Comparative Analysis of Historic Grade 1 Korean Textbooks at the Moscow Institute of Oriental Studies

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Abstract

This paper aims to analyze and compare the system, content, and characteristics of the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook*. The *Korean Language Textbook for Grade 1 – Part 1* was written by Park N.V., Hong Kim-pyo, and Kim, and was published by the Moscow Institute of Oriental Studies Press in 1932. In contrast, the *Korean Language Textbook* is a handwritten manuscript by Hwang Dong-min and Hwang Yun-jun. It was used in the Department of Korean Language at the Moscow Institute of Oriental Studies from 1948 to 1954, but was never formally published. Both textbooks, written before and after the liberation of Korea in Russia, are of significant historical importance and offer valuable insights from both linguistic and educational perspectives.

Keywords: Moscow Institute of Oriental Studies, Korean language textbook, system, content, characteristics

Povzetek

Prispevek si prizadeva analizirati in primerjati sistem, vsebino in značilnosti *Učbenika korejskega jezika za 1. letnik – Zvezek 1* ter *Učbenika korejskega jezika. Učbenik za 1. letnik – Zvezek 1* so napisali Park N.V., Hong Kim-pyo in Kim, izdal pa ga je Moskovski inštitut orientalistike leta 1932. Nasprotno je *Učbenik korejskega jezika* rokopis Hwang Dong-mina in Hwang Yun-juna. Uporabljali so ga na Oddelku za korejski jezik Moskovskega inštituta orientalistike med letoma 1948 in 1954, vendar ni bil nikoli uradno objavljen. Oba učbenika, nastala pred in po osvoboditvi Koreje v Rusiji, sta zgodovinsko izjemno pomembna ter ponujata dragocen vpogled tako z jezikoslovnega kot tudi pedagoškega vidika.

Ključne besede: Moskovski inštitut orientalistike, učbenik korejskega jezika, sistem, vsebina, značilnosti

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1 Introduction

This paper aims to analyze and compare the system, content, and characteristics of the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook*, which were written before and after the liberation of Korea.[1] The *Korean Language Textbook for Grade 1 – Part 1* was written by Park Nikolai Vasilyevich, Hong Kim-pyo Leonid Petrovich, and Kim, and was published by the Moscow Institute of Oriental Studies Press in 1932. In contrast, the *Korean Language Textbook* is a handwritten manuscript by Hwang Dong-min, the founder of the Department of Korean Language at the Moscow Institute of Oriental Studies, and senior lecturer Hwang Yun-jun (Kontsevich, 2004; Dmitrieva & Kontsevich, 2004), and was used in the Department of Korean Language at the Moscow Institute of Oriental Studies from 1948 to 1954, but was never formally published.

Among the two textbooks, the *Korean Language Textbook for Grade 1 – Part 1* was introduced by Kalina (2025), who presents the lives of its authors and provides an overview of the textbook's system, content, and characteristics. According to current research, the first Korean language textbook for universities in Moscow was *Korean Language Learning Material 1* by Hwang Dong-min, published in 1946 by the Moscow Institute of Oriental Studies Press (Kim, 2022a, 2022b). However, Kalina (2025) argues that although the *Korean Language Textbook for Grade 1 – Part 1* was not used at the time likely due to the absence of Korean language courses at the Department of the Far East of the Moscow Institute of Oriental Studies. It was nevertheless published earlier in 1932 by the same press. Based on this, Kalina (2025) suggests that it is highly likely to be the first Korean language textbook for universities in Moscow.[2] In contrast, no prior research has yet been conducted on the *Korean Language Textbook*.

[1] I found the *Korean Language Textbook for Grade 1 – Part 1* on November 30, 2023, on the former website of the Russian Association of Universities in Korean Studies (RAUK) at www.rauk.ru. However, access to the site became unavailable after 2024, and the material could not be found on the current official website (old.rauk.ru/index/php) either. To ensure continued access for readers, I requested that the Center for Korean Studies at Inha University register the textbook in the East Asia Archive on its website. The *Korean Language Textbook* was originally available on the RAUK website (old.rauk.ru/index/php). The links to both textbooks are provided in the section Sources.

[2] According to Torkunov (2015, pp. 222-225), the Department of the Far East of the Moscow Institute of Oriental Studies in 1922 included programs in Chinese and Japanese languages. The Chinese languages included Northern Chinese, Southern Chinese, Korean, and Mongolian. Although Korean language courses were offered in the 1930s, systematic education was not yet provided.

This paper focuses on the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook* because both are of significant historical value, having been written around the time of Korea's liberation. They also offer meaningful insights from linguistic and educational perspectives. In particular, these textbooks shed light on how Korean was taught as a foreign language within the specific social and cultural context of the era, making them invaluable resources for understanding the development of Korean language education.

2 System and content of Korean language textbooks

This section outlines the structural organization and thematic content of the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook*.

2.1 The *Korean Language Textbook for Grade 1 – Part 1*

2.1.1 System of the textbook

The *Korean Language Textbook for Grade 1 – Part 1* was intended for first-year university students in Russia. This textbook constitutes the second volume in a series of foreign language textbooks planned by the Linguistics Department of the Central Oriental Studies Research Institute (Лингвистическая секция Центрального Кабинета Востоковедения) at the Moscow Institute of Oriental Studies. The cover of the textbook displays the bibliographic number P0277, and both the title page and the interior pages (p. 17) bear the stamp of the library of the Moscow Institute of Oriental Studies. The outer cover and title pages are presented in the following order:

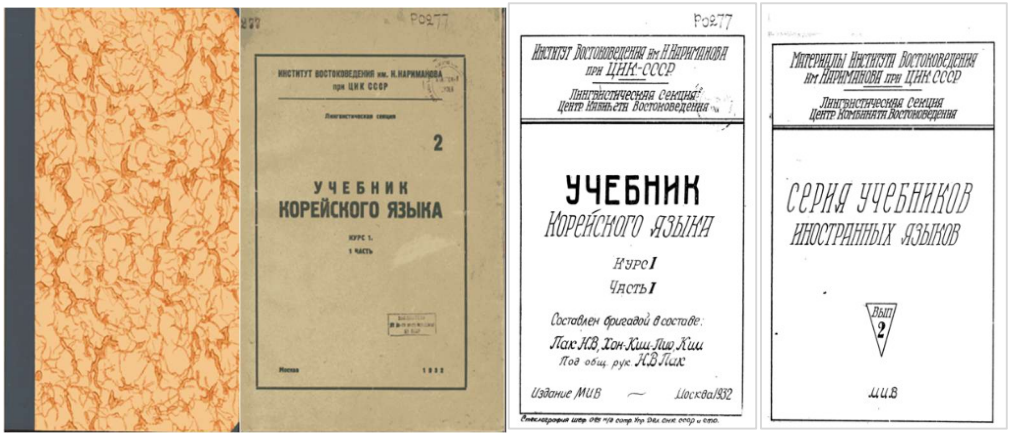


Figure 1: The outer cover and title pages of the *Korean Language Textbook for Grade 1 – Part 1*

The *Korean Language Textbook for Grade 1 – Part 1* consists of a preface and 13 chapters, totaling 130 pages. Each chapter is divided into three sections: the main text, Korean-Russian bilingual material, and exercises. The chapters (lessons) are numbered sequentially as *jeil* 제一 (제일) 'number one', *jei* 제二 (제이) 'number two', *jesam* 제三 (제삼) 'number 3', *jesa* 제四 (제사) 'number 4', and so on, without individual titles. The main text is written vertically, from top to bottom and right to left, and features a combination of native Korean vocabulary and Sino-Korean characters. In contrast, the Korean-Russian bilingual material and exercises are presented horizontally, from left to right. The first chapter introduces basic elements of the Korean language, such as consonants, vowels, and the reading of Hangeul. From the second chapter onward, each chapter presents 25–30 example sentences in the form of question-and-answer dialogues or declarative sentences.

2.1.2 Content of the textbook

Chapter 1 of the *Korean Language Textbook for Grade 1 – Part 1* serves as an introductory course focused on learning and reading Hangeul. It begins by presenting 14 consonants and 10 vowels, followed by a list of syllables formed by various combinations of these sounds (Chapter 1, No. 3-8). Subsequently, 12 lines of vocabulary are provided without numbering, seemingly designed to introduce the concept of a final consonant (*batchim* 받침 'syllable-final consonant'). Lines 1–2, 4–5, 7–8, and 10 include monosyllabic words in which final consonants *g* (ㄱ), *n* (ㄴ), *r* (ㄹ), *m* (ㅁ), *b* (ㅂ), *s* (ㅅ), and *ng* (ㅇ) are combined with vowels *ga* (가), *na* (나), *da* (다), *ra* (라), *ma* (마), *pa* (파), *sa* (사), *a* (아). Lines 3, 6, and 9 present two-syllable words featuring combinations of final consonants in pairs, such as *g-n* (ㄱ-ㄴ)/*n-g* (ㄴ-ㄱ), *r-n* (ㄹ-ㄴ)/*r-m* (ㄹ-ㅁ)/*n-m* (ㄴ-ㅁ)/*r-m* (ㄹ-ㅁ), and *s-n* (ㅅ-ㄴ)/*b-n* (ㅂ-

ㄴ)/*r-g* (ㄹ-ㄱ)/*b-n* (ㅂ-ㄴ). Line 11 introduces monosyllabic words with final consonants such as *t* (ㅌ), *j* (ㅈ), *h* (ㅎ), *p* (ㅍ), and *ch* (ㅊ). The final line includes vocabulary with attached particles or endings, such as *dangman* 닭만 'only the chicken', *sangman* 상만 'only the prize' or 'only the table', *gangman* 강만 'only the river', *dalgeul* 닭을 'the chicken [object marker]', *woneul* 원을 'the circle or won [object marker]', *pane* 판에 'on the board', *gwee* 궤에 'in/on the cabinet', *kkeokji* 꺾지 'does not break', and *bulgeun* 붉은 'red' [adnominal form]. Several notable features are observed in the presentation of final consonants. There is no example provided for the final consonant *d* (ㄷ). Among the final consonants *t* (ㅌ), *j* (ㅈ), *h* (ㅎ), *p* (ㅍ), and *ch* (ㅊ), only *p* (ㅍ) is pronounced as *b* (ㅂ], but they are grouped. Concerning double consonants, only *lg* (ㄺ) and *gg* (ㄲ) are introduced. Chapter 1 is presented as below:

