

A STUDY OF ART TERM RECOGNITION: A CASE STUDY OF
PAINTING MAJORS AT A STATE COLLEGE OF ARTS AND CRAFTS

A MASTER'S PROJECT
BY
JINTANA APAISONTIPONG

presented in partial fulfillment of the requirements
for the Master of Arts degree in English
at Srinakharinwirot University

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การศึกษาการรู้ความหมายคำศัพท์ศิลปะ: กรณีศึกษานักศึกษาวิชาเอกจิตรกรรม
ของวิทยาลัยศิลปหัตถกรรมของรัฐบาล

บทคัดย่อ

โดย

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครนทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การวิจัยครั้งนี้มีจุดมุ่งหมายที่จะศึกษาการรู้ความหมายคำศัพท์ศิลปะของนักศึกษาวิชา
เอกจิตรกรรม ชั้นปีที่ 3 และชั้นปีที่ 4 ว่ามีความรู้ด้านความหมายของคำศัพท์ศิลปะต่างกัน
หรือไม่ กลุ่มตัวอย่างที่ใช้ในการศึกษา เป็นนักศึกษาของวิทยาลัยศิลปหัตถกรรมของรัฐบาล
ชั้นปีที่ 3 จำนวน 23 คน และชั้นปีที่ 4 จำนวน 10 คน การทดสอบกระทำโดยการใช้ข้อ
สอบแปลภาษาอังกฤษเป็นภาษาไทย ซึ่งมีคำศัพท์ศิลปะจำนวน 100 คำ การเปรียบเทียบความ
แตกต่างด้านความรู้คำศัพท์ศิลปะระหว่างนักศึกษาทั้ง 2 ชั้นปี กระทำโดยใช้ค่าสถิติ t -test

ผลการศึกษาปรากฏว่า นักศึกษาชั้นปีที่ 4 วิชาเอกจิตรกรรม รู้ความหมายคำศัพท์
ศิลปะมากกว่านักศึกษาชั้นปีที่ 3 โดยมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05
แสดงว่าการพบคำศัพท์ศิลปะซ้ำในการเรียนวิชาเอกจิตรกรรมของนักศึกษามีผลต่อการเรียนรู้
คำศัพท์ศิลปะ

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A STUDY OF ART TERM RECOGNITION: A CASE STUDY OF
PAINTING MAJORS AT A STATE COLLEGE OF ARTS AND CRAFTS

ABSTRACT

BY

JINTANA APAISONTIPONG

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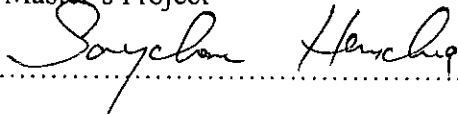
Jintana Apaisontipong. (2003). *A Study of Art Term Recognition: A Case Study of Painting Majors at a State College of Arts and Crafts*. Master's Project, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Dr. Saengchan Hemchua.

The purpose of this study was to investigate whether frequency of art term repetitions affects the recognition of the art students and whether there are any differences in art term recognition between third and fourth year painting majors. The participants were 23 third-year painting majors and 10 fourth-year painting majors at a state college of arts and crafts in Bangkok. The tool used in this study was a translation test which consisted of a list of 100 content art terms which are used in the painting class.

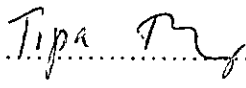
The result of the study was that there was a statistically significant difference in art term recognition between the third and fourth year students at the .05 level. The fourth year painting majors recognized more art terms than the third year students. The difference was 19.63 per cent. This indicated that the period of vocabulary repetition affects the art term recognition of art students.

The Master's Project Committee and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts Degree in English of Srinakharinwirot University.

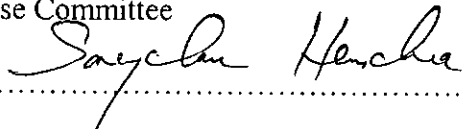
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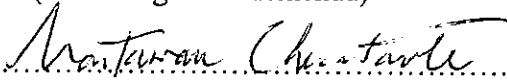
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(Associate Professor Supha Panjaroen)

October .27., 2003

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CHAPTER 1

INTRODUCTION

Learners' vocabulary recognition is the understanding and memorizing of word meanings (Read. 2000: 155). There are different ways to help students recognize vocabulary, such as making an extra effort to memorize vocabulary or encountering that vocabulary many times, which is called vocabulary repetition. Vocabulary repetition is an important factor in vocabulary learning for remembering the word meaning and its form because one meeting is not enough for learners to gain its information and remember its meaning (Nation. 2001: 74-81).

However, vocabulary recognition is still difficult for EFL learners because there are many kinds of vocabulary they have to learn. Nation (2001: 11-12) distinguishes four kinds of vocabulary. These are high-frequency words, academic words, technical words, and low-frequency words, and each kind has different aspects. Technical words especially are often very closely related to the topic and subject areas of the text. These words are common in the related topic, but they are not so common elsewhere. They are recognizably specific to a particular topic, field, or discipline. Therefore, technical words present a difficulty that learners have to overcome.

