

## INVESTIGATING THE THREE-STEP APPROACH FOR EFFECTIVE KOREAN IDIOM TEACHING

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**Abstract.** *Traditional methods of teaching Korean as a foreign language (KFL) have given less attention to idioms than to grammar and vocabulary. This article proposes a new approach to teaching Korean idioms based on Bernard Seal's three-step approach, adapted for the study of idiomatic expressions. The article analyzes the historical development of methods for teaching words and grammar, discusses the advantages and disadvantages of the PPP (presentation-practice-production) and TTT (task-teach-task) models, and justifies the application of Seal's three-step approach for effective teaching of Korean idioms.*

**Keywords:** *korean idioms, teaching Korean as a foreign language, Bernard Seal's three-step approach, PPP model, TTT model, effective idiom teaching, communicative skills, lexical competence.*

Research on teaching idioms in Korean as a foreign language has been conducted at a relatively limited level. There has been a lot of research at the level of word learning in many language areas, including English, but there has been a lack of theoretical research on separately teaching idioms, so many studies have been conducted by borrowing word learning theory.

Comparing the study of vocabulary and grammar from a historical perspective, vocabulary learning has been neglected compared to grammar learning. Believing that grammar is the starting point of language learning, and adopting the view borrowed from behavioristic psychology that learning is a matter of forming habits, the Qing Chinese teaching method placed special emphasis on intensive training in sentence form and pronunciation. Because grammar and phonological structure were emphasized, vocabulary had to be treated relatively simply, with new words introduced only when necessary for learning. After the 1970s, communicative teaching methods emerged, which promoted fluency rather than accuracy and shifted the focus from sentence-level form to discourse-level function. However, words still received a secondary status compared to grammar and did not go beyond the level of primarily functionally assisting language use. Late 1980s and 1990s the early 1980s, research on words increased significantly. One of the reasons researchers became interested in vocabulary is because computer-assisted research made it possible to check vast amounts of information that was previously unavailable. For example, analytical information about how words are derived and used in actual language use, semantic information at the level of larger units than words that have a function in discourse as single word items, and information about the differences between written and spoken communication, etc. etc. has been provided. Furthermore, psycholinguistic research has provided insight into the mental processes involved in vocabulary learning: memory, storage, and retrieval. As interest in these issues has increased, more effective vocabulary teaching and learning strategies have been developed. [1]

Since 1990, in order to improve communication skills in Korean language education, Korean language textbooks and teaching methods have moved away from the traditional teaching model, the PPP (Presentation-Practice-Product) model, and have been leaning toward the TTT

(Task-Teach-Task) model, which focuses on communication activities. However, from the perspective of second language acquisition theory, Korean is an unfamiliar language to Korean language learners, and Korean has structural differences from the Korean language learner's native language, so rather than using the TTT (Task 1-Teaching-Task 2) model, PPP is used. It was said that the (presentation-practice-production) model is a more suitable method for Korean language education as it can develop communication skills based on explicit form education. However, at the advanced level, it is okay to teach using the TTT model because learners can lead on their own. [2]

The PPP (Presentation-Practice-Production) model has a similar structure to the three-step approach of Bernard Seal (1991), one of the vocabulary education theories widely introduced in existing research. Bernard Seale's three-step approach plans word learning based on vocabulary education theory is divided into single word learning and unplanned word learning. Unplanned word learning is taught spontaneously, and planned word learning involves preparing words and proceeding to three learning stages. Stage 1 is the meaning conveying stage, stage 2 is the confirmation practice stage, and stage 3 is the integrated utilization stage.

In this study, we intend to present a teaching method by introducing Bernard D. Seal's three-step approach, which is one of the vocabulary education theories. Idioms are defined as two or more words combined to have a third meaning, but since they actually have one meaning, they can be analyzed using unit learning theory.

Seal (1991) proposed a method called the 3C approach (or three-step approach). The first step is conveying meaning, which can be said to be the step of presenting the meaning of the word to be taught to learners. Presentation tools include mime, synonym, and anecdote. That is, visual aids (word relations), visual materials (pictorial schemata) such as photos, definitions, explanations, examples and anecdotes of words (definition, explanation, examples and anecdotes), and information that can guess the meaning. These include using tools, word roots, and prefixes. The second step is checking understanding, which checks whether the learner has properly understood the word. This relationship includes a question-and-answer process between the teacher and student. The instructor must determine whether the learner accurately answers questions related to the learning words. Practice methods covered in step 2 include filling in the blanks, connecting word meanings, organizing words, and matching pictures.

The third stage is the consolidation stage, which involves training to apply the words to the learner's own environment based on the understanding of the words identified in stage 2. In other words, it allows learners to actively use vocabulary. Here, it is necessary to connect the relationship between the learner's personal experience and vocabulary. The practice methods covered in the third stage include problem solving, dialogue writing, discussion, and role play.

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