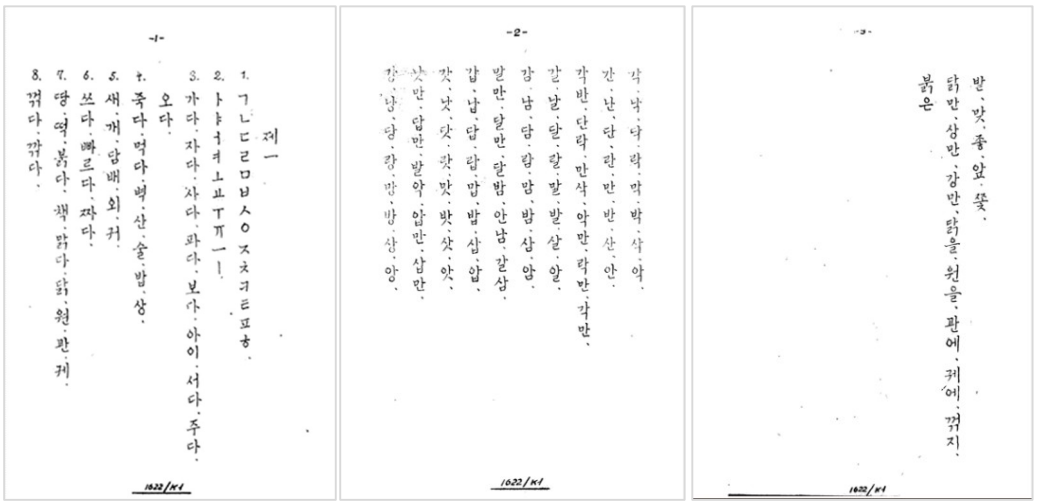


Figure 2: Chapter 1 of the *Korean Language Textbook for Grade 1 – Part 1*

The main texts in Chapters 2–6 begin with basic Korean sentences, followed by short question-and-answer dialogues. These chapters contain content such as 'What is this?' (*Igeosi mueosio?* 이것이 무엇이오?), 'Who are you, comrade?' (*Dongmuga nuguyo?* 동무가 누구요?), 'Where are you going, comrade?' (*Dongmuga eodaero gao?* 동무가 어대루 가오?), 'I ate soup for lunch.' (*Jeomsime gugeul meogeotso.* 점심에 국을 먹엇소.), and some information about markets and shops in Moscow. Chapters 2–3 primarily present simple sentences composed of a subject and predicate, while Chapters 4–6 introduce more complex sentences, including subjects, predicates, objects, and adverbials. Chapter 6, in particular, features a blend of native Korean vocabulary and Sino-Korean characters, such as *sijang* 市場 (시장) 'market', *gongnisa* 共利社 (공리사) 'cooperative association', *namja* 男子

(남자) 'man', and *nyeoja* 女子 (녀자) 'woman'. This chapter describes the markets and shops in Moscow, referring to shops as *gongnisa* 共利社 (공리사) 'cooperative association', and notes that a variety of goods such as clothes, shoes, beef, and rice cakes were sold. A particularly interesting point is the mention of Korean rice cakes (*tteok* 떡 'rice cake' and *hintteok* 흰떡 'white rice cake'), being available in Soviet shops during the 1930s. This suggests a significant Korean presence in Moscow at that time and implies that Korean food products, such as rice cakes, were likely produced and sold locally by members of the Korean community.

Chapters 7–13 primarily consist of simple sentences, with some compound sentences. These chapters mainly focus on the social features of the Soviet Union, its socialist background, and the situation in Korea during the Japanese colonization. Chapters 7–8 compare the Soviet Union with capitalist countries. Chapters 9–10 discuss Moscow's transportation system, highlighting Moscow as a culturally advanced city with various transportation options, and post offices and telegraph offices in Korea. The example *Joseoneuru cheolloga tonghayeotseumnida*. 조선으루鐵路가 통하엿습니다. 'The railway was extended to Joseon.' (Chapter 9, No. 5), suggests that in the 1930s, a railway connection between Moscow and Korea made travel between the Soviet Union and Korea possible. Another notable sentence, such as *Joseonhanggue ilbongiseondeuri maniitseumnida.* 조선항구에 日本汽船 들이많이있습니다. 'Many Japanese steamships are present in the ports of Joseon.' (Chapter 9, No. 22) reflects the reality of Korea during the Japanese colonization. Chapter 10 includes topics on post offices and telegraph offices in Korea, and is the only chapter in the textbook that directly mentions life in Korea, which is somewhat disappointing given the historical context. Chapters 11–13 focus on military topics. Chapter 11 discusses the Red Army, Chapter 12 describes soldiers in capitalist countries, and Chapter 13 deals with enemy forces. These topics reflect the historical context of the time.

The *Korean Language Textbook for Grade 1 – Part 1* is one of the earliest Korean language textbooks published in Russia. Since it was written during the Japanese colonization, it inevitably reflects the social realities of the Soviet Union and its socialist background.

Following the main text, the Korean-Russian bilingual material provides Russian translations of the Korean vocabulary used in the lessons. In Chapters 1–2, only native Korean words and their Russian equivalents are included. In Chapters 3–5, the bilingual material expands to include Sino-Korean characters, their pronunciations, and corresponding Russian translations. From Chapter 6 onward, the bilingual material presents a mix

of native Korean words and Sino-Korean characters. This structure was designed to help learners not only acquire vocabulary from native Korean words but also develop an understanding of how to read and interpret Sino-Korean characters and grasp their meanings. This translated material goes beyond simple word-for-word translation. It serves as a learning instrument that supports deeper comprehension of both native Korean vocabulary and Sino-Korean characters.

Following the Korean-Russian bilingual material, the textbook includes a section on exercises (*zadanie* задание 'exercise'). However, despite the title, this section does not contain practice tasks for learners to complete. Instead, it primarily offers explanations of Korean grammar. This grammar section includes the fundamentals of Korean grammar in Russian, beginning with the sounds and pronunciations of Hangeul. It covers essential grammar topics such as nouns, cases, numerals, verbs and adjectives, tenses, word order, honorifics, negation, etc. These explanations help learners build a foundational understanding of Korean grammar necessary for language acquisition. The grammatical content presented in the section titled *Zadanie*, spanning Chapters 1–13, is organized as follows:

Table 1: Exercises of the *Korean Language Textbook for Grade 1 – Part 1*

Chap.	The content of the exercises
1	Hangeul and sound; pronunciation and rules; Hangeul writing order; accent
2	nominative case and comparative case; verb
3	numeral
4	accusative case, dative-locative case, directive case; past tense of verb; modifier function of nouns
5	genitive case and ablative case; future tense of verb; word order
6	instrumental case; adjective; plural
7	honorifics
8	interrogative sentence; negative form of verb
9	complex verb
10	participle
11	conditional form
12	causation
13	potential construction

2.2 The *Korean Language Textbook*

2.2.1 System of the textbook

The *Korean Language Textbook* is an introductory Korean language textbook intended for Russian university students and was used from 1948 to 1954. The manuscript is preserved in the archive of L. R. Kontsevich, although it remains incomplete in some parts. For technical reasons, the textbook is divided into two parts: Part 1 spans pages 1–76,[3] and Part 2 covers pages 77–130.[4] Since the textbook lacks a preface, the exact purpose of its compilation cannot be definitively confirmed. However, considering the prior publication of the *Korean Language Learning Material 1* in 1946 (Hwang, 1946) and the *Korean Language Learning Material 2* (Hwang, 1947), it is likely that this new manuscript was created to provide a more systematic and practical learning resource for students. Unfortunately, the textbook is believed to have never been officially published, possibly due to the closure of the Institute in 1954. Below in Figure 3 is the bibliographic information of the textbook, which is presumed to have been compiled by L. R. Kontsevich (the Korean Language Textbooks compiled and published by the Department of Korean Language of MIV in the 1950s), followed by selected content from the phonetics section.

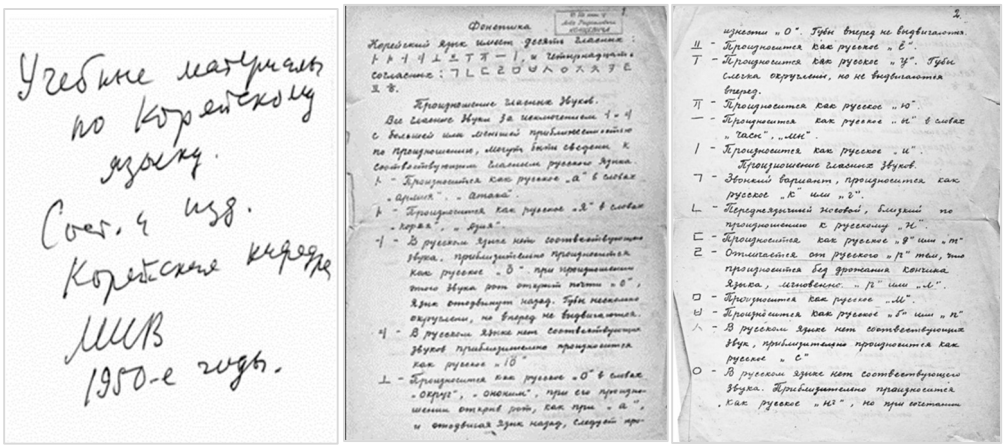


Figure 3: The bibliographic information and some content from the phonetics section of *Korean Language Textbook*

[3] http://old.rauk.ru/index.php?option=com_jdownloads&Itemid=4&view=viewdownload&catid=24&cid=4628&lang=ru

[4] http://old.rauk.ru/index.php?option=com_jdownloads&Itemid=4&view=viewdownload&catid=24&cid=4629&lang=ru

The *Korean Language Textbook* is composed of a phonetics section and eight chapters. Each chapter is structured into four sections: grammar, main text, dictionary, and exercises. The grammar and dictionary sections are written horizontally, from left to right. Chapters (lessons) 1–4 are labeled using Sino-Korean characters without specific titles as *jeilgwa* 第一課 (제일과) 'lesson one', *jeigwa* 第二課 (제이과) 'lesson two', *jesamgwa* 第三課 (제삼과) 'lesson three', and *jesagwa* 第四課 (제사과) 'lesson four'. In contrast, Chapters 5–8 are titled with specific topics, such as 'Lesson 5: Korean Peninsula' *jeogwa joseonbando* 第五課 朝鮮半島 (제오과 조선반도), 'Lesson 6: Guesthouse' *jeyukgwa ryeogwan* 第六課 旅館 (제육과 려관), 'Lesson 7: Restaurant' *jechilgwa ryorijeom* 第七課 料理店 (제칠과 료리점), and 'Lesson 8: Barbershop' *jepalgwa ribalso* 第八課 理髮所 (제팔과 리발소). The main texts are written vertically, from top to bottom and left to right, with a mixture of native Korean words and Sino-Korean characters. The exercises section includes a variety of activities, such as fill-in-the-blank tasks, Russian-Korean and Korean-Russian translation exercises, and activities requiring responses in Korean.

2.2.2 Content of the textbook

The introductory section of the *Korean Language Textbook* serves as a foundational course in Korean phonetics. It includes key topics such as consonants and vowels, double final consonants, fortis, diphthongs and triphthongs, pronunciation of final consonants, writing order of Hangeul, and Korean stress patterns.

