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การศึกษาคำศัพท์วิจิตรศิลป์ เน้นชุดข้อมูล

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อ 1) สร้างรายการคำศัพท์วิจิตรศิลป์ โดยเน้นชุดข้อมูล ซึ่งเรียงลำดับคำที่พบตามความถี่ที่ปรากฏจากการใช้ภาษาอังกฤษในสถานการณ์จริง 2) สร้างรายการคำศัพท์ย่อย ให้แก่ผู้เรียนวิจิตรศิลป์ในสาขาวิชาจิตรกรรม ประติมากรรม และภาพพิมพ์ 3) สร้างเว็บไซต์จากรายการคำศัพท์ที่พบ และ 4) สำรวจจำนวนคำศัพท์วิชาการที่ปรากฏในหนังสือวิจิตรศิลป์ วิธีวิจัยเริ่มจากการรวบรวมข้อมูลโดยการสัมภาษณ์อาจารย์ผู้สอนในสาขาวิจิตรศิลป์จำนวน 9 คน ด้วยการสุ่มแบบเจาะจง เพื่อแนะนำหนังสือที่ใช้ในการรวบรวมชุดข้อมูล (Corpus) หนังสือทั้งหมดจากการสัมภาษณ์ได้ถูกสุ่มแบบเจาะจง โดยพิจารณาจากปีที่ตีพิมพ์และความนิยมของผู้ให้สัมภาษณ์ทั้งหมด จากนั้น จึงรวบรวมคำศัพท์ที่ปรากฏในหนังสือที่ได้มา จำนวน 1,058,369 คำ แล้วนำไปวิเคราะห์ข้อมูล โดยใช้โปรแกรม WordSmith Tools version 6 ผลการวิจัยพบคำศัพท์วิจิตรศิลป์ 211 คำ ในรายการคำศัพท์วิจิตรศิลป์ 91 คำ ในรายการคำศัพท์จิตรกรรม 121 คำ ในรายการคำศัพท์ประติมากรรม และ 76 คำ ในรายการคำศัพท์ภาพพิมพ์ จากนั้นได้ทำการสร้างเว็บไซต์ Fine Arts Learning List Program ซึ่งอยู่ในเว็บ http://www.fine-arts.dx.am จากรายการคำศัพท์ทั้งหมด เว็บไซต์นี้มีการทำงานทั้งหมด 3 ส่วน ได้แก่ Fine Arts Learning List Presenter, Fine Arts Learning List Definer and Fine Arts Learning List Highlighter นอกจากนี้ ยังพบคำศัพท์วิชาการมากที่สุด ร้อยละ 5.75 ในชุดข้อมูลสาขาวิชาภาพพิมพ์ และเมื่อพิจารณาชุดข้อมูลจิตรกรรม วิจิตรศิลป์ และประติมากรรม พบคำศัพท์วิชาการ ร้อยละ 5.53, 5.26 และ 4.91 ตามลำดับ

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A CORPUS-BASED STUDY OF FINE ARTS ENGLISH VOCABULARY

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Abstract

The main purposes of the study were to 1) create a corpus-based learning list in which fine arts vocabulary is ranked in order of frequency in authentic English; 2) provide sub-lists of painting, sculpture and graphic arts in order to establish a fine arts learning list for learners in each subject area; 3) create a web site based on the fine arts corpus-based learning list and 4) investigate the number of academic words in fine arts texts. Nine fine arts instructors were relevance sampled and interviewed to gather suggestions concerning which textbooks should be used to create the corpus. All textbooks suggested by the interviewees were purposively sampled by considering their publication date and popularity. The texts were compiled to create a fine arts corpus with three sub-corpora; painting, sculpture, and graphic arts. All corpora were analyzed by applying the WordSmith Tools version 6. A total of 1,058,369 words were compiled in the fine arts corpus through this research. Overall, 211 word families were revealed in the fine arts learning list, 91 word families in the painting learning list, 121 word families in the sculpture learning list, and 76 word families in the graphic arts learning list. All learning lists were applied by creating the Fine Arts Learning List Program which is available on-line at http://www.fine-arts.dx.am. The program includes the Fine Arts Learning List Presenter, Fine Arts Learning List Definer and Fine Arts Learning List Highlighter functions. Academic words were most frequently found in the graphic art corpus (5.75% of all words in the texts). Considering painting, fine arts and sculpture corpora, the frequency of academic words in the texts were 5.53, 5.26 and 4.91 percent, respectively.