In studying art, like other majors, students have to find new knowledge and information themselves because art students are not taught only painting or drawing but also art theories. Although they often hear technical words about art in the classroom or they may see these words while they are reading or they may use these words in their

painting class, these technical words may still be difficult for art students to understand and remember. Art term recognition is very necessary for art students who are EFL learners, as in Thailand. Therefore, art students have to make an extra effort to memorize the art terms in order to recognize them.

In short, word repetition is an important factor in helping art students recognize art terms. This study aims to verify that art term repetition affects art term recognition of art students. Therefore, the researcher is interested in whether there are any differences in art term recognition between third and fourth year painting majors. It is assumed that the fourth year students should recognize more art terms than the third year students since they have had one more year of encountering art terms in the painting class than the third year students.

Objective of the Study

This study attempts to answer the following research question:

Are there any differences in art term recognition between third and fourth year painting majors?

Hypothesis

The art term recognition between the third and fourth year painting majors is different.

Significance of the Study

The findings of the study will be beneficial as follows:

1. They will provide information about art term recognition of art students to see whether art term repetition affects art term recognition of art students and whether art term repetition in the painting class is adequate for art students.
2. They will be beneficial as a reference for curriculum developers, art teachers and English teachers who teach art students at the higher education level as to whether art teachers should add more art term repetition in the painting class and whether English teachers should teach more art terms in their English class.

Scope of the Study

The study has the following features:

1. The participants of the study were 23 third and 10 fourth year painting majors at a state college of arts and crafts in Bangkok.
2. In this study, a first language translation test was used in order to assess the art term recognition of art students.
3. Only art term recognition was studied.
4. All the selected art terms were content words that the students encounter in their painting class. They were words about paintings, such as colour, painting technique, painting tools and perception.

Definition of Terms

1. **Art term** is a word or phrase concerning art and the techniques involved in creating paintings. Such art terms are sometimes common in the art topic, but are not so common elsewhere. For example, wet-into-wet is a technique for watercolor painting in which the painter paints new colour onto the wet colour.
2. **EFL** is learning English as a foreign language.
3. **ESL** is learning English as a second language.

In conclusion, the art term recognition of 23 third and 10 fourth year painting majors at a state college of arts and crafts in Bangkok was studied by using the first language translation test as a tool. In order to see the differences in the art term recognition, the scores of two groups were compared. In chapter 2, vocabulary knowledge, vocabulary testing, vocabulary repetition, incidental vocabulary acquisition and previous research related to vocabulary recognition are reviewed. Next, the research design including participants, tools and procedure are presented in chapter 3. Research results are presented in chapter 4. It discusses the differences in art term recognition between the third and fourth year painting majors. Finally, a summary, implications and conclusion are presented in chapter 5.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

In this chapter, vocabulary knowledge, vocabulary repetition, incidental vocabulary acquisition, vocabulary improvement, previous research related to vocabulary recognition and vocabulary testing are reviewed to provide some background to the present study.

Vocabulary Knowledge

Vocabulary knowledge is a necessary element in teaching and learning English. Thornbury (2002) states that vocabulary acquisition is the largest and most important task for learners. They can improve their English greatly if they pay attention to vocabulary. On the other hand, their English will not improve markedly if they study only grammar. At the basic level, knowing a word involves knowing its form and its meaning. However, he says that knowing a word's meaning does not mean knowing only its meaning in a dictionary, but also knowing its collocations, connotations, register, and cultural accretions. Nation (1990: 31) defines word knowledge as having eight components: 1) the meaning(s) of the word, 2) the written form of the word, 3) the spoken form of the word, 4) the grammatical behavior of the word, 5) the collocations of the word, 6) the register of the word, 7) the associations of the word and 8) the frequency of the word. He also classifies these vocabulary knowledge components into receptive and productive knowledge. If the word is to be learnt for receptive use (listening and reading) then there is one set of answers. If the word is to be learnt only for productive use (speaking and

writing) then there is another set of answers. The following table is the list of questions used to find out if students 'know' a word.

Form	<i>spoken</i>	receptive	What does the word sound like?
		productive	How is the word pronounced?
	<i>written</i>	receptive	What does the word look like?
		productive	How is the word written and spelled?
Meaning	<i>word parts</i>	receptive	What parts are recognizable in this word?
		productive	What word parts are needed to express the meaning?
	<i>form and meaning</i>	receptive	What meaning does this word form signal?
		productive	What word form can be used to express this meaning?
	<i>concept and referents</i>	receptive	What is included in the concept?
		productive	What items can the concept refer to?
	<i>associations</i>	receptive	What other words does this make us think of?
		productive	What other words could we use instead of this one?
Use	<i>grammatical functions</i>	receptive	In what patterns does the word occur?
		productive	In what patterns must we use this word?
	<i>collocations</i>	receptive	What words or types of words occur with this one?
		productive	What words or types of words must we use with this one?
	<i>register and frequency</i>	receptive	Where, when and how often would we expect to meet this word?
		productive	Where, when and how often can we use this word?

Source: Nation. 2001: 27

A person must know the meaning, the written form, the spoken form, the grammatical behavior, the collocations, the register, the associations, and the frequency of the word if he/she wants to know a word. Some or all of them are important in using a word in different situations. Moreover, Schmitt (2000: 124) states that in second language vocabulary learning, learners seem to learn the core meaning of the word first, then the written form later. In this study, only the recognition of the meaning of the art terms is considered because it is the simplest method to show students' basic knowledge of words.