The textbook begins by introducing 10 monophthongs *a* (ㅏ), *ya* (ㅑ), *eo* (ㅓ), *yeo* (ㅕ), *o* (ㅗ), *yo* (ㅛ), *u* (ㅜ), *yu* (ㅠ), *eu* (ㅡ), and *i* (ㅣ), along with 14 consonants *g* (ㄱ), *n* (ㄴ), *d* (ㄷ), *r* (ㄹ), *m* (ㅁ), *b* (ㅂ), *s* (ㅅ), *ng* (ㅇ), *j* (ㅈ), *ch* (ㅊ), *k* (ㅋ), *t* (ㅌ), *p* (ㅍ), and *h* (ㅎ). For each sound, the textbook provides corresponding Russian pronunciation equivalents. For double final consonants, the textbook introduces *lg* (ㄺ), *bs* (ㅄ), *nh* (ㄶ), *mh* (ㅁㅎ), and *lh* (ㅀ), with examples including *bakda* 밝다 'bright', *manta* 많다 'much/many', *eopda* 없다 'non-existent', *dak* 닭 'chicken', and *kkeulta* 끓다 'to boil'. The fortis consonants are also explained, including *kk* (ㄲ), *tt* (ㄸ), rr (ㅃ), *pp* (ㅃ), *ss* (ㅆ), and *jj* (ㅉ). Next, the textbook presents 9 diphthongs: *ae* (ㅐ), *yae* (ㅒ), *e* (ㅔ), *ye* (ㅖ), *oe* (ㅚ), *wi* (ㅟ), *wi* (ㅢ), *we* (ㅟ), and *ui* (ㅢ), as well as 3 triphthongs: wae (ㅙ), we (ㅞ), and woi (ㅞ). Among these, *wi* (ㅟ), *we* (ㅟ), and *woi* (ㅞ) are noted as rarely used. For the pronunciation of final consonants, the textbook offers phonetic equivalents in Russian, such as ㄱ[к], ㅅ-ㄷ-ㅈ-ㅊ-ㅌ[т], ㄴ[н], ㄹ[л], ㅁ[м], ㅂ[п], ㅇ[нг], ㅊ[т], ㅋ[кх], ㅍ[пх], ㅎ[х], ㄲ[кк], ㅆ[сс]. It also notes that the consonant *k* (ㅋ) does not occur in syllable final position, and fortis

like *tt* (ㄸ), rr (ㆎ), *pp* (ㅃ), and jj (ㅉ) are not used as final consonants. Finally, the textbook introduces basic Korean vocabulary, including nouns and verbs with and without final consonants.

The grammar section initially begins with explicit titles in Russian such as Chapter 1 *Grammar*, Chapter 2 *Grammar*, and Chapter 3 *Grammar*. However, from Chapter 4 onward, the grammar content is no longer explicitly labeled. The following is an overview of the grammatical material, presented in the order in which it appears, beginning with Chapter 1. Notably, Chapter 5 lacks a grammar section, likely due to the manuscript's incomplete state in certain parts.

Table 2: The grammar content of the *Korean Language Textbook*

Chapter	The grammar content
1	simple sentence; interrogative form; demonstrative pronoun
2	*eun/neun* 은/는; *i/ga* 이/가; plural; personal pronoun; interrogative pronoun; auxiliary words; adjective
3	conjunction; numeral; ordinal numeral; declension of interrogatives
4	case; declension of nouns, pronouns, numerals
5 Korean Peninsula	-
6 Guesthouse	verb; tense
7 Restaurant	converb
8 Barbershop	participial form of verb

The main texts in Chapters 1-4 begin with basic Korean sentences and include short form question-and-answer sentences. Each chapter contains 20–34 numbered sentences that follow similar grammatical structures and vocabulary themes. Examples of the sentence patterns include *Igeoseun mueosimnikka? Geugeoseun chaegimnida.* 이것은 무엇입니까? 그것은 책입니다. 'What is this? That is a book.', *Dangsineun nuguimnikka? Naneun iwanobeuimnida.* 당신은 누구입니까? 나는 이와노브입니다. 'Who are you? I am Ivanov.', *Nuguga haksaengimnikka? Nawa jeo dongmuga haksaengimnida.* 누구가 학생입니까? 나와 저 동무가 학생입니다. 'Who is the student? That comrade and I are students.', and *Igeoseun eoneu dongmuui chaegimnikka? Geugeoseun jeoui Joseon gyogwaseoimnida.* 이것은 어느 동무의 책입니까? 그것은 저의 조선 교과서입니다. 'Whose book is this? That is my Korean textbook.'. Below is the full presentation of the main text from Chapter 1.

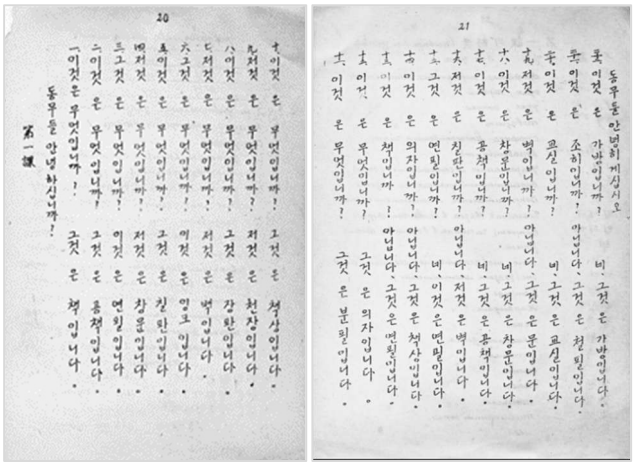


Figure 4: Main text in Chapter 1 of the *Korean Language Textbook*

Chapters 5–8 are organized around specific topics: the Korean peninsula, guesthouse, restaurant, and barbershop. Each chapter contains a text spanning 2–5 pages, related to its respective topic. The texts are presented in a continuous format without sentence numbering and convey simple and practical content for learners. Chapter 5, themed around the Korean Peninsula, introduces information about geography, cities, population, ports, rivers, mountains, islands, and mineral resources of Korea. Chapter 6 describes the management style of Soviet guesthouses, including the roles and duties of guesthouse owners and clerks, and features dialogues that might occur in such settings. Chapter 7 tells a simple narrative about a farmer named Kim Cheol-su who visits a restaurant for a meal. Chapter 8 presents a story about a visit to a barbershop. Figure 5 shows the main text of Chapter 5.

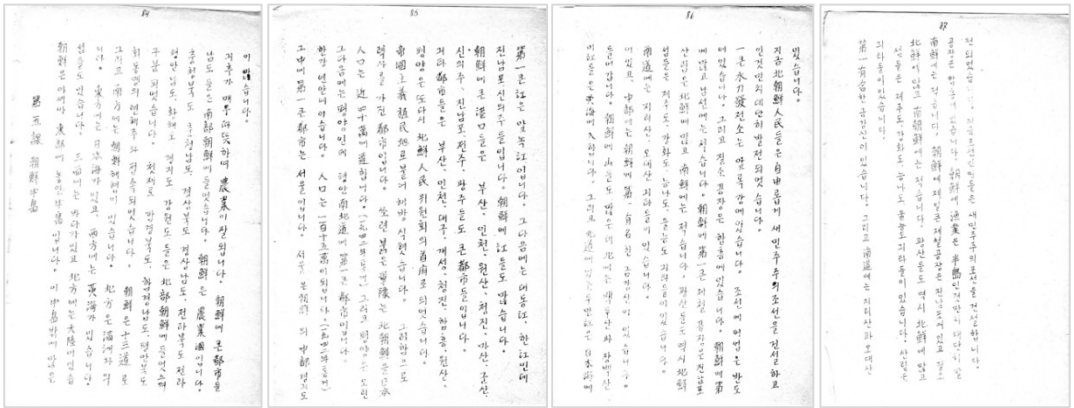
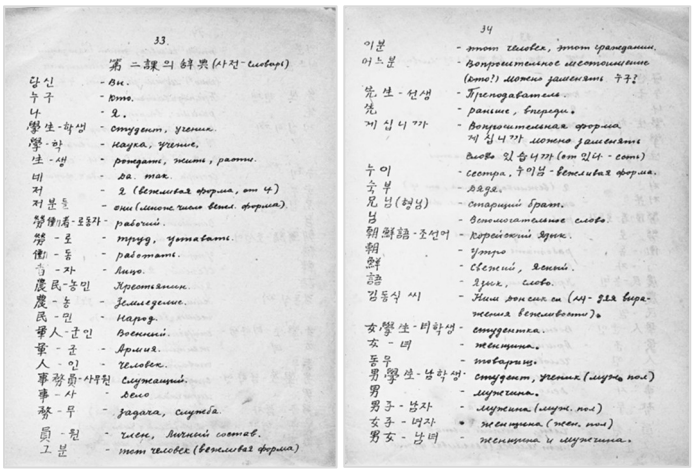


Figure 5: Main text in Chapter 5 of the *Korean Language Textbook*

Following the main text, each chapter includes a dictionary section consisting of a mixture of native Korean words and Sino-Korean characters. The dictionary section includes not only vocabulary appearing in the main text but also additional words that do not appear in the main text, all translated into Russian. This reflects the authors' intention to expand learners' vocabulary. Furthermore, Sino-Korean characters are accompanied by their pronunciations and meanings in Russian. Below is the dictionary from Chapter 2.



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第 二課의 辭典(사전-словарь)

당신 - Вы.
누구 - Кто.
나 - Я.
學生-학생 - студент, ученик.
學-학 - наука, учение.
生-생 - рождать, жить, расти.
네 - да. так.
저 - я (вежливая форма, от 4)
저분들 - они (многое число вежл. форма)
勞働者-로동자 - рабочий.
勞-로 - труд, уставать.
働-동 - работать.
者-자 - лицо.
農民-농민 - Крестьянин.
農-농 - Земледелие.
民-민 - Народ.
軍人-군인 - Военный.
軍-군 - Армия.
人-인 - Человек.
事務員-사무원 - Служащий.
事-사 - дело
務-무 - задача, служба.
員-원 - член, личный состав.
그분 - тот человек (вежливая форма)

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이분 - этот человек, этот гражданин.
어느분 - вопросительное местоимение (кто?) может заменять 누구
先生-선생 - Преподаватель.
先 - раньше, впереди.
게십니까 - вопросительная форма 게십니까 может заменять слово 있습니까 (от 있다 - есть)
누이 - сестра. 누이님 - вежливая форма.
숫부 - дядя.
兄님(형님) - старший брат.
님 - вежливательное слово.
朝鮮語-조선어 - Корейский язык.
朝 - Утро
鮮 - Свежий, яркий.
語 - Язык, слово.
김동식 씨 - Ним вежливая форма (씨- для выражения вежливости).
女學生-여학생 - студентка.
女 - жен
동무 - товарищ.
男學生-남학생 - студент, ученик (муж. пол)
男 - мужчина.
男子-남자 - мужчина (муж. пол)
女子-여자 - женщина (жен. пол)
男女 - мужчина и женщина.

Figure 6: Dictionary from Chapter 2 of the *Korean Language Textbook*

Subsequent to the dictionary section, each chapter provides a structured set of exercises. These exercises include fill-in-the-blank activities, Russian-Korean and Korean-Russian translation tasks, as well as questions that require responses in Korean. Figure 7 shows the exercises from Chapter 4.

