

# Research on the Corpus-Based Korean Vocabulary Teaching Model

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**Abstract:** This paper attempts to explore the teaching strategies and effective teaching methods of Korean vocabulary by constructing and using the basic Korean vocabulary corpus. The purpose is to introduce new educational methods into the classroom, seek new vocabulary teaching strategies, help students broaden their vocabulary, and explore the novel vocabulary teaching model.

**Keywords:** Corpus; Korean teaching; Korean vocabulary

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## I. Introduction

Vocabulary, as one of the three elements of a language, runs through the whole process of language teaching. It is the cornerstone of learning a foreign language. George W. Williams, a British linguist, once pointed out that “simple communication can be made without grammar, but without vocabulary, communication cannot be made at all.” Therefore, vocabulary teaching is the core of language teaching, and the lack of vocabulary will directly affect the listening, speaking, reading, and writing skills of foreign language learners. Vocabulary learning and accumulation are extremely important, especially for language beginners. Therefore, adopting a scientific vocabulary teaching method is crucial to improve vocabulary learning. In Korean language teaching, it is necessary to build a small corpus to reform teaching methods and innovate classroom teaching models.

## 2. Corpora and corpus linguistics

A corpus is a repository for linguistic materials. It is a database of linguistic materials that naturally occur in a certain language, either written or spoken. Generally, a corpus is a collection of language materials collected for language research and preserved in electronic form. It is a collection of naturally occurring written or spoken language samples to represent a specific language or language variant. Corpus linguistics is an interdisciplinary field that develops simultaneously with computer science. The processing of teaching resources through corpus

can not only improve the efficiency of classroom teaching and students' learning. The development of corpus linguistics reflects the human desire for knowledge, the demand for language use, and the driving force of modern science and technology development.

Corpus linguistics is a newly emerging discipline of linguistics, which originated in Britain and the United States in the 1960s. Its development has experienced four stages: small, large, dynamic, and electronic network corpus. In China, this discipline started in the 1980s, and related researches are divided into two categories: corpus linguists and general language researchers. The characteristics include the construction of interlanguage, Chinese, and bilingual corpora for foreign language learners and teaching corpora. Corpus linguistics is widely used in lexicography, language research, foreign language teaching, and translation.

### 3. Research overview

Various corpora have been formed with the advancement of science and technology, and the development of corpora has played a very important role in second language teaching and research. For example, Ma discussed L2 vocabulary learning and teaching strategies based on theories related to L2 vocabulary acquisition from multiple perspectives to help learners improve their L2 vocabulary acquisition skills <sup>[1]</sup>.

In particular, we explored the relationship between Korean and Chinese. As a basic component of a language, vocabulary is the cornerstone of its existence. Without a correct understanding of the culture, it is difficult to truly understand the language. Therefore, it is necessary to discover the cultural connotation contained in vocabulary and grammar by analyzing the data of the corpus. Ma focuses on introducing the intrinsic cultural meaning of Korean vocabulary and how to teach its cultural expression <sup>[2]</sup>. Jin believes that Korean educators emphasize teaching language knowledge such as vocabulary or grammar. Still, the research system for the education of intrinsic cultural expressions in language is yet to be formed <sup>[3]</sup>. In order to explore the relationship between Korean and Chinese, Chen analyzed the transfer of Chinese words and phrases in Korean learning and proposed corresponding countermeasures for the learning and teaching of various Chinese words and phrases <sup>[4]</sup>. Li analyzed the circulation corpus, compared the use of honorific words in Korean and Chinese, and summarized their similarities and differences <sup>[5]</sup>. Ji sampled and analyzed the complex sentence corpus in the corpus, compared the differences in hypogynous and paratactic expressions between Korean complex sentences and Korean-translated Chinese complex sentences, and revealed the rules of Korean translation of Chinese complex sentences. Especially for native Chinese speakers, Chinese knowledge can be more effectively used to learn Korean, and Chinese culture can be integrated into vocabulary or grammar knowledge <sup>[6]</sup>. Park and Ju explored how Chinese culture is integrated into the vocabulary teaching of Korean language courses in universities, and found that the integration of Chinese cultural elements related to the Republic of Korea and the Korean language is conducive to cultivating students' understanding and confidence in Chinese culture, stimulating learning interest, and improving teaching effectiveness <sup>[7]</sup>. Han integrates ideological and political factors in the primary Korean language stage to cultivate cultural self-confidence and a sense of identification with Chinese culture among students, laying a good foundation for ideological and political education in the future <sup>[8]</sup>.

