in Korean) • **김해연 (Haeyeon Kim)** 423

26. 손호민의 *The Korean Language* (1999)에 대한 소견 (A Review of *The Korean Language*) • **고영근 (Yong-Kun Ko)** 452

27. 한국어 상세화 연구와 교재 개발의 실제
(Research on Korean Text Elaboration and its Practice on Materials Development)
• **공동관 (Dong-Kwan Kong)** ····· 467

28. 북한의 우리말 연구사 (A Development of Korean Linguistic in North Korea)
• **권재일 (Jae-il Kwon)** ····· 482

29. 경동사 구문 — 한국어와 영어의 '-하다'/do의 논항 구조와 관련하여
(Light Verb '-hata'/do Constructions: In Relation to Argument Structure in Korean and English) • **이정민 (Chungmin Lee)** ····· 501

30. Standards for Korean Language Learning의 Indicator 수정을 위한 제안
— Goal 4: Comparison, Standard 4.1을 중심으로
(Suggestions for the Revision of Indicators for Standards for Korean Language Learning) • **이지선 (Jeyseon Lee)** ····· 522

31. 한국어 교사 문법과 학습자 문법의 범주(範疇)에 대하여
(Categories of Teacher's and Learner's Grammar in Korean Language Pedagogy)
• **백봉자 (Pong-Ja Paik)** ····· 552

32. 한국어 교육문법의 체계와 내용
— *Korean: A Comprehensive Grammar* (Yeon and Brown)를 중심으로
(Organization and Contents for Korean Pedagogical Grammar)
• **연재훈 (Jaehoon Yeon)** ····· 566

33. 토론수업 활성화를 위한 팀 프로토콜 방법 활용 연구
(Team Protocol Method as an Effective Way of Enhancing Students' Participation in the Discussion Session) • **유석훈 (Seok-Hoon You)** ····· 583

Major Publications ····· 608

PREFACE

It has been almost three years since we initiated the festschrift project for Professor Ho-min Sohn in August 2010, setting up three major committees: (1) Initiating committee to send out an invitation letter and collect articles by Andrew Byon at SUNY at Albany, Jeong-Ryeol Kim at Korea National University of Education and Seyhyun Park at Kangwon University, (2) Publication committee to solicit the Press and edit the volume by Sung-Ock Sohn at UCLA, Seok-Hoon You at Korea University and Sungdai Cho at SUNY at Binghamton, and (3) Publication commemoration committee to lead the ceremony for book publication.

This festschrift commemorates Professor Sohn's achievement for his scholarship in Korean linguistics and language pedagogy for the past 42 years. It is a collaborative product of Prof. Sohn's close colleagues and former students in honor of his life-long contribution to promoting Korean linguistics and Korean as a foreign language worldwide. It is our sincere expression of friendship, love, and appreciation on the occasion of his forthcoming retirement.

This year has observed Prof. Sohn's eightieth birthday and forty-two years of dedicated service to the University of Hawai'i at Mānoa (UHM). Still healthy and active as a professor of Korean language and linguistics and Korean Section head in the Department of East Asian Languages and Literatures and Director of the Korean Language Flagship Center, he is diligently engaged in teaching, dissertation supervision, research, and administration, in order to bring his academic life to a successful conclusion.

With a BA (1956) and an MA (1965) in linguistics from Seoul National University and a PhD (1969) in linguistics from the University of Hawai'i, Prof. Sohn has devoted most of his career to Korean and Oceanic linguistics and Korean language pedagogy at UHM (since 1971), with brief earlier sidetracks as head secretary to the Korean Government's Vice Minister of Education (1957-60), administrative assistant to the co-director of the UN Special Funds Projects in Korea (1961-1965), assistant professor of English at Dongguk University (1969-71), and a post-doctoral fellow in

anthropology at the University of Auckland in New Zealand (1970-71).

Initially, Prof. Sohn joined the UHM Pacific and Asian Linguistics Institute as a linguistic researcher in 1971 to work on a project developing and documenting Micronesian languages. Even after he moved to the Department of East Asian Languages the following year, he continued to conduct research on Oceanic linguistics for several years alongside Korean-related teaching, research and professional service. As a result, he has made a notable contribution to Oceanic linguistics, publishing three valuable books on Micronesian languages: *A Ulithian Grammar* (with B.W. Bender; Australian National University Press, 1973), *Woleaian Reference Grammar* (University of Hawai'i Press, 1975), and *Woleaian-English Dictionary* (with A. Tawerilmang; University of Hawai'i Press, 1976). In addition, he has authored or co-authored a total of ten articles on Oceanic linguistics, including "Relative Clause Formation in Micronesian Languages," *Oceanic Linguistics* (1973); "Consonant Shifts and Subgrouping in the Sonsorol-Ulithi-Woleai Chain," *Language Sciences* (1977); "Review of S. Elbert, M. Pukui & E. Mookini: *Place Names of Hawai'i*," *Journal of Ethnic Studies* (1977); "Metathesis in Kwara'ae," *Lingua* (1980); "Proto Oceanic Reflexes in Woleaian," "Surface and Deep Contrasts in Ulithian," and "An Orthographic Design for Woleaian," in B.W. Bender (ed.): *Studies in Micronesian Linguistics* (Australian National University Press, 1984); and "Proto-Micronesian Reconstructions I & II," *Oceanic Linguistics* (2003).

Prof. Sohn's more distinguished life-long contributions are to Korean language and linguistics. We, the editors of this festschrift, take the liberty of summarizing Prof. Sohn's meritorious achievements under the following five categories.

First, Prof. Sohn is the author of a wide range of books and research articles on Korean language and linguistics. He has authored or coauthored a total of 15 books and edited 7 books and monographs. Of these, Prof. Sohn's authored books, *Linguistic Expeditions* (Hanshin, 1986), *Korean: Descriptive Grammars* (London: Routridge, 1994), *The Korean Language* (Cambridge University Press, 1999, reprinted in 2001), and *Topics in Korean Language and Linguistics* (Korea University Press, 2013) are scholarly books, while ten are textbooks including *Integrated Korean* series, *Selected Readings in Korean, Korean Language in Culture and Society*, and *Essentials of Korean Culture.* The remaining seven are monograph series on linguistics or pedagogy-oriented monographs. Particularly noteworthy is that his *The Korean Language* has been reviewed favorably by seven scholars: Horie Kaoru (*Studies in Language* 32.2, 2008), William O'Grady (*Canadian Journal of Linguistics* 45, 2000), Gregory Iverson (*Journal of*

Asian Studies, 60.1, 2001), Hyo Sang Lee (*Anthropologcal Lingusitcs,* 43.4, 2001), Eun-Kyong Park (*Linguist List,* 12-484, 2001), Robert Fouser (*Linguistic List,* 12-484, 2001), Sang Jik Rhee & J. van der Weijer (*Lingua,* 112, 2002), and Ross King (*Acta Koreana* 5.2, 2002). Prof. Sohn has also edited three journals: *Korean Linguistics* (3 volumes), *Korean Studies* (2 volumes), and *Korean Language in America* (one volume).

In addition, Prof. Sohn has published more than 103 scholarly articles and 8 book reviews. His research area can be classified into Korean linguistics and Korean language pedagogy. His linguistic research covers broad areas such as typology, phonology, orthography, Romanization, morphology, syntax, honorifics and politeness, grammaticalization, sociolinguistics, South-North Korean comparison, and historical linguistics. Pedagogical research covers general issues: curriculum design, proficiency-oriented instruction, standards for language learning, integration of culture in language learning, textbook development, intercultural communication, language teaching for professions, and language program innovation.

Second, Prof. Sohn has played a crucial role in transforming a small-scale Korean language program into an unprecedentedly strong model program in Korean language and linguistics. When Prof. Sohn joined the department in 1972, the Korean program, consisting of three full-time faculty (one in literature and two in language), was merely a service program offering Korean courses to students in other departments, without its own degree or certificate program. Annual students' course enrollments were no more than 60. Serving as Department Chair for nine years, Director of the Center for Korean Studies for six years, and inaugural Director of the Korean Language Flagship Center for six years, Prof. Sohn has been instrumental in improving the Korean language and linguistics program as the strongest degree-awarding program of its kind in the U.S. At present, the Korean Section of the UHM Department of East Asian Languages and Literatures consists of seven full-time faculty (1 in literature and 6 in language/linguistics), ten part-time lecturers, and seven graduate teaching assistants. In addition to language and culture instruction in all levels, the Korean Section offers programs such as a Minor in Korean, BA in Korean, BA in Korean for Professionals, Certificate in Korean, Certificate in Korean for Professionals, MA and PhD in Korean Language and Linguistics, MA and PhD in Korean Literature. The Section offers a total of 52 different courses. In 2012-13, annual Korean course enrollments totaled more than 1,000, continuing the trend of surpassing Chinese enrollments. Currently, there are approximately 70 Korean BA majors, while the number of MA and PhD students in Korean language and linguistics is 18 and 26, respec-

tively, much larger than that of either Chinese or Japanese. Undeniably, the enormous growth and development of the Korean language/linguistics program is due to Prof. Sohn's leadership.