In short, knowing a word is important but not easy for learners, because there are many components involved: the word meaning, written form, spoken form, grammatical behavior, collocation, register, association and frequency. However, there are several factors that help learners recognize vocabulary. Repetition is one factor and it is the focus of this study.

Vocabulary Repetition

In vocabulary learning, repetition is important because there is so much to know about each word and it is not enough to gain its information at one meeting (Nation, 2001). Vocabulary must not be only known, but it must be known well so that it can be fluently accessed. Therefore, vocabulary repetition helps students strengthen their vocabulary knowledge.

There are two kinds of repetition: space repetition and mass repetition. Space repetition involves repetitions across a long period of time. For example, the student encounters a new word and then he/she sees it again two hours later. After that, he/she

meets the word one day later and meets it again three days later and one week later. On the other hand, mass repetition involves spending a continuous period of time to learn a word. For example, the student encounters the new word and then he/she tries to remember and repeat it many times at the moment of encountering.

There are three types of repetition of word meaning: 1) encountering the same word form and its meaning in the same situation (eg. repeated by teacher in the class); 2) recalling the same meaning many times (ie. in different situations); and 3) recalling the meaning in different contexts requiring a difference of meaning.

Types of repetition of word meaning

Type of processing	Type of repetition
Noticing	Seeing the same word form and simultaneously presented meaning again
Retrieval	Recalling the same meaning several times
Generation	Recalling the meaning in different contexts requiring a different instantiation of the meaning

Source: Nation. 2001

However, Nation states that space repetition is better than mass repetition for second language learning because space repetition helps learners remember the word and the word meaning over a long period of time. In this study, space repetition is considered because the participants encounter and recall the art terms every week, seven periods a week, in their painting class.

Annis and Annis (1987) investigated the process and effectiveness of repetition which is a study technique of students. They used Bloom's six levels of cognitive learning to study the relationship between college student reading comprehension ability and the amount of repetitive reading. One hundred and three college students in an educational psychology course classified as high or low ability readers were randomly assigned to read an article one, two or three times. A test and questions at different levels of Bloom's cognitive domain were administered one week later. Results showed that repetition increased recall performance. However, there were no significant differential effects of repetition at various levels of learning. Learning improved with increased repetition at all levels of the Bloom cognitive domain. There was a statistically significant increase in learning with increased reading repetitions .

Furthermore, Gass and Mackey (1999) studied the effect of task repetition on linguistic output of 103 students in the fourth semester of Spanish at a large university in the United States. All the students were asked to watch video segments four times while recording their own on-line rendition in Spanish. Group one watched the same video three times and group two watched different videos each time. Both groups watched a new video at the fourth time. Analyses were conducted on the basis of overall proficiency, morphosyntax, and lexical sophistication. Results provided limited support for the prediction of improvement over time for the group that saw the same video, but no support for a carryover effect when the content changed. The task of repetition affected the proficiency, morphosyntax and lexical sophistication of the students because group one students could recall more information about the video they saw than group two students.

Sometimes, the method that teachers use in the classroom is also an element that helps learners remember vocabulary for immediate or long-term retention. Rodriguez and Sadoski (2000) studied the effect of rote, context, keyword, and context/keyword methods on retention of vocabulary in EFL classrooms. The participants of this study were 160 ninth-grade students from eight intact EFL classes from two different schools located in Trujillo, Venezuela. After learning under the different situations according to rote, context, keyword, and context/keyword methods, the students were asked to do two 15-item multiple-choice tests in order to assess the students' vocabulary knowledge both in English and Spanish. The Spanish vocabulary test was constructed by an experienced Spanish L1 instructor. The English vocabulary test was constructed by taking the vocabulary from the Stanford Diagnostic Reading Test. All the students were taught the new words by using many teaching techniques. Then they were asked to do the translation test. Results showed that the context/keyword method produced superior recall to the rote, context or keyword method after a week, suggesting a very promising educational value for this method.

Indeed, learners may not approach the second language vocabulary only in their class. They may see or hear new vocabulary through their outside activities, such as listening to the radio, reading magazines or watching television. Therefore, another factor that helps learners know and recognize vocabulary is incidental vocabulary acquisition.

Incidental Vocabulary Acquisition

Incidental vocabulary acquisition is a factor that helps learners acquire and recognize vocabulary well. Learners often encounter new vocabulary not only in their class, but also outside the class incidentally.

Fondas (1992) studied the acquisition of vocabulary from reading stories aloud. This study provided an alternative method of teaching vocabulary to students characterized as disabled readers. The method was a naturalistic approach of reading stories aloud to students, combined with guided discussions before, during, and after the reading to develop critical thinking skills. The participants of this study were 11 first graders and the overall objective was the acquisition of vocabulary through reading aloud to students. They were asked to listen to 5 books over a 10-week period. A selected group of words was used as the test words. Pretests and posttests were administered to measure the extent of new vocabulary the target group acquired from listening to the same story being read several times. The results showed that reading aloud constitutes a major source of incidental vocabulary acquisition, and that teacher explanation of a word meaning and related activities allow a significant amount of vocabulary to be internalized.