In terms of teaching methods based on vocabulary, the establishment of a corpus can provide a large amount of language data and help researchers analyze the frequency of use of vocabulary, collocation rules, and so on, to provide a scientific basis for teaching. By analyzing the corpus data, learners' deviations and difficulties in vocabulary use can be found, and targeted teaching methods can be designed to help them better grasp vocabulary knowledge. Cui believes that through the verification of teaching practice, vocabulary

teaching methods such as games, classification, and association have strong feasibility and students' acceptance. These methods can effectively expand students' vocabulary and promote the improvement of reading, listening, and speaking skills <sup>[9]</sup>. Zheng believes that vocabulary is the main factor affecting students' communicative competence at the middle and senior levels. Therefore, starting from the structure of Korean vocabulary and taking Korean derivative words as an example, this paper analyzes the principle of word formation and puts forward several effective teaching methods, aiming to further explore the strategies for teaching Korean vocabulary <sup>[10]</sup>. Zheng and Huang's study explored teaching methods, such as contrastive teaching method, categorical teaching method, multimedia teaching method, and situational teaching method, so as to enhance students' understanding of Korean vocabulary by understanding its culture. Kim and Choi also performed a similar study <sup>[11]</sup>. Based on the self-built Korean textbook corpus, combined with the catalog of adverbs of degree formulated by previous scholars, Fei used corpus linguistics to study 15 high-frequency adverbs of degree and explored the collocation and co-occurrence of these adverbs of degree through construction collocation analysis <sup>[12]</sup>. Liu's paper discussed classroom interaction in Korean vocabulary education and expounded and analyzed the interaction types at each learning stage, aiming to propose specific interaction types and practical plans that can be adopted in Korean vocabulary education <sup>[13]</sup>. Li and Liu focus on the teaching of Korean cultural vocabulary, focusing on the identification and teaching principles of cultural vocabulary, including the principles of practicality, suitability, and permanence, as well as the teaching methods of cultural vocabulary, which mainly include the interpretation method of cultural meaning, the comparison method of cultural meaning, the lexical context teaching method and the multimedia teaching method <sup>[14]</sup>. Wang analyzed and summarized the characteristics of Korean vocabulary, explores the teaching methods that are more suitable for Korean vocabulary according to the characteristics, and emphasizes the importance of teaching Korean vocabulary through practice, to provide teaching and learning methods for Korean educators and learners <sup>[15]</sup>.

## **4. The construction and application of lexical corpus**

In the Korean language, some words are used repeatedly and appear more frequently. Taking the teaching of Chinese words in Korean as an example, the current methods are comparative analysis, central word teaching method, culture introduction method, etc., but these methods will make foreign language learners repeatedly search for vocabulary, which will reduce the efficiency of vocabulary learning. Besides, a language is traditionally taught by teachers listing example sentences and students jotting down notes. By learning this way, only a small number of words can be learned and memorized in one lesson. In contrast, many related words can be learned and remembered by using the center word expansion method. Therefore, abandoning the traditional single teaching method, improving teaching quality and efficiency, and exploring new vocabulary teaching methods are essential to improving Korean vocabulary teaching.

### **4.1. Material accumulation**

Specifically, a corpus can be built by collecting vocabulary materials observed and accumulated in teaching. Related materials can be taken from several resources. Firstly, for paper materials like newspapers, magazines, and textbooks, their content can be input by typing or scanning them manually. Secondly, for audio and video materials, text transcriptions are the most time-consuming process in the construction of a corpus. Compared to traditional materials, inputting web pages, electronic documents, and movie subtitles is a lot less tedious.