Third, Prof. Sohn was instrumental in establishing three organizations that function as powerful instruments in promoting Korean language and linguistics worldwide. First, five American and Canadian professors including Prof. Sohn established the International Circle of Korean Linguistics (ICKL) in 1975. Prof. Sohn served as the first editor of the ICKL journal, 3rd President (1980-82), and organized and chaired the 2nd International Conference on Korean Linguistics at the University of Hawai'i in 1982. Second, with the support of the National Council of the Associations of Less Commonly Taught Languages in Washington, D.C., Prof. Sohn convened and co-chaired (with Ronald Walton) a national meeting in D.C. in 1994 with the objective of establishing a national association of teachers of Korean at all levels. At this meeting, the American Association of Teachers of Korean (AATK) was born. Prof. Sohn was elected the inaugural president (1994-97). He oversaw three national conferences (Monterey, Los Angeles, and Phoenix). Third, with the Korea Foundation's support, Prof. Sohn established the Korean Language Education and Research Center, Inc. (KLEAR) in 1994 with the main objective to carry out an international collaborative project for Korean language textbook development (please see below). Prof. Sohn functioned as KLEAR's inaugural president.

Fourth, the development and publication of the KLEAR textbook series is another achievement of Prof. Sohn's in regards to overseas Korean language education. As Project Director, Prof. Sohn has been responsible for developing a total of twenty textbooks for college-level Korean language education. Some thirty university faculty from the United States, Korea, Australia, England, and Canada participated in the project. The textbooks consist of core skill texts, workbooks, and content books covering literature, selected readings, compositions, language and culture, and readings in Chinese characters. The books started to be published in 2000 by the University of Hawai'i Press. Presently, more than eighty universities are using KLEAR textbooks around the world.

Lastly, Prof. Sohn's major goal for graduate education is to cultivate fine MAs and PhDs in Korean language and linguistics and place them in universities for the promotion of Korean language and culture worldwide. Thus far, 22 PhD graduates have had Prof. Sohn as their dissertation committee chair. In addition, 16 ABDs are writing their dissertations under his supervision. Twenty-seven students (including PhDs and ABDs) of Prof. Sohn's are currently employed by various American universities. Further-

more, Prof. Sohn has taught Korean linguistics to many graduate students in linguistics, Korean literature, Japanese linguistics, second language studies, and other fields and served as a member on their PhD committees. A total of more than 80 such PhDs are active (or even retired) in Korea, United States, Australia, Japan, or other parts of the world.

Prof. Sohn's outstanding scholarly achievements have been recognized internally and externally, and have won him a number of honorable prizes. Prof. Sohn received a presidential award (*pyochangjang*) from South Korean President Young-Sam Kim in 1997, a Dongsung Academy prize in 2001, and the 2005 medal of excellence in research from the University of Hawai'i Board of Regents. The University of Hawai'i Regents' medal in research is particularly honorable in that it is awarded to only one full professor, associate professor, and assistant professor per year (out of nearly 3,000 faculty) and usually goes to faculty in natural science. In 2011, Prof. Sohn received the Korean Government's Culture Merit Medal (*munhwa pojang*) from President Myung-bak Lee and the Third Korea Foundation Prize from the President of the Foundation.

We are indeed happy and honored to cordially present this volume to Prof. Sohn, who will be remembered forever for his distinguished contributions to Korean language and linguistics.

CONTRIBUTORS

Andrew Sangpil Byon	State University of New York at Albany
Sumi Chang	University of Hawai‘i at Mānoa
In Jung Cho	Monash University
Sookeun Cho	The Cyber University of Korea
Sungdai Cho	State University of New York at Binghamton
Young-A Cho	Monash University
Miho Choo	University of Hawai‘i at Mānoa
Jae-Eun Im	University of California, Los Angeles
Weon-Don Jeong	Semyung University
Sahie Kang	Defense Language Institute
Gyung-Ran Kim	Yeungnam University
Haeyeon Kim	Chung-Ang University
Hi-Sun H. Kim	University of Chicago
Jeong-Ryeol Kim	Korea National University of Education
Mary Shin Kim	University of Hawai‘i at Mānoa
Mi-Hyun Kim	University of Pittsburgh
Young-Key Kim-Renaud	The George Washington University
Yong-Kun Ko	Seoul National University
Dong-Kwan Kong	University of Hawai‘i at Mānoa
Jae-il Kwon	Seoul National University
Chungmin Lee	Seoul National University
Eun-Joo Lee	Ewha Womans University
Jeyseon Lee	University of California at San Diego
On-Soon Lee	University of Hawai‘i at Mānoa
Yongjin Lee	Hanyang University
William O’Grady	University of Hawai‘i at Mānoa
Sang-suk Oh	Harvard University
Pong-Ja Paik	Yonsei University (retired)
Duk-Soo Park	The University of Sydney
Mee-Jeong Park	University of Hawai‘i at Mānoa
S. Robert Ramsey	University of Maryland
Sung-Ock Sohn	University of California, Los Angeles
Ebru Türker	Arizona State University
Alexander Vovin	University of Hawai‘i at Mānoa
Hye-Sook Wang	Brown University
Jaehoon Yeon	University of London SOAS
Sang-Seok Yoon	University of Iowa
Seok-Hoon You	Korea University

INTRODUCTION

Sung-Ock Sohn, Sungdai Cho and Seok-Hoon You

The festschrift for Professor Ho-min Sohn contains 33 contributions which cover a wide range of topics in Korean linguistics and language pedagogy. It is organized into three parts: Part one: Korean linguistics (13 papers); Part two: Korean language pedagogy (10 papers); Part three: Korean language pedagogy and general (10 papers written in Korean).

We begin the festschrift with thirteen contributions dealing with various aspects of Korean linguistics, such as phonetics, phonology, discourse analysis, socio-pragmatics, honorifics, grammaticalization, and historical linguistics.

The first paper, by S. Chang, examines the Korean honorific sentence ending, *-pnita*. Using naturally occurring interactive spoken data of formal television talk, it shows that the use of the honorific ending indexes the speaker's epistemic stance, which then indexes an identity of a competent and knowledgeable professional expert. The study confirms that the speaker's identity, rather than being fixed, is constructed through the speaker's choice of the sentence endings.

The paper by I.-J. Cho and Y.-A. Cho investigates the semantic and pragmatic functions of two sentence enders: *-kwun* and *-ney*. While these enders have traditionally been studied as epistemic modality, recent studies suggest that they belong to an evidential category. Using discourse data, the two authors investigate whether these enders should be classified as part of epistemic modality or as an evidential category. The findings suggest that these markers should be classified as a subcategory of evidentiality within epistemic modality.

J.-E. Im's paper illustrates how the Korean discourse marker *kulenikka* 'so; that's why; I know' as an agreement marker and disagreement marker is displayed in interaction in terms of socio-pragmatic aspects. As an agreement marker not only can *kulenikka* establish solidarity, but also it can generate a silent disagreement or disalignment. Im argues that as a disagreement marker, *kulenikka* is associated with power in that when dis-

agreement is expressed by the use of *kulenikka*, one is exercising power.

W.-D. Jeong discusses a classification of compounds in English and Korean. While traditional terms such as form, meaning and/or head have problems with classifying compounds, he proposes an alternative classification of compounds based on a head. The head of compounds is regarded as playing the most important role in determining the properties of compounds. Depending on the presence or absence of a head, a compound is either endocentric or exocentric. Depending on the number of heads a compound has, it is either a subordinate or a coordinate compound.

G.-R. Kim looks into the problem of opacity where non-surface-true or non-surface-apparent application of a rule takes place. Using the *Kyungsang* dialect of Korean, she illustrates how different versions of Optimality Theory (OT) have tried to solve the opacity problem, arguing that derivation allowing for intermediate forms should be incorporated in any version of OT. It is argued that there must be an apparatus to make reference to intermediate forms, whatever form it adopts.

J.-R. Kim surveys varieties of English around the globe and explores common grammatical properties of world Englishes different from the Anglo-American variety. It is found that the common properties of world Englishes are substantially different from those used in Anglo-American English. The result casts new light on which English components should be chosen to be taught and learned in our English classes.

M. Kim's paper investigates the double evidential marker *-telay*'s distinct functions in Korean storytelling. A storyteller frequently combines the experiential evidential marker (*-te*) and the reported evidential marker (*-lay*), thus indexing double sources of information. Her study shows that *-telay* functions to highlight multiple characters' different perspectives, mark shifts in a character's standpoint, or embed multiple events and different time settings within a story. This study contributes to research on evidentiality by adding a novel understanding of how Korean evidential markers contribute to the organization of storytelling structure.

The article by W. O'Grady, O.-S. Lee, and M. Choo (henceforth referred to as O'Grady et al.) examines the role of processing in honorific agreement, a phenomenon long considered to be essentially sociolinguistic in character. O'Grady et al. focuses on two uses of the subject honorific *-(u)si*, one involving situations in which the referent of the subject is socially superior to both the speaker and the addressee (the 'classic condition') and the other involving situations in which the referent of the subject is higher in status than the speaker but lower than the addressee (the 'split condition'). The research results show that college-age native speakers of

Korean find it more difficult to make decisions about honorific use in the split condition than in the classic condition. The research offers insights on honorification and politeness that come to us from the pioneering work of Professor Ho-min Sohn.