Brown, Sagers, and LaPorte (1999) studied incidental vocabulary acquisition from oral and written dialogue journals. They presented a hypothesis-generating study of advanced university EFL learners' incidental vocabulary acquisition from oral and written dialogue journals over a semester. Teacher and student entries were analyzed and transcribed by using WordCruncher (1993). The analyses compare characteristics of the input to the learners in the two modes as well as evidence of vocabulary acquisition by

learners from the two modes. The results of this study showed 14 naturally occurring evidences that the acquisition may have taken place. They were 1) texts naturally produced by the teacher had differing lexical characteristics in written and spoken modes, 2) learners produced texts that largely resembled native speaker texts, 3) there was a greater number of words possibly acquired in the spoken mode, 4) students differed substantially in their seeming preferences for acquiring in each mode, 5) general and specific word frequency affected vocabulary acquisition, 6) most words in learners' productive lexicons were used in both modes, 7) it was easy for students to go from an oral mode to written production, 8) 87% of words used by students after the teacher had used them first matched the teacher's meaning, 9) when topics matched in the student and teacher entries, meaning was generally matched as well, with students using words in ways similar to the teacher's use, 10) lexical gaps and subsequent acquisition are found in the interchanges in dialogue journals, 11) little direct inquiry about vocabulary is made by the learners in their interchanges at this level, 12) questions from the teacher seem to promote word acquisition of students, 13) multiple interchanges on student chosen topics seem to lead to vocabulary use, and 14) several words may be acquired from one passage if student interest and emotion come into play.

Henderson (2001) studied incidental vocabulary acquisition: learning new vocabulary from reading silently and listening to stories read aloud. He attempted to determine if third-grade students could learn vocabulary incidentally through silent reading and by listening to stories read aloud, as well as which method would produce the greater gain. Students were asked to listen to and to read silently a total of 16 stories over the course of eight weeks. Pretest and posttest scores of multiple choice vocabulary tests were compared to see if an increase in vocabulary occurred. The results indicated that

students learned a significant amount of vocabulary through both methods. However, a much greater gain was seen through listening to stories read aloud.

According to Annis and Annis (1987), Fondas (1992), Gass and Mackey (1999), Rodriguez, Brown, Sagers and LaPorte, (1999) and Sadoski (2000), Henderson (2001) and Nation (2001), vocabulary repetition and incidental vocabulary acquisition are important factors that help EFL learners recognize vocabulary.

Vocabulary Improvement

After approaching, encountering and repeating vocabulary, learners' vocabulary recognition should be improved. This improvement may depend on many factors, such as frequency of repetition, periods of approaching and easiness and difficulty of vocabulary.

Laufer (1998) studied the development of passive vocabulary (the basic receptive knowledge), understanding the most frequent and core meaning of the word, and active vocabulary (the productive knowledge: controlled and free vocabulary) in EFL students in Israel. The students were divided into two groups by their grade. Group one consisted of twenty-six 16-year-old 10th graders who had studied English for six years and group two consisted of twenty-two 17-year-old 11th graders who had studied English for seven years. For receptive knowledge, the students were asked to do the vocabulary level test in order to measure passive vocabulary size. The scores of the two groups were compared and the results showed that the passive vocabulary sizes of the two groups increased by 84 per cent in one year of study.

Moreover, Laufer and Paribakht (1998) studied the relationship between passive and active vocabulary of 79 Israeli (EFL) students and 103 Canadian (ESL) students. It was found that the passive vocabulary knowledge developed more rapidly than the active vocabulary knowledge.

Yodnil (1980) studied the vocabulary recognition of 279 first year students at Srinakharinwirot University. They were divided into four groups and each group was divided according to the number of years they had studied English, 8-11 and 12-15 years respectively. They were asked to do four multiple choices tests of 1,293 words. The results showed that there was significant difference in one group of students between those with different years of studying English in school at the .05 level.

In short, the vocabulary recognition of EFL learners can be improved after they have approached that language. Learners who have approached English one more year should recognize more vocabulary.

In order to assess vocabulary recognition of learners, teachers should test their learners because there is no reliable means of knowing how effective a teaching has been without testing. Testing also provides feedback to both learners and teachers.

The First Language Translation Test

The first language translation test is used as a tool in this study because it is quick and easy for learners to do. This kind of test is easier than a multiple choice test if the

choices given are written in the second language because learners may know the meaning of the asked vocabulary, but may not know the meaning of the given choices.

Read (1997: 303) claims that it is easy to expect that one of the goals of language testing will assess whether students know the meanings of the words they need to communicate in a second language well because vocabulary knowledge is accepted as a fundamental component of second language proficiency. However, each type of test provides different aspects. He also states that there are essential differences between objective and subjective tests. An objective test has only one or a small number of correct answers. It can be marked quickly and reliably. Subjective, on the other hand, is open-ended and gives freedom in the answers. It must be marked by experienced teachers who have to use their own judgement and there may be discrepancies between the markers. It also takes time to mark. In this study, the first language translation test is used as a tool. It is an objective test which is used to assess the receptive skill (art term recognition) of the students.