## 4.2. Corpus design

Understanding basic concepts and studying linguistics is essential before building a small corpus. Collecting different types of corpora and texts, as well as determining the sources and methods for acquiring the corpus, such as gathering materials from classroom teaching, is necessary. The framework of the corpus includes decisions on the proportion of each text, compiling a list of high-frequency vocabulary, encoding text elements, and setting the format for newlines and paragraphs. Backup tools are also prepared. With the vocabulary outline and the central teaching method concept, corpus types, and texts are collected. The proportions are designed, and detailed statistics are made after completion. The word list is sorted out through data analysis, with high-frequency Chinese words collected into the vocabulary list and input into the self-built corpus. AntConc is then used for information retrieval.

## 4.3. Method application

Teachers can introduce relevant corpus linguistics teaching concepts and then expand on the theories and methods of corpus linguistics in language education. By creating a high-frequency Korean vocabulary list and using it in vocabulary teaching, innovative methods can be developed. This approach helps to avoid dull and monotonous vocabulary learning and stimulates students' interest in learning. Students can engage more deeply with vocabulary, explore it, create with it, and use it effectively in their learning.

First of all, through classroom practice, teachers use multimedia to demonstrate primary vocabulary in the corpus. This approach helps students “get close to vocabulary,” understand the primary vocabulary they need to learn, and stimulates their interest in learning. Secondly, through detailed explanations, students can “explore vocabulary,” become familiar with the pronunciation and basic meanings of the primary vocabulary, and then “create vocabulary” based on this understanding. An interactive, student-led question-and-answer style encourages the “active use of vocabulary.” Additionally, repeated practice with various question types enables students to use the vocabulary proficiently, helping them establish their vocabulary systems. They are also encouraged to build their own vocabulary corpus, which leads to a deep understanding and application in learning. This process cultivates students' practical abilities in searching, selecting, understanding, and summarizing information.

Recent domestic research on Korean teaching methods mainly focuses on comparative analysis teaching methods. It is proposed that instead of explaining individual words separately, corresponding words can be established with the help of changes in word meanings so that students can grasp the meaning of words more accurately through lexical comparison. Corpus-assisted instructional design: Processing the background and concept, displaying corpora-assisted teaching activities of various Korean knowledge and language skills, including pronunciation, grammar, vocabulary teaching, listening, speaking, reading, and writing skills training cross-cultural awareness training, etc.

The establishment of small corpora holds significant value for Korean language teaching. By creating a high-frequency Korean elementary vocabulary list, it is possible to innovate vocabulary teaching methods, moving away from monotonous approaches and stimulating students' interest in vocabulary learning. Leveraging language knowledge to attract students' attention helps in identifying typical language features, aiding memorization, fostering learning wisdom, and designing flexible exercises. Establishing a micro-corpus text is crucial. Simplifying corpus information can help address students' initial difficulties in using it. Teachers need the skills to teach and process this information, enabling students to get close to, explore, create, and actively use vocabulary. Using the primary vocabulary corpus established in Basic Korean, along with textbook content, the corpus can be applied from a teaching perspective to reveal the real use of grammar, create relevant

application contexts, and deepen students' understanding and application of the language

## 5. Conclusion

In the context of the new technological revolution, a series of scientific and technological advancements, the opening of new scientific fields, and the advent of new information transmission methods and cognitive tools have significantly impacted education. Strengthening the development and application of high-quality educational resources and building comprehensive teaching network resource bases has become particularly important. In today's era of electronic information, an increasing number of foreign language learning resources are derived from various resource libraries. Thus, the ability to search, extract, select, analyze, and process information has become essential for foreign language teachers. Corpus linguistics aligns with the rapid development of modern information technology, offering significant potential for optimizing resources, environments, and methods in foreign language teaching. With the advent of big data, the widespread use of corpora has become a prevailing trend. This paper aims to propose a new model and strategy for teaching basic Korean vocabulary, exploring effective teaching methods, promoting the reform and innovation of Korean vocabulary instruction, and providing insights for Korean teachers by establishing a Korean vocabulary corpus based on teaching practice.

## Disclosure statement

The authors declare no conflict of interest.

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