D.-S. Park examines the grammaticalization processes of the prospective modifier *-(u)l* followed by *ke(s)* 'thing' in Korean. On the basis of synchronic evidence of semantic shift and phonological attrition, Park argues that that there were three stages of grammaticalization (obligation ─ futurity/probability ─ first person intention), while all the constructions co-occur in contemporary Korean.

S. R. Ramsey investigates two etymological problems, one the origin of the Korean word for 'kitchen', 부엌 *pwuekh* and the other that of some unsystematic nasal correspondences (e.g. nasal epenthesis in *incey* from *icey* 'now'). The origins of the word for *pwuekh* are kept largely hidden from view by an unusual variety of phonological changes, combined with the dramatically altered culture of modern Korea. Similarly, the unexpected nasal epenthesis remains an unresolved mystery. Ramsey suggests that the challenging etymologies of both cases show how, to a greater or lesser degree, real-language data can spoil the elegance of rules linguists use to describe them.

S.-O. Sohn's paper examines the role of dialogic contexts for the grammaticalization of the conditional *ketun* 'if' into an utterance-final particle in Korean. By analyzing diachronic texts drawn from Middle Korean as well as spoken discourse in contemporary Korean, she shows that *-ketun* is regularly used to express incompatible viewpoints or opposition. Her study indicates that dialogicity (i.e. multiple viewpoints) plays an important role in the emergence of new grammar.

A. Vovin takes us to Old Korean data. He demonstrates on the basis of the external evidence from Middle Mongolian that Old Korean, unlike Modern Korean and Middle Korean, indeed had a distinction between /l/ and /r/, and that the merger of /l/ and /r/ in the Korean language history could not possibly have taken place prior to 1228 AD.

S.-S. Yoon's paper deals with honorifics, which is one of the most popular and controversial topics in Korean linguistics. This festschrift contains three contributions on this topic (see S. Chang; O'Grady et al.; and S.-S. Yoon). Yoon focuses on the honorific particle *-yo*. Using conversational data from TV programs, he argues that *-yo* is not simply used for the expression of respect, but also has various discourse functions that serve to regulate social relationships. He concludes that the most basic discourse function of *-yo* is to invite the interlocutor(s) to share the speaker's affect at

a given moment.

The second part of the festschrift groups together ten contributions dealing with Korean language pedagogy.

The first paper on pedagogy, by A. Byon, begins with various vocabulary-related instructional issues for Korean as a foreign language (KFL) classroom settings in American colleges. It raises the pedagogical awareness of those KFL professionals who are uncertain of how to approach this vital aspect of KFL pedagogy and stimulates KFL teachers and researchers' more active research interest in this under-explored area.

S. Cho and Y. Lee's paper shows the effect of individual concept mapping and collaborative concept mapping as prewriting strategies on Korean language writing performance. It provides experimental evidence that the concept mapping strategy has the potential to promote the writing process.

S. Kang found that students gain more linguistic and cultural/content knowledge than expected during a four week study abroad program. Although the study shows that a short-term immersion has little impact on learners' language acquisition, after careful preparation and implementation of the program through the coordination between the students' home institute and the host institute, linguistic and cultural gains were made.

H.-S. Kim's paper investigates the extent and process of the construction of a new multilingual/bilingual identity in Korean International (KI) and Korean American (KA) university students. The present study discusses the implications for Korean language teaching in the US and how this new generation of KA and KI students, who are the products of a new globalized economy, impact the Korean studies programs.

Y-K. Kim-Renaud argues that the interactions in a globalized world are forcing Koreans to rethink their identity and their place in the world. As Koreans become more international, they are looking deeper into their own identity, the most important being their national language and the unique writing system representing it. It further shows that they are also changing their attitudes toward the cultural and artistic legacies of their own nation and those of others.

The paper by E.-J. Lee explores the possibility of using the Pilot 6.0 and the Paradox 9.0 programs to conduct research on the acquisition of Korean as a first/second language. The results of the study show that even though some minor technical problems (e.g., printing out the Korean alphabet from the WordPerfect) remained, the hands-on experience with Pilot 6.0 and Paradox 9.0 interfaces made the researcher realize their potential in analyzing specific linguistic features in a stretch of spoken discourse.

The paper by S.-S. Oh and M.-H. Kim investigates the use of collocations by learners of Korean at various proficiency levels. Patterns and errors in collocation uses by learners of Korean are analyzed based on electronic learner corpora that were converted from 296 handwritten essays. The results of the analysis show that there is a strong correlation between the proficiency level and collocational competence. This paper suggests that more explicit instruction is needed even for advanced learners to raise their awareness of collocation use in production and to reduce errors.

M.-J. Park illustrates how prosody enhances the perception and production of the two types of Korean consonants by conducting two perception tests and a production test to beginning and intermediate level students learning Korean, and some Korean native speakers. The result of this study demonstrates that prosodic shapes of Korean sentences are based on the initial segmental quality.

E. Türker's paper argues that applying the cognitive linguistic approach in teaching Korean postpositions *-ey* and *-eyse* is a better approach than current monosemic approaches. Korean postpositions have polysemous structures, thus their meanings should be presented hierarchically from core to peripheral meanings, not sequentially. Her study suggests a more desirable teaching method using a conceptually motivated account since it describes the hierarchy as well as meaning relations to each other.

H.-S. Wang's paper examines a research trend in Korean language and culture education in America by analyzing those articles published in the fifteen volumes of the *Korean Language in America*, the official Journal of the American Association of Teachers of Korean. The findings were reported in comparison with those of previous studies conducted in Korea. Wang also discusses research-related issues and makes suggestions for improving the research environment.

The third part of this festschrift groups together ten articles written in Korean. It contains eight articles about Korean language pedagogy and general linguistics, one article about linguistic research in North Korea, and one article about the reviews of Professor Ho-min Sohn's book entitled *The Korean Language* (Cambridge University Press, 1999).

S.-K. Cho investigates how Korean adults comprehend head-internal relative clauses in Korean focusing on four different clause-internal head positions: subject, object, dative, and oblique. In order to explore this, he designed and conducted an experiment involving a grammaticality judgement task, where the subject hears a sentence and is asked whether it is "correct" or "wrong". The finding is that Korean adults have difficulty

in comprehending head-internal relative clauses in which a subject or an object is relativized while they have no difficulty in comprehending head-internal relative clauses in which a dative or an oblique is relativized. He concludes that while head-internal relative clauses exist in Korean, they are very limited.

H.-Y. Kim discusses major topics in Conversation Analysis (CA) and its influence on the study of the relationship between conversation and grammar, providing a new way of exploring the relationship between conversation, social action, and grammar in Korean. To achieve this goal, he introduces basic assumptions and research topics of CA, including topics such as data collection and transcription, turn-taking, sequence organization, adjacency pairs, preference organization, and repair, and explores the possibility of adopting CA methodology in doing research on conversation-based discourse analysis in Korean linguistics. Then, he explores some research topics and major findings in the conversation-analytic studies in Korean such as (i) turn-taking, turn-constructional units, and turn increments, (ii) interactional functions of some of clausal connectives and sentence-ending suffixes, (iii) other interaction-based studies such as repair and grammaticalization, and (iv) socio-interactional linguistic research such as studies of discourse markers.

Y.-K. Ko's paper about the reviews of Professor Ho-min Sohn's *The Korean Language* (1999) evaluates the themes mainly from the viewpoint of morphology and syntax. He believes that an insightful interpretation of Korean syntactic structures from a new point of view is observed, and that complements in Korean school grammar do not take the honorific particle *kkeyse*. He concludes that Sohn's work is a landmark and synthesizes the Korean language study results from 15th to 20th century and he believes that is enough to make it a must for those concerned with the Korean language and the language typology.

D.-K. Kong's paper looks at the concept of authenticity in the context of classroom research and materials development, which entails issues such as the process of language input comprehension, modification of input, elaboration and eventually second language acquisition. The paper concludes with a need for further research scrutinizing the effect of different types of elaboration on different areas of text understanding and its use for materials development for different learners and learning environments.

J.-I. Kwon's paper on "Collected Writings of Korean Linguistics in North Korea (*CWKL*)" analyzes the state of development of linguistic research in North Korea, taking the results as the basis and making the objective the search for a course towards the mutual collaboration and com-

bination of South and North Korean linguistics in the future. He asserts that research into the Korean language for *CWKL* has been treated both as theory from a general linguistics perspective and as language norms from an applied perspective.

C.-M. Lee discusses the Argument Structure of light verb '-hata'/do Constructions in Korean, and English, with particular attention to factive and psychological constructions and explores how Lee's (1973) analysis of the underlying representations of causative, passive and inchoative verbs interrelated with each other by means of the abstract *HA* and Chomsky's (1995) and Kim's (2013) minimalist analyses with *v* in *v*P are virtually alike.

J. Lee investigates the following two issues: 1) if the indicators of the 'Standards for Korean Language, Goal 4: Comparison, Standard 4.1', especially the 'indicators for Grade 12 and Grade 16', are appropriate for Advanced Korean students, and 2) if not, how to reassign the current indicators, and what other indicators are to be added. She suggests reassigning the current indicators for Grade 12 and Grade 16, and adding several new indicators, such as understanding 'Standardized Korean Orthography and Punctuation System'.