Nation (1977) studied the vocabulary recognition of university students in Indonesia in order to find English reading problems of students by using the 1,000- word level from Elementary Stories for Reproduction of Hill (1965) for two kinds of tests. The first was a translation test asking students to translate a word in a context. For example:

1. My neighbor is a very independent person.
2. He discovered a new route through the mountain.

The other was a multiple-choice test asking for the best answer. For example:

- kaki means a. book
- b. leg
- c. face
- d. fruit

It was found that Indonesian students recognized about 600 words and the researcher also suggested that the Indonesian and Thai languages are similar, so translation tests could be applied in Thai.

Nation (2001: 351) states that the first language translation method can be used in teaching and vocabulary testing because it is quick, simple and easy to understand. It is also similar to the use of pictures, real objects, definitions and second language synonyms. The major advantage of first language translation testing is that learners can respond to vocabulary items directly. Although translation of the first language may seriously reduce opportunities for the second language approach, it is very effective for testing vocabulary meaning. Nation also states that translation into the first language is like multiple-choice and matching tests because it is easier for learners to do and it is more valid if the definitions are in the first language more than the second language. The greatest value of first language translation in vocabulary testing is that it allows students to answer vocabulary items directly. Although there is no research supporting his idea yet, the first language translation test is very useful for testing vocabulary in terms of receptive vocabulary knowledge as well as recall and recognition.

In conclusion, knowing a word is knowing its meaning, collocation, written and spoken form, grammatical behavior, register, association and frequency. However, only the meaning of the word was considered in this study. With reference to repetition, there are two kinds of repetition: space repetition and mass repetition. According to Nation (2001), space repetition is better than mass repetition for second language learning because space repetition helps learners remember the word and the word meaning over a long period of time. In this study, the participants attended painting class every week. They encountered art terms seven periods a week and sometimes they might have encountered art terms outside the class which may have led to incidental vocabulary acquisition. Therefore, their study behavior should be considered as space repetition. In terms of vocabulary improvement, EFL learners are possible to improve their receptive vocabulary within a year of schooling. This is supported by the studies of Israeli and Thai EFL students' vocabulary improvement. Both studies indicated that the vocabulary recognition of EFL learners increased in one year of study. For the material used in this study, the first language translation test was used as a tool because it is quick, simple and easy to understand. It is also similar to the use of pictures, real objects, definitions and second language synonyms. The major advantage of first language translation testing is that learners can respond to vocabulary items directly. Finally, the greatest value of first language translation in vocabulary testing is that it allows students to answer vocabulary items directly.

CHAPTER 3

METHODOLOGY

In this chapter, the method used in the present study, the participants, the study tool and the procedures for analyzing the data are described.

Participants

The participants were two intact groups, 23 third-year painting majors and 10 fourth-year painting majors at a state college of arts and crafts in Bangkok. They were EFL learners. They had gained a two year Diploma and were studying another two years in order to get a Bachelor's Degree. During their first and second years, they studied only two English courses. These were Fundamental English I and Fundamental English II in the first year of studying for a Diploma. Furthermore, they had studied English for Everyday Life Course during their third year. In four years of studying in this campus, they had studied painting sixteen periods a week, whereas they studied English three to four periods a week. They had studied Art Term Course when they were in the third year. These art terms involve colour, painting tools, painting techniques, perception, well known artists and places as well as the terms related to their major. They also approach art terms in their painting class sixteen periods a week.

Material

The tool used in this study was a translation test. It consisted of a list of 100 content art terms which are used in the painting class. All 100 art terms were selected by systematic random sampling chosen by two experts who have taught the Art Term Course at this college for more than five years. The first expert is a teacher of English and the second expert is an art teacher. They have co-taught the Art Term Course for more than five years. This course takes three periods a week. The first expert teaches art terms one period and the second expert teaches art terms two periods a week. The translation test was used to assess art term recognition because it is quick, simple and easy to understand. It is also easy for students to do. This translation test contains a list of 100 content art terms with no context. However, these technical words convey certain meanings according to art topics. The students, therefore, can translate the selected art terms without context clues. The selected art terms are about colour, painting tools, painting techniques, perception, well known artists and places, as well as the terms related to their major.

Procedures

1. Data Collection

The data were collected in July 2003. All the participants, both third and fourth year students, were asked to do the translation test at the same time for two hours.

2. Data Analysis

The data were analyzed as follows:

2.1 The thirty-three tests were marked by the two experts according to the meanings of art terms in *Dictionary of Art Terms* (1987). A correct answer was counted as one point. There was no penalty for a wrong answer.

2.2 Statistics used for data analysis

The statistic method used in this study was as follows:

2.2.1 Means of students' scores were calculated through a processed computer program for doing research.

2.2.2 Standard deviations were calculated through a processed computer program for doing research.

2.2.3 T-test was used to find the statistical difference of students' scores through a processed computer program for doing research.

2.3 The differences of the scores between third and fourth year students were compared and discussed.

2.4 Conclusions were drawn from the findings.

In brief, 23 third year and 10 fourth year painting majors were assigned to do a translation test in order to assess their art term recognition in July 2003. The testing task took two hours. Subsequently, each test was marked by two experts. A correct answer scored one point. There was no penalty for a wrong answer. Then the differences between third and fourth year students' scores were calculated by T-test. Finally, the research results were compared and discussed.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the research results are presented in order to answer the following research question.

Are there any differences in art term recognition between third and fourth year painting majors?