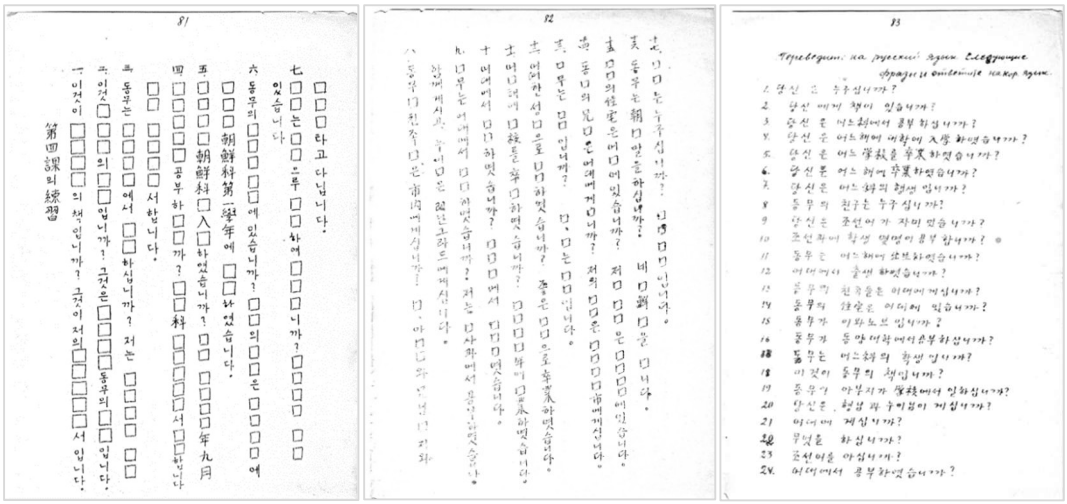

Figure 7: Exercises from Chapter 4 of *Korean Language Textbook*

2.3 Comparison of the two textbooks

The *Korean Language Textbook for Grade 1 – Part 1*, published in 1932 by the Moscow Institute of Oriental Studies Press, and the *Korean Language Textbook*, a handwritten manuscript used by the Department of Korean Language at the same Institute from 1948 to 1954, both hold significant historical value as instructional materials produced before and after the liberation of Korea. These two textbooks were designed as introductory Korean language materials for Russian university students. Each consists of 130 pages and is structured as follows.

Table 3: Structure of the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook*

Korean Language Textbook for Grade 1 – Part 1	*Korean Language Textbook*
preface	×
Chapter 1 (=phonetics)	phonetics
Chapter 2–13	Chapter 1–8
main text	grammar
Korean-Russian bilingual material	main text
exercises (=grammar)	dictionary
	exercise

In the *Korean Language Textbook for Grade 1 – Part 1*, each chapter is labeled using simple Sino-Korean numerals without additional thematic titles. In contrast, the *Korean Language Textbook* initially adopts a similar labeling approach for Chapters 1–4 but begins to include specific thematic titles from Chapter 5 onward, indicating a shift toward more content-driven organization.

The main text of the *Korean Language Textbook for Grade 1 – Part 1* is written vertically, from top to bottom and right to left. In contrast, the *Korean Language Textbook* also uses a vertical text, but formatted from top to bottom and left to right. Both textbooks use a mixture of native Korean vocabulary and Sino-Korean characters.

Additionally, while the Korean-Russian bilingual materials and exercises (=grammar) sections in the *Korean Language Textbook for Grade 1 – Part 1*, and the grammar and dictionary sections in the *Korean Language Textbook* are presented in a horizontal format, written from left to right, making them similar in structure.

Moreover, the *Korean Language Textbook* includes exercises such as fill-in-the-blank activities, Russian-Korean and Korean-Russian translation tasks, and activities requiring responses in Korean.

Two textbooks reflect notable differences in content, primarily due to the historical fact that they were written before and after the liberation of Korea. The *Korean Language Textbook for Grade 1 – Part 1*, written before Korea's liberation, combines basic Korean sentence structures with content reflecting the socialist context of the Soviet Union and Korea's situation under Japanese colonization. In contrast, the *Korean Language Textbook*, written after the liberation of Korea, offers simpler and more practical content, especially suited for learners. Chapters 1–4 introduce basic Korean sentence structures, while Chapters 5–8 build on this foundation by incorporating more applied vocabulary and communicative expressions. These last chapters include an introduction to the Korean Peninsula and practical dialogues that might occur in everyday settings such as a guesthouse, restaurant, and barbershop.

A significant distinction lies in the absence of an exercise section in the *Korean Language Textbook for Grade 1 – Part 1*, in contrast to the *Korean Language Textbook*, which includes such materials. This omission likely reflects the developmental stage of the Korean language education in early Soviet Russia, where instructional design and pedagogical components had not yet reached full maturity.

3 Characteristics of Korean language textbooks

This section provides an analysis of the lexical, grammatical, and syntactic characteristics of the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook*. Vocabulary from both textbooks will be listed together with their corresponding present-day Korean spellings.

3.1 The *Korean Language Textbook for Grade 1 – Part 1*

3.1.1 Lexical characteristics of the textbook

Chapter 1 of the *Korean Language Textbook for Grade 1 – Part 1* contains no vocabulary that differs from contemporary Korean spelling. However, Chapters 2–13 predominantly introduce words that either differ in spelling or represent archaic or dialectal vocabulary. The words identified in each chapter are presented in the Appendix, Table 7.

This includes a range of dialectal expressions, for example, the word *johui* 조희 (standard: *jongi* 종이 'paper'), *baechae* 배채 (*baechu* 배추 'cabbage'), *haemsae* 햄새 (standard: *banchan* 반찬 'side dish'), *gamja haemsae* 감자햄새 (standard: *gamja banchan* 감자 반찬 'side dish of potatoes'), and *chipda* 칩다 (standard: *chupda* 춥다 'cold'). According to the *Korea University Korean Dictionary* (2009), *johui* is a dialect spoken in Gyeongnam and Chungnam, *baechae* in Chungbuk, Pyeongan, and Hamgyeong, *haemsae* in Hamnam, and *chipda* in Gangwon, Gyeongsang, and Hamgyeong.

A notable lexical feature of the textbook is the simultaneous use of transliterated and loaned vocabulary from both Japanese and Russian sources. Transliterated terms include *gurakbu* 구락부 'club' (now: *keulleop* 클럽)[5], *kkolhoseu* 꼴호스 'kolkhoz' (now: *kolhoseu* 콜호스), and *tteurakttol* 뜨락똘 'tractor' (now: *teuraekteo* 트랙터). In particular, the textbook features loanwords from Japanese, such as *gurakbu* derived from the Sino-Japanese term *kurakubu* 倶樂部[6] 'club', and *guju* 구주 'shoes' (now: *gudu* 구두), borrowed from the Japanese *kutsu* (靴). These appear alongside Russian borrowings, including the above-mentioned *kkolhoseu* and *tteurakttol* as well as *rossiya* 로씨야 'Russia', and *ssobeteu* 쏘베트 'Soviet'.

In addition to loanwords, the textbook contains several archaic lexical items. These include *cheolpil* 철필 'pen' (now: *pen* 펜), *geolsang* 걸상 'divan chair' (now: *janguija* 장의자), and *halli* 할리 'day' (now: *haru* 하루). Of particular

[5] The term *gurakbu* 구락부 originated as a Japanese transliteration of the English word *club*, utilizing Sino-Japanese characters (*kurakubu* 倶樂部), and was later adopted into Korean.

[6] Hepburn romanization of a Japanese term.

note is the usage of *halli* in the Korean-Russian bilingual material of Chapter 4 to denote the first day of each month (Russian: *первое число* 'pervoe chislo'). For example, the phrase 'first day of January' is rendered as *jeongwol halli* 정월 할리, and 'first day of February' as *iwol halli* 이월 할리.[7] According to King and Yeon (1992), lexical items such as *chipda* 칩다 'cold' (now: *chupda* 춥다), *cheolpil* 철필 'pen' (now: *pen* 펜), *guju* 구주 'shoes' (now: *gudu* 구두), *haemsae* 햄새 'side dish' (now: *banchan* 반찬), and *halli* 할리 'day' (now: *haru* 하루) are also attested in Koryŏmar (*goryeomal* 고려말), the Korean dialect spoken by the Koryŏ-saram diaspora. Additionally, the text includes lesser-known terms such as *gongnisa* 공리사 (共利社) 'cooperative association' and *jong* 종 'enemy' (now: *jeok* 적).

Orthographically, the textbook displays several nonstandard features. First, some words do not follow the so-called initial sound rule (*dueumbeopchik* 두음법칙), which restricts certain consonants from appearing in initial syllables. Examples include *nikda* 닑다 'to read' (now: *ikda* 읽다), *nilgop* 닐곱 '*seven*' (now: *ilgop* 일곱), *riik* 리익 '*benefit*' (now: *iik* 이익), and *roryeok* 로력 '*effort*' (now: *noryeok* 노력). This deviation is not limited to word-initial positions. For instance, 'hello' is rendered as *allyeonghao* 안령하오 (now: *annyeonghao* 안녕하오), and 'rule' as *gyuryul* 규률 (now: *gyuyul* 규율), where *r/l* (ㄹ) is retained in medial positions.

Another orthographic pattern involves the use of the vowel *ui* (ᅳ|) after the consonants *g* (ㄱ) or *d* (ㄷ), producing forms such as *guisa* 긔사 'article/news' (now: *gisa* 기사), *guisyul* 긔슐 or *guisul* 긔술 'technique' (now: *gisul* 기술), *guigye* 긔계 'machine' (now: *gigye* 기계), *ilgui* 일긔 'climate' (now: *ilgi* 일기), and *deoduida* 더듸다 'slow' (now: *deodida* 더디다). However, standardized spellings such as *gisul* (기술), *gigye* (기계), and *ilgi* (일기) are also found within the same material.

The orthography also exhibits variation across lexical items, often presenting two or more competing spellings for the same word. Examples include *ryurichang* or *yurichang* 류리창 or 유리창 'glass window' (now: *yurichang* 유리창), *nipda* or *ipda* 닙다 or 입다 'to put on' (now: *ipda* 입다), *myeongyeong* or *myeongnyeong* 명영 or 명령 'command' (now: *myeongnyeong* 명령), *myeot* 몃 or 몇 'how many' (now: *myeot* 몇), *hyangsyang* or *hyangsang* 향샹 or 향상 'improvement' (now: *hyangsang* 향상), *seumheu*, *seumheul*, *seumul* 슴흐, 슴흘, 스물 'twenty' (now: *seumul* 스물).

[7] In Kwak (2019), *halli* 할리 'day' is listed as the singular and nominative form of *haru* 하루, with its inflected forms, such as *hallil* 할릴, *hallal* 할랄, and *halleul* 할를 also included. The compound word *halleullal* 할를날 is also listed. This word is used in the Gangwon and Pyeongan regions as well.

Furthermore, the text includes modified internal spellings. For instance, 'two days' is rendered as *iteul* 읻흘 (now: *iteul* 이틀), and verbs such as *sitda* 싣다 'to load' and *mutda* 묻다 'to ask' are presented as *silda* 실다 and *mulda* 물다, respectively. These variants feature a replacement of the final consonant *d* (ㄷ) with *r/l* (ㄹ), reflecting an older or regional morphological form.