P.-J. Paik's paper establishes the categories of teachers' and learners' grammar in Korean language teaching. For this purpose, the various concepts of theoretical grammar, teachers' grammar and learners' grammar are reviewed, and the conditions for the categorization through the grammar education are proposed as well.

J. Yeon's paper argues that pedagogical grammars are not the same as linguistic grammars because they have different functions and uses, and pedagogical grammars typically require rules that are definite, coherent, consistent, non-technical, cumulative and heuristic.

S.-H. You introduces so-called team protocol method (TPM hereafter) which is a kind of discussion method for enhancing in-class discussion in a relatively big size class whether it be of subject contents or else. He discusses that conventional discussion format, despite many advantages, is hard to adopt except in very limited situation such as small-size classes mostly due to lack of monitoring resources. Contrastingly, TPM with its specific format for moderation and protocol-keeping along with peer-monitoring, peer-supporting, and peer-assessing can help overcome handicaps of a conventional discussion activity by helping students involve into discussion more actively and voluntarily.

We are very grateful to all the contributors to the festschrift.

한국어 교육문법의 체계와 내용
—*Korean: A Comprehensive Grammar* (Yeon & Brown)를 중심으로

Organization and Contents of Korean Pedagogical Grammar
– with focus on *Korean: A Comprehensive Grammar* (Yeon & Brown)

연재훈 (런던대학교 소아스)

This paper aims to discuss how Korean pedagogical grammar should be written in terms of organisation and description of content. The arguments in this paper will be presented in practical and empirical manners rather than theoretical ones. The problematic questions and empirical issues presented arose while the author was writing a pedagogical grammar book entitled 'Korean: A Comprehensive Grammar', published by Routledge in early 2011. The point about pedagogical grammar is that it is not the same as linguistic grammar because they have different functions and uses. Pedagogical grammar typically requires rules that are definite, coherent, consistent, non-technical, cumulative and heuristic. Actual problems and topics at issue are discussed in the paper and the book's table of contents is presented at the end of the paper.

1. 머리말

말을 배우고 가르친다는 것은 곧 단어와 문법을 배우고 가르친다는 것이다. 말본을 모르고는 말을 할 수 없다. 특히 성인 학습자는 문법 교육을 통해 효과적 언어 학습을 성취할 수 있는 인지 능력(지적 능력)을 가지고 있다. 또 모국어나 이전에 배운 다른 외국어의 문법과 비교 학습하려는 경향을 가지고 있다. 따라서 한국어 교육에서 문법 교육의 필요성은 더 이상 강조하지 않고 당연히 필요한 것으로 가정하기로 한다.

한국어 교육 문법의 체계나 내용과 관련해서는 김제열(2001), 백봉자(2001), 김재욱(2003), 한송화(2006), 박동호(2007), 고경태(2008), 이병규(2008), 이래호(2009), 우형식(2010) 등을 비롯한 많은 논의가 있었다. 그리고 실제로 국립국어원 편(2005)은 한국어 교육 문법을 지향한 좋은 업적이다.

이 논문에서는 이론적이고 추상적인 논의보다는 필자가 영어권 학습자들을 위

해서 루시언 브라운 박사와 공저한 한국어 교육 문법서를 중심으로 한국어 교육 문법의 체계와 형식 그리고 내용 등에 대해서 살펴보려고 한다. 이 책은 영국 라우트리지(Routledge) 출판사에서 발행하는 Comprehensive Grammar Series의 하나로 2011년 초에 출판된 *Korean: A Comprehensive Grammar* (이하 KCG)를 가리킨다. 따라서 이 논의는 한국어 교육 문법을 집필할 때 부딪치는 문제들에 대한 경험적인 논의가 될 것이다.

2. 국어 문법(기술/규범 문법)과 한국어 문법의 차이

2.1. 학습(습득) 대상이 다르다는 것은 문법의 교육 방법과 내용도 달라질 수 있음을 시사하는 것이다

국어 문법은 한국어에 내재된 규칙을 발견하고 기술하는 것이라면, 한국어 문법은 의사소통 측면에서 한국어가 어떻게 사용되고 있는가를 주로 기술한다. 즉, 국어 문법에서는 '문장이 어떻게 구성되어 있는가?'에 관심을 갖고 그 규칙을 찾아 기술하는 것이라면, 한국어 문법에서는 '문장을 어떻게 생성하고 사용해야 하는가?'를 중심으로 문법이 기술되어야 한다(이래호 2009). 한국어 문법은 형태나 규칙뿐만이 아니라 한국어로 의사소통을 원활히 하기 위해서 의미, 사회적 기능에 대한 설명을 포함하는 것이 바람직하므로 국어 문법과 비교하여 다음과 같은 차이를 보일 수 있다.

(1) 한국어문법은 단일한 문법 형태소뿐만 아니라 특정한 유형, 문형, 덩어리 들을 포함할 수 있다.
(2) 한국어 문법은 형태 중심의 문법이 아니라 의미/기능 중심의 문법이 될 수 있다.[1]
(3) 한국어 문법은 분석적인 문법이 아니라 종합적인 문법이 될 수 있다.[2]
(4) 한국어 문법은 세부적인 면에서 단순화된 문법이 될 수 있다.

---

1 의미/기능 중심의 분류 체계를 가진 문법이 가능하며 바람직한가에 대해서 필자는 아직 회의적이다. 문법의 체계는 기본적으로 '형태' 중심적이라는 것이 필자의 생각이다. 다만, 문법항목의 기술에 있어서 한국어문법은 국어문법에 비해 의미/기능 중심의 기술과 설명을 필요로 한다. 기능 중심의 한국어문법체계가 제안되기는 했지만 (한송화 2006) 실제로 이러한 체계로 기술된 문법서가 가능한지 효율적인지는 검증되지 않은 듯 하다. 기능을 중심으로 하는 문법체계에서는 기능상 공통점이 있으면 서로 다른 부류에 속하는 문법범주도 한데 모아 기술/설명한다. 이러한 체계의 장단점이 더 구체적으로 논의되어야 할 것이다.

2 형태소와 형태분석을 중시하는 관점을 '분석적 문법'으로, 의사소통 기능단위로 묶을 수 있는 어휘적 덩어리를 중시하는 관점을 '종합적 문법'으로 이해하기로 한다.

2.2. 한국어 문법과 기술/규범 문법이 차이를 보일 수 있는 예들

(1) 외국어로서의 한국어 문법 교육에서는 자음, 모음 체계의 제시와 함께 한국어의 자음과 모음을 어떻게 발음하는지, 주의점은 무엇인지, 발음이 환경에 따라 어떻게 변하는지, 언어권 별로 어떤 잘못을 자주 범하는지, 다른 유형의 언어의 발음과 어떤 차이가 있는지를 기술해야 한다.
(2) 국어 문법에서는 내포문 동사와 보조동사의 구분이 중요할 수 있지만, 한국어 문법에서는 그리 중요하지 않다. 예를 들면 '-게 하다' 구성을 보조동사로 보는지, '하다'를 복합문의 상위문으로 보는지는 중요하지 않고 그 의미와 용법을 이해하고 사용하는 것이 중요하다. 또, 안긴 문장의 종류를 체계화 하는 방법도 다를 수 있다. 한국어 문법에서 종속절이냐, 부사절이냐는 크게 문제가 되지 않는다. 더 과감하게 말하자면 안긴 문장의 종류와 하위 구분은 한국어 교육 문법에서 중요하지 않다.
(3) 종합적 또는 분석적 관점의 차이: 국어 문법에서 국어 관형사형 어미는 '-ㄴ, -ㄹ'에 국한된다. 그러나 한국어 문법에서는 이들을 분석하지 않고 '-는, -(으)ㄴ, -(으)ㄹ, -던' 등이 단일한 형태인 것으로 보고 관형사형에 포함시켜 기술할 수 있다. 또, 문법 형태의 학습 단위에 있어서도, 연결 어미 '-아서/-어서'와 마찬가지로 '-는 바람에', '-기 때문에', '-는 통에' 전체를 하나의 학습 형태로 제시할 수 있다.
(4) 높임법의 소개와 체계화: '하오체'와 '하게체'의 쓰임이 매우 한정되어 있다고 간주하고, '합쇼체'와 '해라체', '해요체', '해체'의 4가지만 체계화해서 가르치는 것이 바람직할 수 있다[3](국립국어원 2005).
(5) 어떤 문법 항목을 포함하고 제외할 것인가의 문제: -(으)렴, -(으)마, -구만, -구료, 등 안높임체하고만 사용되는 어미의 포함 여부와 설명의 문제가 예가 될 수 있다.
(6) 범언어적으로 발견되는 언어보편성과 대조언어학적 지식에 기반을 둔 단순화나 체계상의 변화가 가능하다.

2.3. 구체적 고려 대상들의 목록

(1) '이다'의 문제
(2) '형용사'의 문제: 상태 동사. Descriptive verb라고 설명하고 영어의 'be+형용사'의 역할을 한다고 설명할 수 있다.[4]

---

3 그러나 우리의 입장은 다 소개하고 언어현실을 설명하는 것이 바람직하다고 생각한다. 수동적인 언어사용(듣고 이해하는것)을 고려해야 하는 것도 그 한 이유가 될 수 있다.