The differences in art term recognition between third and fourth year painting majors are presented in Tables 1 and 2 in order to answer the research question. Means of students' scores are presented and compared in Table 2.

Research Results

To answer the research question, the art terms translation test scores of third and fourth year students were compared. Means, standard deviations and t-test results are presented in Table 1. The differences between the two groups of students are presented in terms of t-test results.

Table 1 Comparison of Third and Fourth Years Students' Scores of Each Art Term by

T-test

Art Terms	Third year		Fourth year		t	P
	students (n=23)		students (n=10)			
	Mean	S.D.	Mean	S.D.		
Fine art	1.00	.000	1.00	.000	**	**
Watercolour	1.00	.000	1.00	.000	**	**
Fixative	.00	.000	.00	.000	**	**
Folk art	.35	.487	.30	.483	.260	.797
Wax model	.13	.344	.80	.422	4.797	.000*
Figure	.91	.288	.70	.483	1.580	.124
Free form	1.00	.000	1.00	.000	**	**
Woodcut	1.00	.000	1.00	.000	**	**
Forgery	.00	.000	.00	.000	**	**
Fresco	.70	.470	.90	.316	1.251	.220
Sketch	.96	.209	1.00	.000	.653	.518
Gum resin	.17	.388	.60	.516	2.622	.013*
Abstract art	.87	.344	1.00	.000	1.187	.244
Hatching	.00	.000	.00	.000	**	**
Still life	.70	.470	.90	.316	1.251	.220
Highlight	.91	.288	1.00	.000	.946	.352
Acid resist	.13	.344	.00	.000	1.187	.244
Lake	.00	.000	.00	.000	**	**

Table 1 (continued)

Art Terms	Third year		Fourth year		t	P
	students (n=23)		students (n=10)			
	Mean	S.D.	Mean	S.D.		
Silk screen	.91	.288	.90	.316	.116	.908
Horizon line	.22	.422	.60	.516	2.238	.033*
Aesthetic	.00	.000	.20	.422	2.324	.027*
Landscape	1.00	.000	1.00	.000	**	**
Ornament	.00	.000	.00	.000	**	**
Illustration	.26	.449	.00	.000	1.821	.078
Antique	.00	.000	.00	.000	**	**
Lay figure	.04	.209	.00	.000	.653	.518
Oil colour	1.00	.000	1.00	.000	**	**
Indigo	.17	.388	.00	.000	1.406	.170
Applied art	.26	.449	.60	.516	1.907	.066
Linear style	.00	.000	.10	.316	1.549	.131
Lacquer work	.00	.000	.00	.000	**	**
Mobile	.17	.388	.90	.316	5.205	.000*
Graphic art	.78	.422	.80	.422	.109	.914
Architecture	.17	.388	.00	.000	1.406	.170
Sculpture	1.00	.000	1.00	.000	**	**
Modeling tools	.52	.511	.10	.316	2.406	.022*
Art and craft	.13	.344	.90	.316	6.036	.000*

Table 1 (continued)

Art Terms	Third year		Fourth year		t	P
	students (n=23)		students (n=10)			
	Mean	S.D.	Mean	S.D.		
Logo	1.00	.000	1.00	.000	**	**
Masterpiece	.09	.288	.90	.316	7.238	.000*
Palette	.00	.000	.00	.000	**	**
Artisan	.13	.344	.20	.422	.498	.622
Marionette	.00	.000	.00	.000	**	**
Inlay	.13	.344	.00	.000	1.187	.244
Pattern	.43	.507	.60	.516	.856	.399
Artistic anatomy	.61	.499	.20	.422	2.258	.031*
Museum	.78	.422	.90	.316	.787	.438
Secco	.30	.470	.00	.000	2.027	.051
Picture frame	.39	.499	.90	.316	2.961	.006
Balance	.96	.209	1.00	.000	.653	.518
Original	.87	.344	1.00	.000	1.187	.244
Media	.57	.507	1.00	.000	2.688	.011*
Scale	.83	.388	.80	.422	.173	.864
Blending colour	.00	.000	.00	.000	**	**
Outline drawing	.91	.288	.90	.316	.116	.908
Complementary colour	.04	.209	.00	.000	.653	.518

Table 1 (continued)

Art Terms	Third year		Fourth year		t	P
	students (n=23)		students (n=10)			
	Mean	S.D.	Mean	S.D.		
Shade	.43	.507	.80	.422	1.993	.055
Brush	.87	.344	1.00	.000	1.187	.244
Painting	1.00	.000	1.00	.000	**	**
Flat colour	.00	.000	.20	.422	2.324	.027*
Style	.96	.209	1.00	.000	.653	.518
Caricature	.00	.000	.20	.422	2.324	.027*
Painting knife	.13	.344	1.00	.000	7.914	.000*
Acrylic colour	1.00	.000	1.00	.000	**	**
Technique	.52	.511	1.00	.000	2.934	.006*
Carving	.00	.000	.00	.000	**	**
Panorama	.22	.422	.70	.483	2.893	.007*
Foreground	.83	.388	.60	.516	1.391	.174
Template	.00	.000	.00	.000	**	**
Casting	.00	.000	.00	.000	**	**
Papier mache	.30	.470	.90	.316	3.645	.001*
Background	1.00	.000	1.00	.000	**	**
Texture	.91	.288	1.00	.000	.946	.352
Ceramic	.91	.288	1.00	.000	.946	.352
Pastel colour	.91	.288	1.00	.000	.946	.352