Meanwhile, the *Korean Language Textbook for Grade 1 – Part 1* highlights a key feature of Korean vocabulary by emphasizing the importance of clearly distinguishing between the words *sinda* 신다 'to wear' and *ipda* 입다 'to put on', as in the example *Sinbareul nipso? Sinbareun sinso.* 신발을 닙소? 신발은 신소. 'Do you wear shoes? You should wear shoes.' (Chapter 6, No. 10), to illustrate the correct usage.

3.1.2 Grammatical characteristics of the textbook

From a grammatical perspective, the *Korean Language Textbook for Grade 1 – Part 1* demonstrates several distinctive structural features. First, it demonstrates the use of irregular conjugation forms. In contemporary Korean, verbs and adjectives like *nupda* 눕다 'to lie down', *deopda* 덥다 'hot', and *chupda* 춥다 'cold' undergo irregular conjugation, as seen in the following forms: *nuwosseo* 누웠어 'lay down', *deoul ttae* 더울 때 'when it's hot', and *chuul ttae* 추울 때 'when it's cold'. In contrast, the *Korean Language Textbook for Grade 1 – Part 1* presents historically variant forms of these irregular conjugations. For example, *nubeotso* 눕엇소 'lay down' (Chapter 4, No. 16), *deobeun ttae* 덥은 때 'when it's hot', and *chibeun ttae* 칩은 때 'when it's cold' (Chapter 6, No. 13).

The subsequent category concerns case, with case markers classified into eight distinct types, as outlined below.

Table 4: Case markers of the *Korean Language Textbook for Grade 1 – Part 1*

Case	Case markers
Nominative	이 *i*,가 *ga*
Comparative	은 *eun*,는 *neun*
Accusative	을 *eul*,를 *reul*
Dative-locative	에 *e*,에게 *ege*
Directive	루 *ru*, 으루 *euru*
Genitive	의 *ui*
Ablative	에서 *eseo*, 에게서 *egeseo*
Instrumental	로 *ro*, 으로 *euro*

As seen above, the most notable difference between this textbook and contemporary Korean concerning case markers lies in the distinction between *ro/euro* 로/으로 '[instrumental case]' and*ru/euru* 루/으루' [directive case]'. In the textbook, the former is classified as an instrumental case marker, and the latter as a directional case marker. This contrasts with contemporary Korean, where *ro/euro* 로/으로 commonly serves all these functions - instrument, cause, means and direction.

Next is the nominative case marker *ga* 가. When combined with the pronoun *nugu* 누구 'who', this textbook uses the forms *nuguga* 누구가 or *nwiga* 뉘가, rather than the present-day Korean form *nuga* 누가. For example, sentences such as *Nuguga gareuchio?* 누구가 가르치오? 'Who is teaching?' (Chapter 2, No. 3) and *Nwiga ilhao?* 뉘가 일하오? 'Who is working?' (Chapter 7, No. 1) illustrate this usage.

The locative case marker *e* 에 begins to appear starting in Chapter 4 and does not show significant differences from its usage in contemporary Korean. However, the textbook also includes examples in which *e* 에 is attached to temporal nouns such as *naeil* 내일 'tomorrow' and *oneul* 오늘 'today', resulting in forms like *oneure* 오늘에 'lit. on today' (Chapter 10, No. 27) and *raeire* 래일에 'lit. on tomorrow' (Chapter 12, No. 4).

On the other hand, a notable feature is that the past tense markers *-at/-eot/-yeot* (앗/엇/였), the connective endings *-a/-eo/-yeo* (아/어/여), and *-aseo* (아서) are not contracted when combined with verb stems, regardless of syllable length. These forms are not contracted, but instead appear in their complete forms.

Finally, the main text of the *Korean Language Textbook for Grade 1 – Part 1* is primarily composed of response or declarative sentences, employing both interrogative and declarative sentence endings. From Chapters 2–6, the endings *-o/-so* (오/소) are predominantly used. In contrast, from Chapters 7–13, the endings *-bnikka/-seumnikka* (ㅂ니까/습니까) and *-bnida/-seumnida* (ㅂ니다/습니다) become more common, with *-o/-so* (오/소) appearing occasionally.

3.1.3 Syntactic characteristics of the textbook

In the *Korean Language Textbook for Grade 1 – Part 1*, expressions that demonstrate syntactic differences from contemporary Korean can be found. For example, *Museun ttaemune?* 무슨때문에 'For what reason?' is expressed as *Mueot ttaemune?* 무엇 때문에 in contemporary Korean. Similarly, the phrase *Mueosin geoseul ao?* 무엇인것을아오? 'Do you know what it is? is expressed as *Mueosinjireul ara*? 무엇인지를 알아? in contemporary Korean

(Chapter 12, No. 8-9). Additionally, it is noteworthy that *kkillo* 낄로 is used to mean 'kilogram', and that the expression for 'one kilogram' is *hankkillo* 한낄로 rather than *il kkillo* 일 낄로 (Chapter 6, No. 12; Chapter 6, No. 19).

3.2 The *Korean Language Textbook*

3.2.1 Lexical characteristics of the textbook

The *Korean Language Textbook* contains various types of vocabulary, including transliterations of Sino-Korean characters, dialects, North Korean expressions, archaic words, unfamiliar words, and words with spelling variations. These vocabulary examples are presented in the Appendix, Table 8. As seen from the examples, the *Korean Language Textbook* exhibits several distinctive features in its vocabulary.

First, in the phonological perspective, it is notable that place names are presented using Sino-Korean transliterations. For example, 'France' appears as *bullanseo* 불란서 (佛蘭西), 'Italy' as *itaeri* 이태리 (伊太利), 'Spain' as *seobana* 서반아 (西班牙), 'Turkey' as *touigui* 토의긔 (土耳其), 'Washington' as *hwaseongdon* 화성돈 (華盛頓), 'London' as *rondon* 론돈 (倫敦), 'Berlin' as *baengnim* 백림 (伯林), and 'Moscow' as *maksagwa* 막사과 (莫斯科). This indicates that at that time, the Korean language relied heavily on Sino-Korean transliterations for foreign place names.

Next, the textbook includes vocabulary from regional dialects. Examples include *johi~johui* 조히~조희 'paper', *jeoi* 저이 'we', *geja* 게자 'mustard', *incha* 인차 'soon', *maida* 마이다 'to drink', and *bukseon* 북선 'North Korea'. It also reflects North Korean vocabulary such as *habul* 하불 'seat', *byeogaeot* 벼개웃 'pillow cover', *chimeori* 치머리 'a hairstyle in which the sides and back are closely cropped', and *hangsil* 강실 'classroom'.

In addition, several archaic words appear throughout the textbook. These include *cheolpil* 철필 'pen', *sanghak* 상학 'to go to school', *hahak* 하학 'to return home from school', *ropa* 로파 'old woman', *dangdohada* 當到하다 'to arrive', *yusuk* 유숙 'to stay overnight', *gaek* 객 'guest', and *jeungmun* 증문 'identification'. Meanwhile, some expressions found in the textbook appear unfamiliar in contemporary Korean. Examples include *yeokjang* 역장 'station', *nalgeunsonnim* 낡은손님 'previous guest', *saesonnim* 새손님 'new guest', *sahwangun* 사환군 'employee', and *mokgangso* 목강소 'bathhouse'.

There are also several noteworthy features in terms of spelling. First, there are instances where *the initial sound rule* (*dueumbeobchik* 두음법칙) is not applied in the first syllable. Examples include *ryeonseup* 련습 (*yeonseup* 연습) 'exercise', *roin* 로인 (*noin* 노인) 'old man', *ryeoksa* 력사 (*yeoksa* 역사)

'history', *nyeoja* 녀자 (*yeoja* 여자) 'woman', *nikda* 닑다 (*ikda* 읽다) 'to read', *nilhe* 닐헤 (*ire* 이레) 'seven days', and *niyagihada* 니야기하다 (*iyagihada* 이야기하다) 'to talk'. Next, certain words feature the vowel *ui* (ᅳ|) following the consonant *g* (ㄱ), a pattern that is less common in contemporary Korean. Examples include *guicha* 긔차 (*gicha* 기차) 'train', *guita* 긔타 (*gita* 기타) 'other', *baldonggui* 발동긔 (*baldonggi* 발동기) 'engine', and *yeongui* 연긔 (*yeongi* 연기) 'smoke'. In addition, the vowel *ye* (ᅨ) is sometimes written as *e* (ᅦ). This is seen in words such as *gegeup* 게급 (*gyegeup* 계급) 'class', *gesida* 게시다 (*gyesida* 계시다) 'to be', *tongge* 통게 (*tonggye* 통계) 'statistics', and *chare* 차레 (*charye* 차례) 'order'. There are also instances of confusion or variation between *wi* (위) and *u* (우). For example, *sangue* 상우에 appears instead of *sang wie* 상 위에 'on the table', and *wiseon* 위선 is used in place of *useon* 우선 'first of all'. Furthermore, some cases that show differences in the so-called phonetic or connected spelling (*yeoncheol* 연철), such as *oneul* 오늘 'today' written as *onheul* 온흘, and *sikyeotseumnida* 시켰습니다 'ordered' written as *sikyeotseumnida* 식혓습니다. Finally, there are cases where *mutda* 묻다 'to ask' is written as either *muda* 무다 or *mulda* 물다, reflecting inconsistencies in phonetic representation.

3.2.2 Grammatical characteristics of the textbook

The *Korean Language Textbook* shows several grammatical peculiarities.

First, in the grammar section of Chapter 2, it is noteworthy that the contemporary Korean gendered prefixes *su-* (수) [male] and *am-* (암) [female] appear in the forms *suh-* (숳) and *amh-* (앎). Examples include: *suhso* 숳소 'bull', *suhdak* 숳닭 'cock', *suhkae* 숳개 'male dog', *amhso* 앎소 'cow', *amhdak* 앎닭 'hen', and *amhkae* 앎개 'female dog'. In contemporary Korean, *am-* (암) and *amh-* (암ㅎ) function as an allomorph pair, where the latter is used before the consonants *g* (ㄱ) , *d* (ㄷ), *b* (ㅂ), and *j* (ㅈ), as in *amtak* 암탉 'hen', *amkeot* 암컷 'female', and *amkae* 암캐 'female dog'. The prefix *am-* (암) appears before other consonants.

Likewise, the male prefix *su-* (수) has allomorphic variants *suh-* (수ㅎ) and *sut-* (숫). The latter variant is used before the consonants *g* (ㄱ), *d* (ㄷ), *b* (ㅂ), and *j* (ㅈ), as in *sutak* 수탉 'cock', *sukeot* 수컷 'male', and *sukae* 수캐 'male dog' (Ko & Koo, 2018, p. 245). The presence of *h* (ㅎ) in *amh-* (암ㅎ) and *suh-* (수ㅎ) is a remnant of the final consonant *h* (ㅎ), historically attached to nouns in Middle Korean. In contemporary usage, this *h* survives only in fossilized forms, such as *amtak* 암탉 'hen', *sutak* 수탉 'cock', *amkeot* 암컷 'female', and *sukeot* 수컷 'male' (Ko & Koo, 2018, p. 206).