Keywords: corpus-based study, fine arts vocabulary, academic words

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INTRODUCTION

Teaching vocabulary is beneficial for English for Academic Purposes (EAP) as well as English for Specific Purposes (ESP). In EAP, learners have to learn English for higher education to be able to read academic texts or take pre-departure courses before studying abroad. EAP learners need to know both language structure and vocabulary to succeed in their higher education studies (Dudley-Evans & St John, 1998). Learners whose first language is not English also need to learn academic vocabulary for higher education although they may have already acquired higher level study skills in their own language. If they lack understanding of academic vocabulary, they may have problems understanding academic texts. While EAP learners have to be well-equipped to read academic texts and learn academic vocabulary, ESP learners must also be well-equipped to read ESP texts. To be well-equipped in ESP learning, ESP students have to learn technical vocabulary in specific fields and master the skills oriented for specific goals such as reading academic texts in a particular discipline, writing technical reports and participating in subject-specific conferences (Jordan, 1997).

In order to facilitate teachers and learners to get access to vocabulary in particular areas, many word lists have been created by scholars in vocabulary. High frequency word families are collected with the coverage of useful concepts and stylistic levels. For example, West (1953) studied vocabulary selection for teaching purposes and derived a list of 2,000 words with semantic and frequency information drawn from a corpus of two to five million words known as the General Service List (GSL). Nation (1990) has developed the University Word List (UWL), which contains 800 word families. Coxhead (2000) has developed a list of 570 academic word families called the Academic Word List (AWL) from a corpus of 3,500,000 word tokens drawn from academic texts and journals in New Zealand. Browne, Culligan and Phillips (2013) have created a New General Service List (NGSL) on the 60th anniversary of West's publication of the GSL. NGSL is based on a carefully selected 273 million-word subsection of the 1.6 billion words of the Cambridge English Corpus (CEC) by following many of the same steps as West (1953).

To derive word lists in particular fields, corpora have been compiled to reveal authentic usage and the most important details in each field. For example, Minn, Sano, Ino and Nakamura (2005) used and extracted sentences from the British National Corpus (BNC) to create and develop educational materials and a website for learners of English. This website allows learners of English to download sentence patterns for education purposes. More recently, Warren (2010) compiled two specialized corpora: the English used by engineering professionals in Hong Kong and the English used by other professionals in Hong Kong. These corpora are publicly available online for engineers and financial service professionals in Hong Kong to enhance their professional communication competency. Vihla (1998) has created a corpus of contemporary American medical texts which quantitatively analyze the interplay between form and function in medical texts. The corpus enables medical discourse such as new medical hypotheses, experiments and theories to be distributed to the public. Bauer and Renouf (2001) have presented new compound formation patterns in English words from a large corpus of British newspapers. They revealed patterns that are not described in the major handbooks and demonstrated that some patterns were being used productively in the English of the early 1990s.

For learners in any professional area, technical vocabulary and the AWL are necessary because they cover 15 percent of words in a professional text. More specifically, and highly relevant to the present study, a fine arts technical list can not be found. Therefore, a list in which fine arts vocabulary is ranked in order of frequency in authentic English has to be created. To further supplement this point, the number of academic words in fine arts texts has to be investigated because of its importance to learners in higher education. It is of utmost importance to create a fine arts corpus-based learning list to ensure that fine arts learners encounter the most important fine arts vocabulary throughout their learning experience. This will help higher level learners to improve their English language learning. For teachers and creators of teaching materials, the results of this study supply a practical basis for the selection and introduction of fine arts and academic vocabulary in language and fine arts courses.

AIMS

1. Create a corpus-based learning list in which fine arts vocabulary is ranked in order of frequency in authentic English.
2. Provide sub-lists of painting, sculpture and graphic arts in order to elaborate a fine arts learning list for learners in each subject area.
3. Create a web site based on the fine arts corpus-based learning list.
4. Investigate the number of academic words in fine arts texts.

METHODS

This study comprised three stages. During the data collection stage, nine fine arts instructors from

state universities including three painting instructors, three sculpture instructors and three graphic arts instructors were interviewed to get suggestions of which books should be used to create the corpus. All instructors have at least 10 years experience teaching in their respective fields. They are all at least assistant professors or hold doctoral degrees in their subject areas. The books suggested by the interviewees were selected by considering their publication date and popularity. All books were compiled to create the fine arts corpus.