4 《한국어문법》에서는 용언의 불규칙활용을 동사와 형용사로 나누어 제시하고 있지만 이것은 불필요한 구분이다. 국어학분야에서 형용사 범주의 문제점을 지적한 연구로 목정수(2009)를 들 수 있다. 그는 형용사 대신에 기술동사, 주관동사등의 용어가 더 적합하고, 관형사 대신에 형용사란 용어를 사용하는 것이 더 일반적인 차원에서 한국어 문법을 기술하는 데 일관성이 있다고 주장한다. King & Yeon(2002, 2009)의 한국어 교재에서도 형용사는 기술동사(descriptive verb)로 설명된다.

(3) 학습자의 필요성과 학습의 효율을 고려해서 문법의 기술을 표현의 단위까지 확장할 수 있다: -기 쉽다, -나 보다, -는 통에, -기 때문에, -을 수 있다, 등등
(4) '더'의 문제: 회상시제 vs 증거태(Observed past)
(5) '관계절'의 문제: relative clause, modifying clause
(6) 한국어의 호칭어, 친족 명칭
(7) 명사의 성, 수, 관사의 부재 등에 대한 설명: 대조언어학의 관점에서 고려
(8) 대명사의 용법과 사용의 제한성 문제
(9) 경어법의 체계에 대한 설명: 주체 높임법과 청자 높임법의 구분과 설명 필요.
(10) Sentence patterns with modifiers (관형형과 함께 사용되는 표현들의 제시)
(11) 보조동사의 제시: 선행 요소의 형태를 중심으로 분류 vs 의미/기능 분류
(12) 조사나 어미의 분류
(13) 연결 어미와 종결 어미 목록: 문법 사전과 교육문법의 차이

3. 문법 요소의 선정과 배열

한국어 교재와 교육 문법서에서의 배열 순서는 다를 수 있다. 한국어 교재에서 문법 항목의 배열 기준으로는 문법 설명의 체계, 사용빈도, 난이도, 일반화 가능성, 학습자의 기대 문법, 기능, 난이도와 체계 등을 생각할 수 있겠다.

(1) 명사 서술어와 동사 서술어의 우선 순위: 두 가지 입장이 있을 수 있다. 명사 서술어 제시 우선 (김유정 1998; 김제열 2001)과 동사 서술어 우선 제시 (백봉자 1988)가 그것이다. 필자는 개인적으로 한국어는 동사 중심의 문장 구조[5]이므로 동사 서술어를 먼저 제시하는 것이 좋다고 본다.
(2) '어요' 형과 '습니다' 형의 우선 순위에 대한 논란: '습니다' 형이 불규칙 형을 가르치지 않아도 되므로 상대적으로 학습이 쉽다. 그래서 먼저 제시하는 것이 좋다는 의견이 있다. 그러나 이에 대한 반론도 있다. 동사를 '먹어요, 잡아요'처럼 polite form 전체를 가르치고 배우면 반드시 그럴 필요가 없다.[6] 그런데 (1)과 (2)는 한국어 교재에서는 문제가 될 수 있지만, 한국어 교육문법서에서는 문제가 되지 않는다.
(3) KCG와 같은 한국어 교육 문법은 한국어를 가르치거나 배우는 주교재로 사용되기보다는 한국어 문법을 이해하기 위한 참고자료로 활용될 가능성이 더 많다. 그러므로 한국어 문법 설명을 이해하고 찾아보는 데 편리하도록 편찬하는 것이 필요하

5 한국어는 특히 추상명사가 주어나 목적어 자리에 오는 걸 싫어한다(4대강의 무분별한 개발은 자연파괴를 낳는다: 4대강을 무분별하게 개발하면 자연이 파괴된다). 영어는 명사의 행동 범위가 한국어보다 훨씬 넓다(예: The doctor's careful examination brought about the patient's speedy recovery). 번역체의 영향으로 한국어에서 명사는 전통적으로 동사가 차지하던 자리를 위협하고 있다(이희재 2009).
6 3.1과 3.2의 우선순위와 관련한 필자의 주장은 연재훈(2000)을 참고할 수 있다.

다. 학교 문법처럼 미시구조에서 거시구조 (음성/음운 -〉 형태/품사 -〉 문장의 확대)의 순서로 정렬하는 것이 효과적이다.

(4) 의미나 기능을 중시하는 문법 요소의 배열이 필요할 수도 있지만, 형태와 분석을 중심으로 하는 배열 역시 중요하고 필요하다. '의미 중심 분류'의 원칙에 따라 '제안하기', '거절하기', '걱정하기' 등등의 의미 부류를 나누고 거기에 해당하는 형태 (제안: -을까요?, -는게 어때요? -했으면 해요 등등)들을 함께 분류 설명하는 것은 비효율적이라고 생각한다. '-을까요?'는 제안의 의미뿐만 아니라 추론의 의미로도 쓰이는데, 동일한 형태를 서로 다른 의미 분류에서 설명해 줘야 하는 부담이 있다. 색인을 통해서 찾아볼 때도 불편하다. 동사 어미의 경우에도 '-어서', '-니까', '-는데' 등등을 설명하는 자리에서 이유, 계기, 대조, 배경 등의 의미와 기능이 있다면 함께 설명하는 것이 바람직하다.

4. 한국어 교육 문법을 집필할 때 고려한 사실들

(1) 전체적인 체계를 설정하여 목차를 정하고 영역별로 하위분류를 시도할 때는 형태와 구조를 고려하고, 이들이 실제로 사용되는 현상을 기술할 때는 의미와 기능에 초점을 맞춘다.

a. 형태, 구조를 중심으로 문법 기술의 범주를 정하게 되면, 그 내용이 비교적 체계적으로 정리될 수 있다. - KCG는 품사 중심으로 체계를 설정하고 하위 범주 구분은 가급적 형태/구조 중심으로 접근하면서 구체적인 내용에서는 의미/기능 중심으로 기술했다. 가능한 한 풍부한 cross-referencing을 첨가하여 참고할 수 있도록 하였다.

b. 학교 문법에서는 9품사를 설정하고 있지만, KCG에서는 명시적으로 이것을 나타내지는 않았고, 접사나 동사 연결 어미 등도 다른 품사 범주와 비슷한 지위를 부여했다.[7]

c. 의미와 기능의 영역은 복잡하여 체계화하기가 어렵고, 실제로 그 범위를 어떻게 한정하고 구분해야 할지 정하기 어렵다(연결 어미-기능/의미 분류, 조동사-선행 요소의 형태 분포 분류, 조사-형태/구조 분류와 의미 분류 혼합). 기술문법에서는 격조사와 후치사를 구분할 수 있지만, KCG에서는 구분하지 않았다.

d. '의미중심 범주'나 '표현 범주'는 어떤 기준에 입각해서 세부 항목들을 설정할 것인지 과연 이와 같은 작업이 가능할 것인지에 대한 의문이 남는다. 의미 범주를 전부 다 포함하는 것은 불가능하다[8] (박동호 2007).

---

7 연결어미를 다른 품사와 비슷한 처리를 하는 것은, 연결 어미의 의미와 기능에 대한 세부기술을 통해 각 어미의 용법을 익히는 것을 중시하는 교육문법의 태도가 반영된 것이다.

8 높임, 공손, 추측, 이유, 대조, 조건, 목적, 의도, 가정, 인정, 양보, 수단/방식, 선택, 장소, 비교, 한정, 인칭, 감사, 의무/당위, 희망, 실망, 놀람 표현 등등으로 범주화시킨다 해도 포함되지 않는 형태나 범주가 있을 수 있고, 각 범주를 표현하는 문법형태/구조가 형식적으로 균질하지 않아 혼란을 초래할 수도 있다.

(2) KCG는 중급 이상 고급 학습자를 대상으로 기술하였지만, 초급 학습자도 접근 가능하도록 하였다. 이 문법서는 처음부터 끝까지 통독하듯이 학습할 수도 있고, 필요한 사항을 참조 문법처럼 찾아서 학습할 수 있도록 하였다. 문법서에 상세한 색인-한국어, 영어 모두-을 제시하는 것은 필수 사항이다.
(3) 문법을 기술하기 위한 메타 언어는 한국어 문법을 이해하는 데 필요한 최소한의 용어를 사용하고 일상생활에 사용되는 쉬운 용어를 사용하였다. 언어학 용어의 설명을 위해 Glossary of Linguistic Terms를 두었다.
(4) 교육문법은 기술 언어의 복잡한 현상을 모두 설명하는 것이 아니라, 학습자의 요구나 학습 가능성을 염두에 두고 그 내용을 단순화할 수 있다[9](우형식 2010: 246).
(5) 형태는 단일형태뿐만 아니라, 둘 이상의 형태가 결합된 덩이 형태도 기술의 대상이 된다. 문법 범주에 대한 기술은 이론 문법이 분석적인 관점을 취한다면, 교육 문법은 종합적인 관점에서 접근한다(피동과 사동의 기술: 형태론적 피/사동뿐만 아니라, 피/사동의 의미를 가지는 다양한 형태들을 한 군데에서 소개하고 기술할 필요).
(6) 의미 기술은 매우 복잡하고 미묘한 것이라서 구체적으로 기술하기 매우 어려운 문제이다. 그럼에도 불구하고 교육 문법에서 가장 심혈을 기울여야 할 부분이 형태의 의미 기술 부분이다(연결 어미의 의미와 기능의 차이를 가급적 상세하기 기술해 줄 필요가 있다). 또, 제약이 있는 문법 항목 혹은 유사하지만 차이가 있는 문법 항목의 경우, 명확한 설명과 예문을 통해 그 제약이나 차이를 분명하게 보여 준다. 유사하지만 차이가 나는 문법 항목은 cross-referencing을 통해서 참고할 수 있도록 제시한다(예: -으러/-으려고, -어서/-니까, -기에/-길래 등의 이유 표현들, 조차/까지/마저, -겠/-을 것, -어 놓다/-어 두다, -어 대다/-어 쌓다 등의 유사 표현들).
(7) 교육 문법에서 지나치게 형식에 초점을 두면 학습자들의 실제 언어 학습과 사용에 불필요한 지장을 초래할 수 있다(안긴 문장의 종류, 형태론과 통사론의 구별, 형태/통사/어휘적 피/사동의 구별 등등 불필요).