The textbook's use of forms such as *amhso* 앎소 'cow' and *suhso* 숳소 'bull', rather than the contemporary *amso* 암소 and *suso* 수소, suggests that the contemporary allomorphic distinctions between *am-* (암) and *amh-* (암ㅎ), as

well as *su-* (수), *suh-* (숳), and *sut-* (숫), had not yet been fully established at the time.

Second, the irregular conjugation patterns in the textbook diverge from those of contemporary Korean. For instance, in present-day Korean, adjectives like *hyanggiropda* 향기롭다 'fragrant' undergo irregular conjugation, resulting in forms such as *hyanggiroun* 향기로운 'fragrant'. However, in the *Korean Language Textbook*, this irregular form is not employed. Instead, a regular form like *hyanggirobeun* 香氣롭은 is used in Chapter 8. In addition to the absence of the *b* (ㅂ) irregular pattern, the *reu* (르) irregular conjugation is also not reflected. For example, the verb *bureuda* 부르다 'to call' is conjugated as *bureueotda* 부르엇다 'called' in Chapter 7, rather than the present-day irregular form *bulleotda* 불렀다. This suggests that the *reu* irregular conjugation had not yet become standardized at the time of writing.

Third, the textbook categorizes case markers into eight distinct types, as outlined below.

Table 5: Case markers as classified in the *Korean Language Textbook*

Case		Case markers
Nominative		이 *i*, 가 *ga*, 은 *eun*, 는 *neun*
Genitive		의 *ui*, 적 (的) *jeok*
Accusative		을 *eul*,를 *reul*
Dative	-	에게 *ege*
	Directive-dative	루 *ru*, 으루 *euru*
	Directive-locative	에 *e*
Instrumental		로 *ro*, 로써 *rosseo*
Prepositional		에 *e*, 에서 *eseo*, 에 대하여 *e daehayeo*
Ablative		붙어 *buteo*
Completive		까지 *kkaji*

As shown above, the distinction between the instrumental marker *ro/euro* (로/으로) and the directive-dative marker *ru/euru* (루/으루) is the most notable difference among the case markers presented in this textbook when compared to contemporary Korean. It was observed that the former is used to indicate results, means, or methods (Chapter 4, No. 7), while the latter indicates direction (Chapter 6, No. 18). Next is the nominative case marker *ga* (가). When it combined with the pronoun *nugu* 누구 'who', the textbook uses the form *nuguga* 누구가 'Who is the one that ...' (Chapter 2, No. 5; Chapter 3, No. 1). Additionally, Chapter 4 of this textbook presents

genitive markers *ui* (의) and *jeok* (的, now written as 적), the latter of which is of Chinese origin and is illustrated with the example *sahoejuuijeokseungni* 사회주의적승리 'socialist victory'. Meanwhile, in Chapter 5, there are examples where *e* (에) is used instead of *ui* (의). For instance, phrases such as *Joseone keun hanggu* 조선에 큰 항구 'a major port of Joseon' and *Joseone eoeop* 조선에 어업 'the fishing industry of Joseon' illustrate this usage.

Finally, the *Korean Language Textbook* categorizes *e* (에), *eseo* (에서), and *e daehayeo* (에 대하여) as prepositional case markers, describing them as equivalents to the prepositional case in Russian. Among these, *daehayeo* 대하여 is explained as a preposition used to answer the questions *nuguege daehayeo* 누구에게 대하여 'about whom' and *mueose daehayeo* 무엇에 대하여 'about what'. The use of *daehayeo* (대하여) is illustrated with examples such as *Joseoneo yeongue daehayeo malhamnida* 조선어 연구에 대하여 말합니다. 'I will talk about the study of the Korean language.' (Chapter 3, p. 60) and *Joseoneo seonsaengege daehayeo malhayeotseumnida* 조선어 선생에게 대하여 말하엿습니다. 'I talked about the Korean language teacher.' (Chapter 3, p. 60). This illustrates that the usage of *daehayeo* (대하여) is influenced by animacy: *e* (에) is used with inanimate nouns, while *ege* (에게) is used with animate ones. This usage pattern differs from contemporary Korean.

Another notable feature is the consistent use of the full forms of past tense markers *-at/-eot/-yeot-* (앗/엇/엿) and the connective ending *-eo* (어) when attached to predicates, without contraction, regardless of syllable length.

Finally, the main texts of the *Korean Language Textbook* are primarily composed of question-and-answer exchanges and declarative sentences, employing both interrogative and declarative sentence final endings. In Chapters 1–4, the content is structured in a question-and-answer format, using the final endings *-bnida/-seumnida* (ㅂ니다/습니다) for statements and *-bnikka/-seumnikka* (ㅂ니까/습니까) for questions. Chapters 5 and 6 consist mostly of declarative sentences, primarily using *-bnida/-seumnida*. Chapter 6 also includes dialogues, incorporating both questions and answers. As a result, a wider variety of sentence final endings appear, such as the already mentioned *-bnida/-seumnida*, *-bnikka/-seumnikka*, *-bsida* (ㅂ시다), *-o* (오), and *-bsio* (ㅂ시오). In Chapters 7 and 8, the final endings *-da/-nda* (다/ㄴ다) are predominantly used in declarative sentences, while in dialogues, the final endings *-bnikka* (ㅂ니까), *-bnida* (ㅂ니다), and *-bsio* (ㅂ시오) continue to appear.

3.2.3 Syntactic characteristics of the textbook

In the *Korean Language Textbook*, there are several expressions that illustrate syntactic variations from contemporary Korean.

The adjective *cheonggyeolhada* 청결하다 'clean', for example, is used as a verb meaning to clean, functioning similarly to *cheongsohada* 청소하다 'to clean' in Chapter 6, and the verb *cheonghada* 청하다 'to request' is in Chapter 7 used with the meaning of 'to order', equivalent to *jumunhada* 주문하다 'to order' in contemporary Korean.

Also, certain verbs such as *mutda* 묻다 'to ask' and *insahada* 인사하다 'to greet' are used with case markers that differ from contemporary usage. In contemporary Korean, the former is typically constructed with the dative marker *-ege* as in *nuguege mutda* 누구에게 묻다 'to ask someone', while the latter commonly co-occurs with the comitative marker *-wa*, as in *nuguwa insahada* 누구와 인사하다 'to greet someone'. However, the textbook includes examples like *haengindeulgwa mureotda* 行人들과 물엇다 (행인들과 물엇다) 'asked the passerby' in Chapter 7 and *gaekdeureul insahan dwi* 客들을 人事한 뒤 (객들을 인사한 뒤) 'after greeting the guests' in Chapter 8, which demonstrate alternative case marker usage.

Third, unlike in contemporary Korean, the noun *guita* 긔타 (*gita* 기타) 'other' appears with the plural marker *deul* (들) in forms such as *Guitadeurimnida.* 긔타들입니다. 'These are others.' and *Guitadeuri itseumnida.* 긔타들이 있습니다. 'There are others.' This pluralized form of *guita* 긔타 'other' is not typical in contemporary Korean (Chapter 4, No. 20; Chapter 5).

3.3 Comparison of the two textbooks

Sections 3.1 and 3.2 examine the lexical, grammatical, and syntactic characteristics of the two Korean language textbooks.

From a lexical perspective, the two textbooks share several notable features. Both include dialectal vocabulary, with the *Korean Language Textbook* also incorporating distinct elements from North Korean dialects. Additionally, the *Korean Language Textbook for Grade 1 – Part 1* contains numerous phonetic loanwords from Japanese and Russian, while the *Korean Language Textbook* primarily features Sino-Korean transliterations. Both works exhibit a combination of archaic and less commonly used vocabulary. Orthographically, they display similar deviations from standard rules, particularly regarding the initial consonants *n* (ㄴ) and *r* (ㄹ) and the use of the vowel *ui* (ㅢ) following *g* (ㄱ). However, the *Korean Language Textbook for*

Grade 1 – Part 1 shows greater inconsistency in spelling, whereas the *Korean Language Textbook* demonstrates a more systematic orthographic approach.

Grammatically, the two textbooks display several distinctive features. Most notably, they do not apply the *b* (ㅂ) irregular conjugation commonly found in contemporary Korean, opting instead for regularized forms. While this pattern is consistent across both textbooks, they differ in their treatment of the *reu* (르) irregular conjugation, with the *Korean Language Textbook* presenting forms that diverge from contemporary grammatical norms.

Both textbooks, however, classify case markers into eight types, as outlined below.

Table 6: Case markers classification of the two textbooks

Korean Language Textbook for Grade 1 – Part 1		*Korean Language Textbook*	
Case	Case markers	Case	Case markers
Nominative	이 *i*, 가 *ga*	Nominative	이 *i*, 가 *ga*, 은 *eun*, 는 *neun*
Comparative	은 *eun*, 는 *neun*	Genitive	의 *ui*, 적(的) *jeok*
Accusative	을 *eul*, 를 *reul*	Accusative	을 *eul*, 를 *reul*
Dative-locative	에 *e*, 에게 *ege*	Dative	에게 *ege*
		Directive-dative	루 *ru*, 으루 *euru*
		Directive-locative	에 *e*
Directive	루 *ru*, 으루 *euru*	Instrumental	로 *ro*, 로써 *rosseo*
Genitive	의 *ui*	Prepositional	에 *e*, 에서 *eseo*, 에 대하여 *e daehayeo*
Ablative	에서 *eseo*, 에게서 *egeseo*	Ablative	붙어 *buteo*
Instrumental	로 *ro*, 으로 *euro*	Completive	까지 *kkaji*

As shown in the table, the case markers in the textbooks display several notable differences from those in contemporary Korean. Firstly, a distinction is maintained between instrumental and directional markers, which is not commonly observed in contemporary usage. Secondly, variations in the nominative marker appear in combination with interrogative pronouns. Thirdly, the genitive case includes both native and Sino-Korean forms, with the latter treated as equivalent genitive markers. Finally, certain postpositional forms are classified as prepositional case markers, reflecting

grammatical influences from Russian. Additionally, the textbooks suggest that the choice between specific locative or dative markers depends on the animacy of the noun, a nuance not typically emphasized in contemporary Korean.

Another distinguishing feature of the *Korean Language Textbook* is its presentation of the present-day prefixes *su-* (수) and *am-* (암) in the forms *suh-* (숳) and *amh-* (앎), respectively. The presence of *h* (ㅎ) in these forms reflects a retained final consonant from Middle Korean, which is now fossilized in certain compound nouns.

In addition, both textbooks consistently avoid contractions when attaching the past tense markers *-at/-eot/-yeot-* (앗/엇/였) and the connective endings *-a/-eo/-yeo* (아/어/여) to verb stems, preserving the full forms regardless of syllable length. This approach aligns with their pedagogical orientation toward beginner learners.

Furthermore, due to their use of both interrogative and declarative sentence structures, the textbooks utilize a range of sentence-final endings. The *Korean Language Textbook for Grade 1 – Part 1* primarily employs *-o/-so* (오/소), *-bnikka/-seumnikka* (ㅂ니까/습니까), and *-bnida/-seumnida* (ㅂ니다/습니다), whereas the *Korean Language Textbook* exhibits greater variety, including *-bsida* (ㅂ시다), *-bsio* (ㅂ시오), and *-da/-nda* (다/ㄴ다).