To conduct the data analysis stage, the fine arts corpus was analyzed by applying the WordSmith Tools version 6. The WordList function was used to display a list of all the words or word-clusters in a text which are shown in alphabetical and frequency order. The program WordSmith Tools version 6 (Scott, 2012) was used to compile a fine arts corpus-based list and to analyze academic words in the corpus. This program is an integrated suite of programs for analyzing how words behave in texts. Words that are used in texts can be found using the WordList tool. The WordList tool provides a list of all the words or word-clusters in a text in alphabetical or frequency order. This program has been used by Oxford University Press for their lexicographic work in preparing dictionaries (Scott, 2012). Language teachers, students and researchers have employed the program for investigating language patterns in numerous languages world-wide. Coxhead's AWL (2000) and the NGSL of Browne, Culligan and Phillips (2013) were used to derive a fine arts corpus-based learning list. Meanwhile, abbreviations, Latin forms, proper nouns and words that have no particular relationship with the field of fine arts were excluded from the list. All selected words had to occur in at least half of the selected texts and had to occur at least 50 times in the corpus (Coxhead, 2000). Words in the fine arts corpus-based learning list were presented in order of frequency.

To carry out the data application stage, a web site called The Fine Arts Learning List Program was created to assist fine arts students and instructors to access the fine arts corpus-based learning list easily and quickly. The Fine Arts Learning List Program comprised three functions: the Fine Arts Learning List Presenter, the Fine Arts Learning List Definer and the Fine Arts Learning List Highlighter.

RESULTS & DISCUSSION

Four corpora were compiled to create a corpus-based learning list in which fine arts vocabulary is ranked in order of frequency in authentic English. The results revealed that the fine arts list consists of 211 word families (3.60 percent). The painting corpus contains a total of 91 word families (3.74 percent) that are unique to the field of painting. The sculpture lists contains one hundred and twenty-one word families (3.67 percent) and the graphic arts list consists of 76 word families (3.28 percent).

These results confirm the statement of Nation (2001) that about 5 percent of words in a given text can be classified as technical words. The number of fine arts words found in each corpus is clearly different from Nation's findings that about 1,000 word families have been identified in the technical text. However, the percentage of frequency shown in each corpus is similar to Nation's findings. The main reason is that each word and its word family are used frequently. These findings affirm that in knowing a word, learners have to know its word family to help them understand the content. The primary reason is that fine arts texts may not be written only for artists or fine arts teachers and learners. They may also be for interested parties who are not really familiar with academic texts. This would explain why few fine arts word families were found in the fine arts corpus.

Words unique to the digital era such as animate and digital were not found in the lists. Actually, they appeared in the fine arts corpus, but they did not fulfill the criteria of the study. Some of the words from the digital era cannot be found in the fine arts learning list because they are in the NGSL. Since the NGSL was compiled, created and published in 2013, some new words plus words which are frequently used in the digital era were combined in the list. Of greater importance, the primary purpose of developing fine art forms is for aesthetics and artists to express beauty through their skills without any technology or digital devices.

The second aim of this study was to provide sub-lists of painting, sculpture and graphic arts in order to elaborate a fine arts learning list for learners in each subject area. The findings revealed no significant difference among fine arts word families found in every corpus. Overlapping word families were found most frequently in the painting and graphic arts corpora (36 word families). In painting and sculpture corpora as well as sculpture and graphic arts corpora, 31 word families overlapped. Twenty-one word families overlapped all three corpora.

Word families found in each list are not totally different since some word families overlap all three lists. It was revealed that 45 word families occur only in the painting list, 80 word families occur only in the sculpture and 30 word families occur only in the graphic arts list. Some word families occur in all three corpora.

This research project also created a web site based on the fine arts corpus-based learning list. Therefore, fine arts words found in this study were presented and applied through the web site "Fine Arts Learning List Program"

which contains three functions. The "Fine Arts Learning List Presenter" exhibits fine arts word lists ranked in order of frequency to assure that learners encounter the most important fine arts vocabulary throughout their learning experience. The "Fine Arts Learning List Definer" provides meanings and word classes of every word family to ensure that learners understand and can use the words correctly. The "Fine Arts Learning List Highlighter" assists fine arts learners to improve their comprehension of fine arts vocabulary in the fine arts learning list through reading. Fine arts or English teachers can use this function to select appropriate texts for fine arts learners.

In the "Fine Arts Learning List Presenter," fine arts vocabulary is ranked in order of frequency of occurrence. This function is beneficial for learners who are familiar with intentional vocabulary learning as explained by Hatch and Brown (1995), direct vocabulary learning as explained by Nation (1990), or tutored vocabulary learning as presented by Klein (1986). For teachers, this function is helpful if it is taught directly (Nation, 1990). Alternatively, teachers can select and plan which words are going to be taught before going into the classroom (Seal, 1991). The most important issue is that learners must study vocabulary directly and teachers have to teach systematically through this function.