5. KCG 개요

KCG는 여러 면에서 한국어 교육의 특수성을 고려하여 한국어 문법의 체계를 반영하고 있지만 그 근본적인 체계는 형태 중심의 학교 문법과 아주 크게 다르지 않다. KCG는 기본적으로 학습자를 대상으로 한 교육 문법이지만 체계에 있어서는 형태 중심의 문법을 기반으로 하되, 교육 목적과 대상의 차이에 따라 각 문법 항목

9 한 예로, '요'를 높임의 뜻을 표시하는 종결보조사로 분류하지 않고, 종결어미의 일부로 처리할 수 있다. 이것은 문법형태소의 분포와 일관성의 관점에서는 문제가 될 수 있다. '책은요?', '어서요', '하면요' 등등을 고려할 때, 문장성분에 두루 쓰이는 '요'를 보조사의 목록에 포함시키는 것이 정확한 기술이다. 그러나 이런 기능을 모두 존경의 의미라는 하나의 기능에 포함시키고 문법의 기술을 단순화할 수 있다.

을 의미/기능 중심으로 기술/설명하고 있다. 각 장에서 설명하고 있는 주요 내용은 다음과 같다.

1장: 한국어 특성 개관, 한글과 발음 (한글 자모 40개), 한국어 호칭어, 친족어, 이름 등에 대한 설명
2장: 명사 (관사, 수, 성; 의존 명사[10]), 명사형 (명사형 어미: 이, 음, 기, 개, -는 것, 명사형 어미 -기와 함께 쓰이는 문장 패턴: 교육문법 차원), 대명사 (한국어 대명사 사용의 특수성, 재귀대명사/상호 대명사: 영어 학습자들을 위한 고려), 수량사 (고유어, 한자어 수량사)
3장: 조사: 격조사(엄격한 의미에서 인구어의 명사 곡용과 차이가 있지만 설명 불필요)와 특수조사(의미/기능별로 분류, 복수 접미사 '들' 포함)
4장: 동사
4.1. Processive, Descriptive verb, '이다' 동사, '하다' 동사, '없다/모르다' 등 부정 동사, 동사 어간 및 원형(사전 등재형) 이외에 infinitive형('-어/아'형) 소개 (다용도: 과거형, 동사 활용의 출발점이 된다)
4.2. 동사 부정형
4.3. 청자 존대 (6단계 모두 소개)
4.4. 주체, 객체 존대, 높임 명사, 높임법의 섞여 쓰임
4.5. 시제: 증거태의 일종인 '-더' (관찰 과거), 미래 시제의 기능/의미 위주 기술, 지속 시제, ('-어 있다', '-고 있다'에 대한 비교적 상세한 기술)
4.6. 피/사동: 기능 중심의 기술, 기술동사의 과정동사화: -어 지다, -어 하다
5장: 보조동사: 함께 쓰이는 선행동사 활용형의 형태를 기반으로 한 분류, 실제 내용 기술에서는 의미/기능을 중점적으로 기술
6장: 연결 어미: 의미/기능 중심의 하위 분류 (여기서부터 문장의 확대라는 측면에서 기술) 형태 중심의 기술이지만, 필요에 따라 복합(덩이)형태의 기능/의미 설명: -지 않으면 안 되다, -지 않아도 돼요, 등등
7장: 관형형 어미 (modifiers): -는, -(으)ㄴ, -(으)ㄹ, -던 등을 분석하지 않고 설명. 관형형과 사용되는 문장 패턴들 (post-modifier)
8장: 문말어미: 빈도수가 높은 문말어미와 문장 서법(문체법)의 범주(의문법, 감탄법, 약속법, 허락법, 경계법 등)에 드는, -ㄴ가, -나(의문), -군, -네(감탄), -으마(약속), -으렴(허락), -을라(경계) 등을 중심으로 소개
9장: 간접 화법 및 인용 어미: 서술, 의문, 청유, 명령문. 축약형 설명
10장: 그 밖의 범주: 관형사 (adnoun), 부사, 접두사, 접미사를 통한 조어법

10 의존명사는 명사형어미 -기와 함께 쓰이는 문장패턴이나 post-modifier 패턴에 쓰이는 의존명사로서 KCG에 출현하는 의존명사를 전부 기술해 주었다.

참고문헌

고경태. 2008.〈한국어 교육을 위한 문법 체계에 대하여〉.《한국어학》41. 한국어학회.

국립국어원. 2005.《외국인을 위한 한국어 문법 1 & 2》. 서울: 커뮤니케이션북스.

김유정. 1998.〈외국어로서의 한국어 문법 교육 — 문법 항목 선정과 단계화를 중심으로〉.《한국어교육》9-1. 국제한국어교육학회.

김재욱. 2003.〈외국어로서의 한국어 문법교육 — 한국어 교육문법의 제시 원리와 체계를 중심으로〉.《이중언어학》22. 이중언어학회.

김제열. 2001.〈한국어 교육에서 기초 문법 항목의 선정과 배열 연구〉.《한국어교육》12-1. 국제한국어교육학회.

목정수. 2009.《한국어, 문법 그리고 사유》. 서울: 태학사.

박동호. 2007.〈한국어 문법의 체계와 교육내용 구축 방안〉.《이중언어학》34. 이중언어학회.

백봉자. 1988.〈초기 단계에서의 한국어 교육은 무엇부터 다루는 것이 좋은가〉. 한글 201,202, 한글학회.

백봉자. 2001.〈외국어로서의 한국어 교육문법〉.《한국어교육》12-2. 국제한국어교육학회.

우형식. 2010.〈한국어 교육 문법의 체계와 내용 범주〉.《우리말 연구》26. 우리말학회.

연재훈. 2000.〈영어권 한국어 초급교재 개발과 관련한 문제들〉.《국어교육연구》7. 국어 교육학회.

이래호. 2009.〈한국어 문법의 특징과 체계의 문제점에 대한 연구〉.《국어문학》47. 국어문학회.

이병규. 2008.〈국어과의 문법 교육과 외국어로서의 한국어 문법 교육의 특징 비교 연구〉.《이중언어학》38. 이중언어학회.

이희재. 2009.《번역의 탄생》, 서울: 교양인.

한송화. 2006.〈외국어로서의 한국어 문법에서의 새로운 문법 체계를 위하여 — 형식 문법에서 기능 문법으로〉.《한국어교육》17-3. 국제한국어교육학회.

King, R., & Yeon, J. (2002). *Continuing Korean*. Tokyo: Tuttle Publishing.

King, R., & Yeon, J. (2009). *Elementary Korean* (2nd ed.). Tokyo: Tuttle Publishing.

Yeon, J., & Brown, L. (2011). *Korean: A Comprehensive Grammar*. New York: Routledge.

Korean: A Comprehensive Grammar (Yeon & Brown) 목차와 내용

Preface

1. Introduction to the Korean Language
   1.1 Characteristic Features of Korean
      1.1.1 Word Classes
      1.1.2 Word Order: Korean is an SOV language
         1.1.2.1 Flexible word order
         1.1.2.2 The Postpositional Characteristic of Korean
         1.1.2.3 The Position of Complements
         1.1.2.4 Interrogative Word Order
      1.1.3 An Intricate system of honorific categories
      1.1.4 Korean as an elliptical language
   1.2 Korean Script and Pronunciation
      1.2.1 Basic principles of Hangul writing
         1.2.1.1 Letter Names and Dictionary Order
         1.2.1.2 Writing Syllabically
      1.2.2 Hangul Pronunciation Guide
         1.2.2.1 Simple Vowels
         1.2.2.2 Y-Vowels
         1.2.2.3 W-Vowels
         1.2.2.4 The Compound Vowels 의
         1.2.2.5 Basic Consonants
         1.2.2.6 Aspirated Consonants
         1.2.2.7 Tensed or 'Double' Consonants
      1.2.3 Pronunciation Changes
         1.2.3.1 Pronunciation of Syllable-final Consonants
         1.2.3.2 Simplification of Consonant Clusters
         1.2.3.3 Re-Syllabification
         1.2.3.4 Nasal Assimilation
         1.2.3.5 Assimilation between ㄹ and ㄴ
         1.2.3.6 Assimilation of ㄹ to ㄴ after Nasal Consonants
         1.2.3.7 Palatalisation of ㄷ and ㅌ
         1.2.3.8 ㄴ addition
         1.2.3.9 ㅎ reduction
         1.2.3.10 Aspiration
         1.2.3.11 Reinforcement
   1.3 Korean Terms of Address
      1.3.1 Korean Names
      1.3.2 Korean Titles
      1.3.3 Kinship terms
      1.3.4 How to address someone in Korean
         1.3.4.1 Addressing Intimates of Similar Age
      1.3.4.2 Addressing Intimates of Older Age
      1.3.4.3 Addressing Elders and Notable Superiors
         1.3.4.4 Addressing Non-Intimates and Strangers
         1.3.4.5 Addressing Notable Subordinates and Children