Syntactically, the two textbooks diverge from contemporary usage in several notable respects. The *Korean Language Textbook for Grade 1 – Part 1* includes outdated syntactic patterns and nonstandard quantification forms. Meanwhile, the *Korean Language Textbook* features adjectives functioning as verbs and alternative case-marking patterns, particularly in verb–object relations. Additionally, the use of plural marking with certain nouns reflects constructions that are rare in present-day Korean, revealing structural features rooted in earlier linguistic stages.

4 Conclusion

The two textbooks analyzed in this paper, the *Korean Language Textbook for Grade 1 – Part 1* and the *Korean Language Textbook*, are of historical significance, as they were written before and shortly after the liberation of Korea.

The *Korean Language Textbook for Grade 1 – Part 1* was compiled in Russia during the period of the Japanese colonization and, as such, holds considerable importance. In those days, it served as a comprehensive learning resource, enabling learners to systematically acquire not only

Hangeul but also basic sentence structures, vocabulary, and grammar. While it had certain limitations, its value lies in laying the groundwork for future Korean language educational materials. Furthermore, the textbook goes beyond language instruction; it reflects the social features and socialist background of the Soviet Union at the time, as well as the situation in Korea. Compiled under the harsh conditions of the Japanese colonization, it holds substantial historical significance.

Hwang Dong-min's *Korean Language Learning Material 1 (1946)*, published by the Moscow Institute of Oriental Studies Press, is known as the first Korean language textbook for universities in Moscow. Although the *Korean Language Textbook for Grade 1 – Part 1* discussed in this paper, was not used at the time due to the absence of Korean language courses in the Department of the Far East, it is highly likely to have been the first Korean language textbook for universities in Moscow, given that it was published by the same press as early as 1932.

Although early scholars such as Park Nikolai Vasilyevich, Hong Kim-pyo, and Kim remain relatively unknown, the *Korean Language Textbook for Grade 1 – Part 1* that they authored is substantial enough to be considered a starting point of Korean language education. This textbook also influenced later scholars, including Hwang Dong-min and Hwang Yun-jun, and likely contributed to the development of Korean studies more broadly.

The *Korean Language Textbook*, written after the liberation of Korea, is an important educational resource. It is particularly valuable for its simplified and more practical approach to language instruction, in contrast to the *Korean Language Textbook for Grade 1 – Part 1*. Although it was never officially published and thus was not widely disseminated, it possesses significant historical and pedagogical value, reflecting the educational direction and the practical needs of learners at the time. Its emphasis on practical usage can be seen as an effort to help learners acquire Korean more effectively.

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Appendix

Table 7: Vocabulary of the *Korean Language Textbook for Grade 1 – Part 1*

Ch.	Archaic or dialectal word	Contemporary word	English translation
2	조희 *johui*	종이 *jongi*	'paper'
	철필 *cheolpil*	펜 *pen*	'pen'
	다슷 *daseut*	다섯 *daseot*	'five'
	배호다 *baehoda*	배우다 *baeuda*	'to learn'
	여슷 *yeoseut*	여섯 *yeoseot*	'six'
	여듧 *yeodeul*	여덟 *yeodeol*	'eight'
	닐곱~일곱 *nilgop~ilgop*	일곱 *ilgop*	'seven'
3	몃~몇 *myeot~myeot*	몇 *myeot*	'how many'
	슴흐~슴흘 *seumheu~seumheul*	스물 *seumul*	'twenty'
	닑다 *nikda*	읽다 *ikda*	'to read'
	슴흘다슷 *seumheuldaseut*	스물다섯 *seumuldaseot*	'twenty five'
	설흔 *seolheun*	서른 *seoreun*	'thirty'
	마슨~마흔 *maseun~maheun*	마흔 *maheun*	'forty'
4	어대 *eodae*	어디 *eodi*	'where'
	아츰 *acheum*	아침 *achim*	'morning'
	걸상 *geolsang*	장의자 *janguija*	'a divan chair'
	류리창~유리창 *ryurichang~yurichang*	유리창 *yurichang*	'glass window'
	일긔~일기 *ilgui~ilgi*	일기 *ilgi*	'climate'
	조희 *johui*	종이 *jongi*	'paper'
	슴흐읻흘 *seumheuiteul*	스물이틀 *seumuriteul*	'twenty-two days'
	래일 *raeil*	내일 *naeil*	'tomorrow'
	읻흘 *iteul*	이틀 *iteul*	'two days'
	닐해 *nilhae*	이레 *ire*	'seventh day'
	할리 *halli*	하루 *haru*	'day'
5	배채 *baechae*	배추 *baechu*	'cabbage'
	배채국 *baechaeguk*	배춧국 *baechutguk*	'cabbage soup'
	햄새 *haemsae*	반찬 *banchan*	'side dish'
	감자햄새 gamja *haemsae*	감자 반찬 *gamja banchan*	'side dish of potatoes'
	싴다 *sitda*	씻다 *ssitda*	'to wash'
	리발소 *ribalso*	이발소 *ibalso*	'barbershop'
	배호다 *baehoda*	배우다 *baeuda*	'to learn'
	안령하오~안녕하오 *allyeonghao~annyeonghao*	안녕하오 *annyeonghao*	'hello'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	아츰 *acheum*	아침 *achim*	'morning'
	얼골 *eolgol*	얼굴 *eolgul*	'face'
	철필 *cheolpil*	펜 *pen*	'pen'
6	모쓰크바 *mosseukeuba*	모스크바 *moseukeuba*	'Moscow'
	공리사 *gongnisa*	소비조합 상점 *sobijohap sangjeom*	'cooperative association'
	래일 *raeil*	내일 *naeil*	'tomorrow'
	낄로 *kkillo*	킬로 *killo*	'kilogram'
	녀름~여름 *nyeoreum~yeoreum*	여름 *yeoreum*	'summer'
	닙다~입다 *nipda~ipda*	입다 *ipda*	'to put on'
	겨을 *gyeoeul*	겨울 *gyeoul*	'winter'
	얼마식 *eolmasik*	얼마씩 *eolmassik*	'how many'
	칩다 *chipda*	춥다 *chupda*	'cold'
	구주 *guju*	구두 *gudu*	'shoes'
	아츰닐곱시 *acheumnilgopsi*	아침 일곱 시 *achim ilgop si*	'7AM'
	일긔 *ilgui*	일기 *ilgi*	'climate'
	닑다 *nikda*	읽다 *ikda*	'to read'
	구락부 *gurakbu*	클럽 *keulleop*	'club'
	첫재 *cheotjae*	첫째 *cheotjjae*	'first'
	둘재 *duljae*	둘째 *duljjae*	'second'
7	뉘 *nwi*	누구 *nugu*	'who'
	향샹~향상 *hyangsyang~hyangsang*	향상 *hyangsang*	'improvement'
	긔슐~긔술 *guisyul~guisul*	기술 *gisul*	'technique'
	긔사 *guisa*	기사 *gisa*	'article/news'
	긔계~기계 *guigye~gigye*	기계 *gigye*	'machine'
	뜨락똘 *tteurakttol*	트랙터 *teuraekteo*	'tractor'
8	로씨야 *rossiya*	러시아 *reosia*	'Russia'
	푸로레타리아트 *puroretariateu*	푸롤레타리아트 *purolletariateu*	'the proletariat'
	쏘베트 *ssobeteru*	소비에트 *sobieteu*	'Soviet'
	꼴호스 *kkolhoseu*	콜호스 *kolhoseu*	'kolkhoz'
	로력 *roryeok*	노력 *noryeok*	'effort'
	겨을 *gyeoeul*	겨울 *gyeoul*	'winter'
9	빨이 *ppari*	빨리 *ppalli*	'quickly'
	실다 *silda*	싣다 *sitda*	'to load'
	빨르다 *ppalleuda*	빠르다 *ppareuda*	'fast'
	더듸다 *deoduida*	더디다 *deodida*	'slow'
	뜨락똘 *tteurakttol*	트랙터 *teuraekteo*	'tractor'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	로력 *roryeok*	노력 *noryeok*	'effort'
10	수싹하다~수삭하다 *sussakada~susakada*	수색하다 *susaekada*	'to search'
	래일~내일 *raeil~naeil*	내일 *naeil*	'tomorrow'
	밧다~받다 *batda~batda*	받다 *batda*	'to get'
	맛나보앗습니다 *mannaboatseumnida*	만나 봤습니다 *manna bwatseumnida*	'met'
	같으다 *gateuda*	같다 *gatda*	'same'
	명요하다 *myeongyohada*	명료하다 *myeongnyohada*	'clear'
11	규률 *gyuryul*	규율 *gyuyul*	'rule'
12	구락부 *gurakbu*	클럽 *keulleop*	'club'
	래일 *raeil*	내일 *naeil*	'tomorrow'
	물다 *mulda*	묻다 *mutda*	'to ask'
	곧 *got*	곳 *got*	'place'
	종 *jong*	적 *jeok*	'enemy'
	닙다 *nipda*	입다 *ipda*	'to put on'
	리익 *riik*	이익 *iik*	'benefit'
	이러나다 *ireonada*	일어나다 *ireonada*	'to get up'
13	곧 *got*	곳 *got*	'place'
	규률 *gyuryul*	규율 *gyuyul*	'rule'
	명영~명령 *myeongyeong~myeongnyeong*	명령 *myeongnyeong*	'command'
	달여오다 *daryeooda*	달려오다 *dallyeooda*	'to come running'
	얻흐면 *eoteumyeon*	얻으면 *eodeumyeon*	'if I get'
	우반헐 *ubanheol*	운반할 *unbanhal*	'to transport'