Table 1 (continued)

Art Terms	Third year		Fourth year		T	P
	students (n=23)		students (n=10)			
	Mean	S.D.	Mean	S.D.		
Airbrush	.91	.288	1.00	.000	.946	.352
Tone	.78	.422	.50	.527	1.640	.111
Collage	.70	.470	1.00	.000	2.027	.051
Perspective	.39	.499	.50	.527	.566	.576
Banding wheel	.00	.000	.00	.000	**	**
T square	.22	.422	.80	.422	3.647	.001*
Colour circle	.61	.499	.60	.516	.046	.964
Portfolio	.61	.499	1.00	.000	2.457	.020*
Bird's-eye view	.87	.344	.80	.422	.498	.622
Varnish	.52	.511	.80	.422	1.510	.141
Crayon	.91	.288	1.00	.000	.946	.352
Portrait	.74	.446	1.00	.000	1.821	.078
Blending	.00	.000	.00	.000	**	**
Watermark	.00	.000	.00	.000	**	**
Drawing	.96	.209	1.00	.000	.653	.518
Product design	.48	.511	.80	.422	1.746	.091
Canvas	.91	.288	1.00	.000	.946	.352
Wet-into-wet	.74	.449	.90	.316	1.024	.314
Enamel	.17	.388	.00	.000	1.406	.170

Table 1 (continued)

Art Terms	Third year		Fourth year		T	P
	students (n=23)		students (n=10)			
	Mean	S.D.	Mean	S.D.		
Proportion	.00	.000	.00	.000	**	**
Design	.96	.209	1.00	.000	.653	.518
Worm's-eye view	.57	.507	.20	.422	1.993	.055
Etching	.83	.388	.80	.422	.173	.864
Tempera	.22	.422	.90	.319	4.574	.000*
Easel	.26	.449	.00	.000	1.821	.078
Composition	1.00	.000	1.00	.000	**	**

* $p < .05$

** t cannot be computed because the standard deviations of both groups are 0.

As presented in Table 1, there were differences between third and fourth year students' scores. For the terms about colour, such as tempera and flat colour, the difference was significant at the .05 level. However, there were some terms that both groups could translate correctly, such as watercolour, oil colour and acrylic colour. In contrast, there were some terms that none of the participants could translate, such as lake. However, the third year painting majors recognized 42.03% of the terms about colour while the fourth year students recognized 86.67% of the terms about colour in the translation test. Year 3 and Year 4 recognized 25.30% and 58.64% of the terms about painting tools in the test respectively. As can be seen in Table 1, there was a significant

difference between the two groups at the .05 level in the art terms T-square, painting knife, gum resin, modeling tool and wax model which are all terms referring to painting tools. Furthermore, with regard to terms about painting techniques, such as hatching, blending, etching and sketch, third and fourth year students recognized 48.70% and 72.33% respectively. The fourth year students have learnt a large number of higher painting techniques than the third year students. This factor may help the fourth year students recognize more painting technique terms than the third year students. In addition, both groups recognized transliterated terms well. All the participants could translate terms, such as fine art, background, logo, composition, free form, woodcut, landscape and painting because the transliterated terms can be seen not only in the painting class, but also in the students' daily life or in the gallery. Interestingly, the third year students can translate some terms more correctly than the fourth year students, such as indigo, architecture, modeling tool, inlay, tone and foreground. This result may reflect English knowledge and painting background knowledge of all students because each student graduated from a different school. However, the fourth year painting majors' mean scores are higher than the third year painting majors' mean scores.

The research question was whether there was any differences in art term recognition between third and fourth year students. The results showed that there was a statistically significant difference between the third and fourth year students' scores. The fourth year painting majors' mean scores were 63.80 and the third year painting majors' mean scores were 44.17. The scores increased by 19.63 per cent in one year of encountering art terms. The results of this study are consistent with Yodnil's (1980) and Laufer's (1998) study that the vocabulary sizes of students increased in one year of English study. It is possible that the factors that help the students recognize art terms are

repetition and incidental acquisition. The reason is that the fourth year students had one more year of encountering art terms in their painting class than the third year students. They, therefore, should have had more chance to meet or use these words repeatedly and also acquire them incidentally.

To see the effect of word repetition, means of students scores were presented and compared.

Table 2 Comparison of Third and Fourth Years Students’ Scores by T-test

	N	Means	Std. Deviation	t	p
Third year students	23	44.17	6.457	8.368	.000*
Fourth year students	10	63.80	5.412	8.368	.000*

* p < .05

As shown in Table 2, there was a significant difference between third and fourth year students at the .05 level. The means of third and fourth year students were 44.17 and 63.80 respectively. The result showed that fourth year students recognized more art terms than third year students. As seen, it increased by 19.63 per cent in one year of approaching art terms. Therefore, it is assumed that the period of repetition affects the art term recognition of art students. The result suggests that art term repetition in the student’s painting class is an important factor that helps art students recognize art terms.