2. Nouns, Nominal Forms, Pronouns and Numbers
  2.1 Nouns
    2.1.1 Lack of Articles, Number and Gender
      2.1.1.1 Lack of Articles
      2.1.1.2 Lack of Number
      2.1.1.3 Lack of Gender
    2.1.2 Bound/Dependent Nouns
      2.1.2.1-2.1.2.23. 것, 겸, 곳, 김, 대로, 덕분, 데, 동안, 둥, 듯, 때, 때문, 리, 무렵, 바, 뿐, 수, 적, 줄, 중/도중, 지, 쪽, 채
  2.2 Nominal Forms
    2.2.1 Nominal Form -이
    2.2.2 Nominal Form -개/-게
    2.2.3 Nominal Form -기
    2.2.4 Sentence Patterns with -기
      2.2.4.1 -기나름이- (‘depending …’)
      2.2.4.2 -기때문에 (‘because…’)
      2.2.4.3 -기/게마련이- (‘be bound to…’)
      2.2.4.4 -기시작하- (‘start…’)
      2.2.4.5 -기십상이- (‘it is easy to …’)
      2.2.4.6 -기위하- (‘in order to’)
      2.2.4.7 -기일쑤이- (‘be apt to …’)
      2.2.4.8 -기전 (‘before …’)
      2.2.4.9 -기짝이없- (‘very …’)
      2.2.4.10 -기나하- (‘just …’)
      2.2.4.11 -기는 (‘no way’)
      2.2.4.12 -기는하- (‘indeed…’)
      2.2.4.13 -기(는) 커녕 (‘far from …’)
      2.2.4.14 -기도하-)(‘also …’)
      2.2.4.15 -기만하- (‘only …’)
      2.2.4.16 -기로하- (‘decide to …’)
      2.2.4.17 -기로되- (‘be supposed to…’)
      2.2.4.18 -기를/길바라- (‘hope …’)
      2.2.4.19 -기에 (‘upon, because …’)
      2.2.4.20 -기에따라 (‘depending on …’)
    2.2.5 Nominal Form -음
    2.2.6 Using -(으)ㄴ/는것 to create Nominal Form
  2.3. Pronouns
    2.3.1 Personal Pronouns
      2.3.1.1 First Person Pronoun
      2.3.1.2 Second Person Pronouns
      2.3.1.3 Third Person Pronouns
    2.3.2 Demonstrative Pronouns
    2.3.3 Reflexives and Reciprocals
    2.3.4 Question Pronouns (Wh-words)
  2.4 Korean Numbers and Counting
    2.4.1 Pure Korean and Sino-Korean Numbers
    2.4.2 Which System to Use
    2.4.3 Sentence Patterns with Numbers
    2.4.4 Counting and Naming Periods of Time
      2.4.4.1 Years

2.4.4.2 Months
2.4.4.3 Weeks
2.4.4.4 Days
2.4.4.5 Telling the Time
2.4.4.6 Telling the Date

3. Particles
3.1 Defining Particles
3.2 Case Particles
3.2.1 The Subject Particle 이/가
3.2.2 The Object Particle 을/를
3.2.3 The Possessive Particle 의
3.2.4 Particles of Movement and Location
3.2.4.1 에
3.2.4.2 에다(가)
3.2.4.3에서
3.2.4.4 에게/한테
3.2.4.5 에게서/한테서
3.2.4.6 (으)로부터
3.2.4.7 (으)로하여금
3.2.5 Instrumental Particles
3.2.5.1 (으)로
3.2.5.2 (으)로서
3.2.5.3 (으)로써
3.2.6 Comitative Particles
3.2.6.1 과/와
3.2.6.2 하고
3.2.6.3 (이)랑
3.2.7 Vocative Particle 아/야
3.3 Special Particles
3.3.1 The Plural Particle 들
3.3.2 Particles of Topic and Focus
3.3.2.1 은/는 (the topic particle)
3.3.2.2 (이)야 (‘if it’s …’)
3.3.2.3 (이)야말로 (‘indeed’)
3.3.3 Particles of Extent
3.3.3.1 만 (‘only’)
3.3.3.2 뿐 (‘only’)
3.3.3.3 밖에 (‘except for’)
3.3.3.4 부터 (‘from’)
3.3.3.5 까지 (‘up until’)
3.3.3.6 도 (‘also', 'even’)
3.3.3.7 조차 (‘even’)
3.3.3.8 마저 (‘even’)
3.3.3.9 커녕 (‘far from’)
3.3.4 Particles of Frequency
3.3.4.1 마다 (‘every’)
3.3.4.2 씩 (‘apiece’)
3.3.5 Particles of Approximation and Optionali쇼
3.3.5.1 쯤 (‘about’)

3.3.5.2 (이)나 (‘about’, ‘or’, ‘just’)
3.3.6 Particles of Comparison and Contrast
3.3.6.1 처럼 (‘like’)
3.3.6.2 같이 (‘like’)
3.3.6.3 만큼 (‘as … as’)
3.3.6.4 보다 (‘more than’)
3.3.6.5 따라 (‘unusually’)
3.3.6.6 대로 (‘in accordance with’)

4. Verbs
4.1 Characteristics of Korean Verbs
4.1.1 Types of Verbs: Processive and Descriptive
4.1.2 Types of Verbs: 하– Verbs
4.1.3 Types of Verbs: Negative Verbs
4.1.4 Types of Verbs: The Copula (Equational Verb)
4.1.5 Verb Bases
4.1.6 The Infinitive Form
4.1.7 The Dictionary Form
4.1.8 Attaching Verb Endings
4.2 Negatives
4.2.1 Short Negatives with 안 and 못
4.2.2 Long Negatives with -지않- and -지못하-
4.2.3 Negative Commands and Proposals with -지말-
4.2.4 Expressions that Require Negative Verbs
4.3 Hearer Honorifics: Speech Styles
4.3.1 Introducing the Concept of Honorifics
4.3.2 The Korean Speech Styles System
4.3.3 The Polite Style
4.3.4 The Formal Style
4.3.5 The Intimate Style – Panmal Style
4.3.6 The Plain Style
4.3.7 Familiar Style
4.3.8 Semi-formal Style
4.4 Referent Honorifics
4.4.1 Subject Honorifics
4.4.1.1 The Subject Honorific Marker –(으)시–
4.4.1.2 Verbs with Special Subject Honorific Forms
4.4.1.3 Subject Honorific Particle –께서
4.4.2 Object Honorifics
4.4.2.1 Verbs with Special Object Honorific Forms
4.4.2.2 Object Honorific Particle –께
4.4.3 Honorific Nouns
4.4.4 Putting the Honorifics System Together
4.5 Tense and Aspect
4.5.1 Past Tenses
4.5.1.1 Simple Past –았/었–
4.5.1.2 Past-Past –았/었었–
4.5.1.3 Observed or Perceived Past Tense –더–
4.5.2 Future Tenses
4.5.2.1 –겠–

4.5.2.2 -(으)ㄹ거-
4.5.2.3 -(으)ㄹ게
4.5.2.4 -(으)려고하-
4.5.2.5 Summary of Korean Futures
4.5.3 Continuous Tense
4.5.3.1 Continuous States with -아/어있-
4.5.3.2 Continuous Actions with -고있-
4.6 Derived Verbs: Passives, Causatives and Others
4.6.1 Passives
4.6.1.1 Derived Passive Verbs
4.6.1.2 Passives with 되-
4.6.1.3 Passives with other support verbs
4.6.1.4 Passives with -아/어지-
4.6.2 Causatives
4.6.2.1 Derived Causative Verbs
4.6.2.2 Causatives with -게하-
4.6.2.3 Causatives with -도록하-
4.6.2.4 Causatives with 시키-
4.6.3 Transforming Descriptive Verbs into Processive Verbs
4.6.3.1 Forming Processive Verbs with -지-
4.6.3.2 Forming Processive Verbs with -하-

