

A COMPARATIVE ANALYSIS OF SENTENCE STRUCTURE IN KOREAN AND ENGLISH

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In modern linguistics, the comparative study of syntactic structures across languages is considered one of the key research areas. In particular, analyzing languages that belong to different language families provides valuable insights into both similarities and differences in grammatical systems. Korean and English are suitable subjects for such analysis, as they differ significantly in terms of sentence structure.

English belongs to the Indo-European language family and is characterized as an analytic language, whereas Korean is an agglutinative language. These typological differences lead to substantial variation in their syntactic organization.

The aim of this study is to identify and comparatively analyze the main features of sentence structure in Korean and English.

Research questions:

How do sentence structures differ between Korean and English?

What roles do word order and grammatical markers play?

How do these differences affect the process of language learning?

This study employs a comparative-syntactic analysis as its primary methodological approach.

Sentence structures in Korean and English were examined and compared based on representative examples.

The following methods were applied:

Comparative method — to contrast syntactic systems of the two languages.

Analytical method — to determine the functions of sentence components.

Descriptive method — to outline the structural features of each language

The data included simple, complex, and compound sentences, as well as examples drawn from both everyday communication and academic texts.

The findings of the study reveal several key differences in sentence structure between Korean and English:

Word Order

English follows a **Subject + Verb + Object (SVO)** pattern:

She reads a book.

Korean follows a **Subject + Object + Verb (SOV)** pattern:

나는 책을 읽는다.

Grammatical Markers

In English, grammatical relationships are primarily expressed through word order and auxiliary words.

In Korean, particles (e.g., 을/를, 이/가) play a crucial role in marking grammatical functions.

Position of the Verb

In English, the verb typically appears in the middle of the sentence.

In Korean, the verb consistently appears at the end of the sentence.

Interrogative Sentences

In English, questions are formed through subject-auxiliary inversion:

Do you like coffee?

In Korean, questions are formed using intonation or sentence-ending particles.

커피를 좋아해요?

Tense and Aspect

In English, tense and aspect are often expressed through auxiliary verbs (*is going, has gone*).

In Korean, they are expressed through verb suffixes (*갔다, 가고 있다*).

The results indicate that Korean and English differ significantly in their syntactic structures. The most prominent difference lies in word order. English strictly follows the SVO pattern, while Korean adopts the SOV structure.

These differences create challenges for language learners. For example, learners familiar with English must adjust to placing the verb at the end when constructing sentences in Korean.

Furthermore, the particle system in Korean has no direct equivalent in English, which highlights different strategies for expressing grammatical relationships. In contrast, English relies heavily on fixed word order, and altering it can change the meaning of a sentence.

Previous linguistic studies have also confirmed these distinctions between analytic and agglutinative languages. This study supports those findings by providing concrete examples.

The results suggest that a comparative approach in language teaching can be highly effective, as it helps learners better understand structural differences between languages.

This study demonstrates that sentence structure in Korean and English differs significantly. English is based on a strict SVO word order, whereas Korean follows an SOV structure.

The consistent placement of the verb at the end of Korean sentences and the use of particles distinguish it from English. In contrast, English relies more on word

order and auxiliary verbs to convey grammatical meaning.

Understanding these differences is essential for improving foreign language teaching methodologies and enhancing language acquisition processes.

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