Table 8: Vocabulary of *Korean Language Textbook*

Ch.	Archaic or dialectal word	Contemporary word	English translation
Phon.	앎닭 *amhdak*	암탉 *amtak*	'hen'
	게급 *gegeup*	계급 *gyegeup*	'class'
	긔게 guige	기계 *gigye*	'machine'
	녀자 *nyeoja*	여자 *yeoja*	'woman'
	긔선 *guiseon*	기선 *giseon*	'steamship'
	긔차 *guicha*	기차 *gicha*	'train'
	발동긔 *baldonggui*	발동기 *baldonggi*	'engine'
	역장 *yeokjang*	정류장 *jeongnyujang*	'station'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	녀학교 *nyeohakgyo*	여학교 *yeohakgyo*	'girls' school'
	불란서 *bullanseo*	프랑스 *peurangseu*	'France'
	서반아 *seobana*	스페인 *seupein*	'Spain'
	이태리 *itaeri*	이탈리아 *itallia*	'Italy'
	토의긔 *touigui*	튀르키예 *twireukiye*	'Turkey'
	화성돈 *hwaseongdon*	워싱턴 *wosingteon*	'Washington'
	론돈 *rondon*	런던 *reondeon*	'London'
	백림 *baengnim*	베를린 *bereullin*	'Berlin'
	안가라 *angara*	앙카라 *angkara*	'Ankara'
	막사과 *maksagwa*	모스크바 *moseukeuba*	'Moscow'
1	상우 *sangu*	상 위 *sang* wi	'on the table'
	닑다 *nikda*	읽다 *ikda*	'to read'
	조히 *johi*	종이 *jongi*	'paper'
	철필 *cheolpil*	펜 *pen*	'pen'
	안녕히게십시오 *annyeonghigesipsio*	안녕히 계십시오 *annyeonghi gyesipsio*	'good-bye'
	련습 *ryeonseup*	연습 *yeonseup*	'exercise'
	녀자 *nyeoja*	여자 *yeoja*	'woman'
2	너이들 *neoideul*	너희들 *neohuideul*	'you'
	숳소 *suhso*	수소 *suso*	'bull'
	숳닭 *suhdak*	수탉 *sutak*	'cock'
	숳개 *suhkae*	수캐 *sukae*	'male dog'
	앎소 *amhso*	암소 *amso*	'cow'
	앎닭 *amhdak*	암탉 *amtak*	'hen'
	앎개 *amhkae*	암캐 *amkae*	'female dog'
	녀자 *nyeoja*	여자 *yeoja*	'woman'
	녀아 *nyeoa*	여아 *yeoa*	'girl'
	로인 *roin*	노인 *noin*	'old man'
	로파 *ropa*	노파 *nopa*	'old woman'
	로동자 *rodongja*	노동자 *nodongja*	'worker'
	녀학생 *nyeohaksaeng*	여학생 *yeohaksaeng*	'female student'
	힌조희 *hinjohui*	흰 종이 *huin jongi*	'white paper'
3	닐곱 *nilgop*	일곱 *ilgop*	'seven'
	여듧 *yeodeul*	여덟 *yeodeol*	'eight'
	스믈 *seumeul*	스물 *seumul*	'twenty'
	모도 *modo*	모두 *modu*	'all'
	상학 *sanghak*	등교 *deunggyo*	'to go to school'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	하학 *hahak*	하교 *hagyo*	'to return home from school'
	온흘 *onheul*	오늘 *oneul*	'today'
	몇흘 *myeoteul*	며칠 *myeochil*	'a few days'
	래일 *raeil*	내일 *naeil*	'tomorrow'
	첫재 *cheotjae*	첫째 *cheotjjae*	'first'
	둘재 *duljae*	둘째 *duljjae*	'second'
	셋재 *setjae*	셋째 *setjjae*	'third'
	넷재 *netjae*	넷째 *netjjae*	'fourth'
	다섯재 *daseotjae*	다섯째 *daseotjjae*	'fifth'
	여섯재 *yeoseotjae*	여섯째 *yeoseotjjae*	'sixth'
	닐곱재 *nilgopjae*	일곱째 *ilgopjjae*	'seventh'
	스므째 *seumeujjae*	스무째 *seumujjae*	'twentieth'
	붙어 *buteo*	부터 *buteo*	'from'
	강실 *gangsil*	강의실 *ganguisil*	'classroom'
	할날 *hallal*	하루 *haru*	'day'
	할흐 *halheu*	하루 *haru*	'day'
	닐헤 *nilhe*	이레 *ire*	'seven days'
	여들해 *yeodeulhae*	여드레 *yeodeure*	'eight days'
	아흘해 *aheulhae*	아흐레 *aheure*	'nine days'
	열할흐 *yeolhalheu*	열하루 *yeolharu*	'eleven days'
	스므날 *seumeunal*	스무날 *seumunal*	'twenty days'
	스므할흐 *seumeuhalheu*	스무하루 *seumuharu*	'twenty one days'
	설흔날 *seolheunnal*	서른날 *seoreunnal*	'thirty days'
	설흔할흐 *seolheunnalheu*	서른하루 *seoreunharu*	'thirty one days'
4	이곧 *igot*	이곳 *igot*	'this place'
	붙어 *buteo*	부터 *buteo*	'from'
	너이 *neoi*	너희 *neohui*	'you'
	저이 *jeoi*	저희 *jeohui*	'we'
	한나 *hanna*	하나 *hana*	'one'
	스믈 *seumeul*	스물 *seumul*	'twenty'
	어대 *eodae*	어디 *eodi*	'where'
	게시다 *gesida*	계시다 *gyesida*	'to be'
	아즉 *ajeuk*	아직 *ajik*	'still'
	헐하다 *heolhada*	쉽다 *swipda*	'easy'
	로어 *roeo*	노어 *noeo*	'Russian'
	취미있다 *chwimiitda*	재미있다 *jaemiitda*	'interesting'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	력사 *ryeoksa*	역사 *yeoksa*	'history'
	자미 *jami*	재미 *jaemi*	'interest'
	학과 *hakgwa*	과목 *gwamok*	'subject'
	배호다 *baehoda*	배우다 *baeuda*	'to learn'
	긔타 *guita*	기타 *gita*	'other'
	하학 *hahak*	하교 *hagyo*	'to return home from school'
	친촉 *chinchok*	친척 *chincheok*	'relatives'
	락제하다 *rakjehada*	낙제하다 *nakjehada*	'to fail'
5	들엇스며 *deureoseumyeo*	들었으며 *deureosseumyeo*	'listened'
	긔후 *guihu*	기후 *gihu*	'climate'
	경긔도 *gyeongguido*	경기도 *gyeonggido*	'Gyeonggi-do Province'
	통게 *tongge*	통계 *tonggye*	'statistics'
	오린 *orin*	오랜 *oraen*	'long time'
	력사 *ryeoksa*	역사 *yeoksa*	'history'
	쏘련 *ssoryeon*	소련 *soryeon*	'Soviet'
	쏘베트 *ssobeteu*	소비에트 *sobieteu*	'Soviet'
	로붙어 *robuteo*	로부터 *robuteo*	'out of'
	식혓습니다 *sikyeotseumnida*	시켰습니다 *sikyeotseumnida*	'ordered'
	그러함으로 *geureohameuro*	그러하므로 *geureohameuro*	'so'
	북선 *bukseon*	북한 *bukan*	'North Korea'
	수부 *subu*	수도 *sudo*	'capital'
	긔타 *guita*	기타 *gita*	'other'
	앞녹江 *amnokgang*	압녹강 *amnokgang*	'Amnokgang River'
	남선 *namseon*	남한 *namhan*	'South Korea'
6	마이다 *maida*	마시다 *masida*	'to drink'
	싸호다 *ssahoda*	싸우다 *ssauda*	'to fight'
	따리다 *ttarida*	때리다 *ttaerida*	'to hit'
	첫재로 *cheotjaero*	첫째로 *cheotjjaero*	'first'
	청결하다 *cheonggyeolhada*	청소하다 *cheongsohada*	'to clean'
	낡은손님 *nalgeunsonnim*	먼저 온 손님 *meonjeo on sonnim*	'previous guest'
	새손님 *saesonnim*	방금 온 손님 *banggeum on sonnim*	'new guest'
	하불 *habul*	시트 *siteu*	'seat'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	벼개옷 *byeogaeot*	베게 커버 *bege keobeo*	'pillow cover'
	둘재로 *duljaero*	둘째로 *duljjaero*	'second'
	니야기하며 *niyagihamyeo*	이야기하며 *iyagihamyeo*	'to talk'
	위선 *wiseon*	우선 *useon*	'first of all'
	무다~물다 *muda~mulda*	묻다 *mutda*	'to ask'
	어대 *eodae*	어디 *eodi*	'where'
	여긔 *yeogui*	여기 *yeogi*	'here'
	녜~네 *nye~nae*	네 *nae*	'yes'
	다슷번재 *daseutbeonjae*	다섯 번째 *daseot beonjjae*	'fifth'
	정유장 *jeongyujang*	정류장 *jeongnyujang*	'station'
	나립니다 *narimnida*	내립니다 *naerimnida*	'to get off'
	많이~많히 *mani~manhi*	많이 *mani*	'many'
	말슴 *malseum*	말씀 *malsseum*	'say'
	안령히 게십시오 *allyeonghi gesipsio*	안녕히 계십시오 *annyeonghi gyesipsio*	'good-bye'
	편안히 단여가시오 *pyeonanhi danyeogasio*	편안히 다녀가시오 *pyeonanhi danyeogasio*	'have a pleasant visit'
	그러습니다 *geureoseumnida*	그렇습니다 *geureoseumnida*	'that's right'
	몇흘 *myeoteul*	며칠 *myeochil*	'a few days'
	유숙하다 *yusukada*	투숙하다 *tusukada*	'to stay'
	온흘 *onheul*	오늘 *oneul*	'today'
	비행긔 *bihaenggui*	비행기 *bihaenggi*	'airplane'
	나리엇습니다 *narieotseumnida*	내리었습니다 *naerieotseumnida*	'got off'
	一주야 *iljuya*	일박 il *bak*	'one night'
	유숙비 *yusukbi*	투숙비 *tusukbi*	'hotel price'
	증문 *jeungmun*	신분증명서 *sinbunjeungmyeongseo*	'identification'
	여행권 *yeohaenggwon*	여권 *yeogwon*	'passport'
	낮브지않습니다 *natbeujiansseumnida*	나쁘지 않습니다 *nappeuji ansseumnida*	'not bad'
	리발소 *ribalso*	이발소 *ibalso*	'barbershop'
	목욕간 *mogyokgan*	목욕탕 *mogyoktang*	'bathhouse'
	목간소 *mokganso*	목욕탕 *mogyoktang*	'bathhouse'
7	장긔 *janggui*	체스 *janggi*	'chess'
	가저오다 *gajeooda*	가져오다 *gajyeooda*	'to bring'
	첨으로 *cheomeuro*	처음으로 *cheoeumeuro*	'for the first time'

Ch.	Archaic or dialectal word	Contemporary word	English translation
	사환군 *sahwangun*	종업원 *jongeobwon*	‘employee’
	인차 *incha*	이내 *inae*	‘soon’
	연긔 *yeongui*	연기 *yeongi*	‘smoke’
	마이고 *maigo*	마시고 *masigo*	‘to drink’
	고초 *gocho*	고추 *gochu*	‘chili pepper’
	게자 *geja*	겨자 *gyeoja*	‘mustard’
8	當到하다 *dangdohada*	도착하다 *dochakada*	‘to arrive’
	객 *gaek*	손님 *sonnim*	‘guest’
	리발소 *ribalso*	이발소 *ibalso*	‘barbershop’
	상우에 *sangue*	상 위에 *sang wie*	‘on the table’
	革帶(혁대) *hyeokdae*	벨트 *belteu*	‘belt’
	차레 *chare*	차례 *charye*	‘order’
	여긔 *yeogui*	여기 *yeogi*	‘here’
	리발사 *ribalsa*	이발사 *ibalsa*	‘barber’
	치머리 *chimeori*	머리의 양옆과 뒤를 바짝 올려 깎은 머리 *meoriui yangyeopgwa dwireul bajjak ollyeo kkakkeun meori*	‘a hairstyle in which the sides and back are closely cropped’
	긔게 *guige*	기계 *gigye*	‘machine’
	리발료 *riballyo*	이발료 *iballyo*	‘barber fee’