5. Auxiliary (Support) Verbs
5.1 Auxiliary Verbs with -(아/어)
5.1.1 -(아/어) 가- (ongoing activity "away")
5.1.2 -(아/어) 오- (ongoing activity "towards")
5.1.3 -(아/어) 내- (finish, achieve)
5.1.4 -(아/어) 놓- (do all the way)
5.1.5 -(아/어) 두-(do for future reference)
5.1.6 -(아/어) 대- (do repeatedly)
5.1.7 -(아/어) 버리- (do completely for regret or relief)
5.1.8 -(아/어) 보- (try doing)
5.1.9 -(아/어) 보이- (seem)
5.1.10 -(아/어) 빠지- (lapse into a negative state)
5.1.11 -(아/어) 쌓- (do repeatedly)
5.1.12 -(아/어) 주- (perform a favour)
5.1.13 -(아/어) 치우- (do rashly)
5.2 Auxiliary Verbs with -(아/어)다
5.2.1 -다보- (after trying doing)
5.2.2 -다주- (run an errand)
5.3 Auxiliary Verbs with -고
5.3.1 -고나- (after finishing)
5.3.2 -고말- (end up)
5.3.3 -고보- (do and then realize)
5.3.4 -고싶- (want to do)
5.4 Auxiliary Verbs with -(으)ㄹ까
5.4.1 -ㄹ까보- (think it might)
5.4.2 -ㄹ까싶- (afraid it might)
5.4.3 -ㄹ까하- (think of doing)
5.5 Auxiliary Verbs with -나/ㄴ가

5.5.1 –나/ㄴ가보– (look like)
5.5.2 –나/ㄴ가싶– (think it might)
5.6 Auxiliaries with –게
5.6.1 –게되– (turn out so that)
5.6.2 –게보이– (seem)
5.7 Auxiliary Verb with –(어/아)야
5.7.1 –(어/아)야하-/되– (must, have to)

6. Clausal Connectives
6.1. Causal Connectives
6.1.1 -(아/어)서
6.1.2 -아/어
6.1.3 -(으)니까
6.1.4 -(으)니
6.1.5 -(으)ㄹ테니까
6.1.6 -(으)므로
6.1.7 -길래
6.1.8 -느라고
6.1.9 -더니 and –었더니
6.1.10 -(으)ㄹ라
6.2 Contrastive Connectives
6.2.1 -지만
6.2.2 -(으)나
6.2.3 -(으)나마나
6.2.4 -(으)되
6.2.5 -(아/어)도
6.2.5.1 -(아/어)도 in permissive constructions
6.2.5.2 Don‘t have to … with -지않아도
6.2.5.3 Idiomatic -(아/어)도 expressions
6.2.6 더라도
6.2.7 -고도
6.2.8 -(아/어)서라도
6.2.9 -(으)ㄴ들
6.2.10 -(으)ㄹ지라도
6.2.11-(으)ㄹ지언정
6.2.12 -(으)ㄹ망정
6.2.13 -거늘
6.2.14 -느니
6.2.15 -아/어봤자
6.3 Additional and Sequential Connectives
6.3.1 -고
6.3.2 -고서
6.3.3 -고나-
6.3.4 -어가지고
6.3.5 -거니와
6.3.6 -(으)면서
6.3.7 -(으)며
6.3.8 -자마자
6.3.9 -다(가)
6.3.10 -(으)ㄴ/는데

6.3.11 -(으)ㄹ텐데
6.4 Optional Connectives
6.4.1 -거나
6.4.2 -든지
6.4.3 -(으)ㄴ지 in Oblique Questions
6.4.4 -(으)ㄹ지 in Oblique Questions
6.4.5 -(으)ㄹ락말락 (하-)
6.5 Conditional Connectives
6.5.1 -(으)면
6.5.1.1 -(았/었)으면좋-
6.5.1.2 -으면고맙겠-
6.5.1.3 -(았/었)으면하-
6.5.1.4 -(으)면되-
6.5.1.5 -(으)면안되-
6.5.1.6 -지않으면안되-/안…면안되-
6.5.2 -디면/-라면
6.5.3 -(으)려면
6.5.4 -다(가) 보면
6.5.5 -(았/었)더라면
6.5.6 -거든
6.5.7 -(아/어)야
6.5.7 -(아/어)야되/하-
6.5.8 -(어/아)서야
6.5.9 -(으)면 …-(으)ㄹ수록
6.6. Causative Connectives
6.6.1 -게
6.6.2 -게끔
6.6.3 -도록
6.7 Intentive Connectives
6.7.1 -(으)러
6.7.2 -(으)려(고)
6.7.3 -고자
6.8 Comparison Connectives
6.8.1 -듯이
6.8.2 -다시피

7. Modifiers
7.1 Modifying Forms
7.1.1 Future/Prospective Modifier -(으)ㄹ
7.1.2 Dynamic Modifier -는
7.1.3 State/Result Modifier -(으)ㄴ
7.1.4 The Retrospective Modifier -던
7.1.5 The Past Retrospective Modifier -(았/었)던
7.1.6 The Past Prospective modifier -(았/었)을
7.2 Sentence Patterns with Modifier Clauses
7.2.1 modifier + 것 ('the fact that …')
7.2.2 modifier + 것같- ('it seems that …')
7.2.3 -(으)ㄹ겸 ('with the combined purpose of …')
7.2.4 -(으)ㄹ계획 ('plan to…')
7.2.5 -(으)ㄴ김에 ('as long as you're at it')

7.2.6 -는|던길(에) (‘on the way to …’)
7.2.7 -(으)ㄴ다음에, 뒤에, 후에 (‘after …’)
7.2.8 -는|-(으)ㄴ대로 (‘in accordance with’)
7.2.9 -는동안/사이에 (‘while …’)
7.2.10 -(으)ㄹ|-는|-(으)ㄴ둥 (‘may or may not’)
7.2.11 -(으)ㄹ|-는|-(으)ㄴ듯 (‘just like’)
7.2.12 -(으)ㄹ|-는|-(으)ㄴ듯하-/듯싶- (‘seems like’)
7.2.13 -(으)ㄹ때 (‘when …’)
7.2.14 -(으)ㄹ리없- (‘no way that …’)
7.2.15 -(으)ㄹ만하- (‘worth…’)
7.2.16 -(으)ㄹ|-는|- (으)ㄴ모양이- (seems like)
7.2.17 -(으)ㄹ바에(는/야) (‘rather … than’)
7.2.18 -(으)ㄴ는바람에 (‘because of …’)
7.2.19 -(으)ㄴ|는반면(에) (‘on the other hand’)
7.2.20 -(으)ㄹ뻔하- (‘nearly …’)
7.2.21 -(으)ㄹ뿐 (‘only’)
7.2.22 -(으)ㄹ수있-/없- (‘can/cannot …’)
7.2.23 -(으)ㄴ|는이상(에(는)) (‘since’; ‘unless’)
7.2.24 -(으)ㄴ|-는일/적이있-/없- (‘ever/never’)
7.2.25 -(으)ㄹ정도로 (‘to the extent that …’)
7.2.26 -(으)ㄹ|-는|-(으)ㄴ줄 알-/모르- (‘thinks/knows …’)
7.2.27 -는중에/도중에 (‘in the middle of …’)
7.2.28 -는중이- (‘is in the middle of …’)
7.2.29 -(으)ㄴ지 (‘… since’)
7.2.30 -(으)ㄴ채(로) (‘as it is’)
7.2.31 -는척하- (‘pretend’)
7.2.32 -(으)ㄴ|-는통에 (‘because of”)
7.2.33 -(으)ㄴ|는한- (‘as much as’)

8. Sentence Endings
8.1 -고말고 (of course …)
8.2 -거든 (‘it’s because’, ‘you see’)
8.3 -나?/-(으)ㄴ가? (dubitative interrogative)
8.4 -(는)군, -는구나, -(는)구만, -(는)구먼 (exclamations)
8.5 -네 (mild exclamations)
8.6 -담 (disapproval)
8.7 -(으)ㄹ걸 (inferences, regrets)
8.8 -(으)ㄹ게 (promise-like futures)
8.9 -(으)ㄹ까? (suggestions, tentative questions)
8.10 -(으)ㄹ래 (feel like)
8.11 -(으)ㄹ텐데 (I’m afraid)
8.12 -(으)련마는/-(으)련만 (will, would)
8.13 -(으)렴/-(으)려무나 (permission-like suggestion)
8.14 -(으)마(promise-like futures)
8.15 -잖아 (you know)
8.16 -지 (tag questions)

9. Quotations
9.1 Direct quotations
9.2 Indirect quotations

9.2.1 Quoted statements
9.2.2 Quoted questions
9.2.3 Quoted suggestions
9.2.4 Quoted commands
9.2.5 The verb 주- in quoted commands
9.2.6 Quoting Verbs
9.3 Reduced indirect quotations in reported speech
9.3.1 -다고, -냐고, -라고, -자고
9.3.2 -대, -냬, -래, -재
9.4 Special patterns with indirect quotations
9.4.1 -다/냐/자/라니(까)
9.4.2 -다/라면
9.4.3 -다/라면서
9.4.4 -다는데
9.4.5 -이라는
9.4.6 -단말이-

10. Other Word Classes
10.1 Adnouns
10.2 Adverbs
10.3 Prefixes and Suffixes
10.3.1 Prefixes
10.3.2 Suffixes
10.3.2.1 Noun-deriving Suffixes
10.3.2.2 Adverb-deriving Suffixes
10.3.2.3 Verb-deriving Suffixes
10.3.2.4 Adnominal Suffix -적

Glossary of Linguistic Terms
Related Readings and Bibliography
Index of Grammatical Constructions (Korean)
Index of Translation Equivalents (English)
General Index