More specifically, Sokmen (1997) suggested themes of explicit vocabulary teaching which confirm the usefulness of the "Fine Arts Learning List." The most important element is that teachers should develop a large sight vocabulary by teaching high frequency words.

The "Fine Arts Learning List Definer" offers meanings of fine arts words along with their relative part of speech. In regard to Nation's (2001) model, knowing a word involves form, meaning and use of receptive and productive vocabulary. The "Fine Arts Learning List Definer" function of the program covers form and meaning of receptive vocabulary at the general level of acquiring a word. Teachers and learners have to be aware of suitable activities for the most effective vocabulary learning. The "Fine Arts Learning List Definer" can be used by teachers as a tool to explicitly teach meanings of words and implicitly teach forms of words.

In the "Fine Arts Learning List Highlighter," all fine arts words presented in the "Fine Arts Learning List Presenter" are highlighted when users type in the provided space. This function assists teachers to develop materials which focus on fine arts vocabulary while learners can improve their comprehension of fine arts vocabulary through reading. According to Nation (2001), to teach forms of vocabulary effectively, teachers should repeat those words through reading. Thus, this function is beneficial for learners to study words in context so that they understand how those words are used. At the same time, fine arts and English teachers can choose appropriate texts for their learners.

The findings clearly demonstrate that the "Fine Arts Learning List Program" is in agreement with the "Five Essential Steps in Vocabulary Learning," a model proposed by Hatch and Brown (1995). The "Fine Arts Learning List Presenter" is in accord with the first and second steps since learners should encounter new words first and then get the word form. Meanwhile, the "Fine Arts Learning List Definer" enables the third and fourth steps. When encountering a new word, learners can get the meaning and consolidate it with the word form. Finally, the "Fine Arts Learning List Highlighter" fulfills the needs of the fifth step. Learners can increase their confidence and receptive knowledge through reading by applying this function.

The final aim of this study was to investigate the number of academic words in fine arts texts. Coxhead's 570 academic word families were compared in order to fulfill this goal. It was disclosed that 100 percent of Coxhead's AWL was found in the fine arts and sculpture corpora. In painting, 541 academic word families were found and 532 academic word families occurred in the graphic arts corpora. The percentage of academic words found in each corpus was less than Coxhead's finding that 10 percent of vocabulary in academic texts can be classified as academic words. The graphic arts corpus had the highest number of word families from the AWL (5.75 percent) while the sculpture corpus had the lowest number of word families from the AWL (4.91 percent).

In Coxhead's (2000) study, the 570 word families in the AWL accounted for around 10 percent of the total words in an academic corpus. It's necessary for learners to know the majority of words in the AWL in order to study at a university where they must read textbooks in English. The findings from the present study were four to five percent lower than the findings revealed by Coxhead. This discrepancy may be explained by considering the quantity of words from the AWL found in each corpus. Since fine arts texts are often used in professional areas, the fine arts corpus contained most of the AWL word families.

Numerous studies in Thailand, including a study of academic vocabulary in political reports by Nakprakhon (2005), an investigation of academic words in sports news by Dejtisak (2006), an analysis of academic words in BBC and CNN science news by Panbanlame (2007), a study of academic vocabulary in health news by Chaipradit (2007) and an investigation of academic words in economics by Manitayakul (2007) all discovered fewer academic words than the aforementioned study by Coxhead.

The findings of the present study further contrast with Para's (2004) research that 12.46 percent of words in the AWL in research articles were found. Obviously, fine arts texts and research articles are different genres. Fine arts texts aim to express beauty, emotion and aesthetics while research articles attempt to present facts.

Conclusion

The "Fine Arts Learning List Program" has proven beneficial for teachers, learners and creators of teaching materials. Teachers can apply the corpus-based learning list and the academic vocabulary as a practical basis for the preparation, selection and introduction of fine arts vocabulary in language and fine arts courses. They can employ authentic materials and present language from natural texts rather than made-up examples. The corpus-based learning list will be used to develop language testing such as making tests that reflect the actual language that students will be using on a general basis. It is also useful for the creation of effective teaching materials and activities for classroom and workplace training. This research also enables learners to study the most important and authentic fine arts vocabulary such as describing artwork through written and spoken language, evaluating artwork as well as acquiring fine arts information through reading and listening. However, in some cases, authentic fine arts vocabulary may not be found in the classroom or in teacher-created materials. The academic vocabulary from the findings will be very useful for studying at higher educational levels and in professional fields.

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