The result is consistent with Nation (2001: 76) stating that space repetition, repetition across a long period of time, is better than mass repetition, repetition of more

vocabulary in a short time. In one year of approaching art terms, the students encountered and repeated the same art terms many times in different situations such as, in their painting class, in the gallery or in textbooks, therefore they could recognize those art terms well. They could also recall the art term meanings in different contexts. This kind of repetition, unconscious learning, leads to better vocabulary acquisition than learning many art terms only in the class presented by teachers. In addition, the results of this study were similar to those of Annis and Annis (1987), Gass and Mackey (1999) and Rodriguez and Sadoski (2000) which shown that the repetition increased the improvement of learners' vocabulary recognition.

In conclusion, the results of this study showed that there was a statistically significant difference in art term recognition between the third and fourth year students. The fourth year painting majors' mean scores were 63.80 and the third year painting majors' mean scores were 44.17. The scores increased by 19.63 per cent in one year of approaching art terms. The results are consistent with the previous research. The results indicate that repetition and incidental acquisition are factors that help the students recognize art terms and art term repetition in the student's painting class is an important factor that helps art students recognize art terms.

CHAPTER 5

SUMMARY AND CONCLUSION

In a case study of painting majors at a state college of arts and crafts, 23 third year and 10 fourth year painting majors were assigned to do a translation test in order to assess their art term recognition. The testing took two hours. Subsequently, each test was marked by two experts. A correct answer scored one point and there was no penalty for a wrong answer. The differences between third and fourth year students' scores were calculated by T-test to find out whether there are any differences in art term recognition between third and fourth year painting majors.

A first language translation test was used in order to assess the art term recognition of art students. All the selected art terms were content words that the students encounter in their painting class. They were words about paintings, sculptures, and graphic arts.

The findings revealed that there are differences in art term recognition between third and fourth year painting majors. The fourth year students recognized more art terms than the third year students did. This indicated that the period of repetition affects the art term recognition of art students. There was a significant difference between third and fourth year students' scores at the .05 level.

Implications

This study provides information about art students' art term recognition. Art term repetition in the painting class is an important factor that affects students' art term recognition. It is a useful pointer for art teachers and English teachers who teach art students to provide space repetition. The results indicated that the terms frequently encountered in the painting class were translated correctly in the task tool such as, fine art, watercolour, background and composition. In contrast, none of the students could translate the terms that are rarely found in the painting class such as carving, fixative and casting.

Limitations of the Study

The study has the following limitations:

1. The numbers of the third year painting majors and the fourth year painting majors are different because there are only 23 third year and 10 fourth year painting majors in the college.
2. The numbers of each group of the art terms in the first language translation test are not equal because the importance of each group of art terms is not equal. The terms about colour and painting technique are more necessary for the students than place, people and the related terms.
3. Some art terms in the test are too easy to translate and some terms are too difficult because some terms are transliterated terms that often seen. In contrast, some terms are rarely seen and they have many syllables that are difficult to recognize even they are repeated in the class.

Recommendations for Further Studies

The results of the study raise several interesting topics which could be explored further.

1. There should be a study of productive knowledge of art terms, such as in writing and speaking.
2. There should be a study of other technical term recognition in other majors, such as a study of engineering term recognition of engineering majors.
3. There should be an investigation of whether general English competence affects the art term recognition abilities in art students.

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APPENDICES

APPENDIX 1

Translation Test

Name Year

Directions: Translate the following art terms into Thai (Time 2 Hours – 100
Items)

- | | | |
|-----|--------------|-------|
| 1. | Fine art | _____ |
| 2. | Watercolour | _____ |
| 3. | Fixative | _____ |
| 4. | Folk art | _____ |
| 5. | Wax model | _____ |
| 6. | Figure | _____ |
| 7. | Free form | _____ |
| 8. | Woodcut | _____ |
| 9. | Forgery | _____ |
| 10. | Fresco | _____ |
| 11. | Sketch | _____ |
| 12. | Gum resin | _____ |
| 13. | Abstract art | _____ |
| 14. | Hatching | _____ |
| 15. | Still life | _____ |
| 16. | Highlight | _____ |
| 17. | Acid resist | _____ |
| 18. | Lake | _____ |

19. Silk screen _____
20. Horizon line _____
21. Aesthetic _____
22. Landscape _____
23. Ornament _____
24. Illustration _____
25. Antique _____
26. Lay figure _____
27. Oil colour _____
28. Indigo _____
29. Applied art _____
30. Linear style _____
31. Lacquer work _____
32. Mobile _____
33. Graphic art _____
34. Architecture _____
35. Sculpture _____
36. Modeling tools _____
37. Art and craft _____
38. Logo _____
39. Masterpiece _____
40. Palette _____
41. Artisan _____
42. Marionette _____
43. Inlay _____

44. Pattern

45. Artistic anatomy

46. Museum

47. Secco

48. Picture frame

49. Balance

50. Original

51. Media

52. Scale

53. Blending colour

54. Outline drawing

55. Complementary colour

56. Shade

57. Brush

58. Painting

59. Flat colour

60. Style

61. Caricature

62. Painting knife

63. Acrylic colour

64. Technique

65. Carving

66. Panorama

67. Foreground

68. Template

69. Casting

70. Paper mache

71. Background

72. Texture

73. Ceramic

74. Pastel colour

75. Airbrush

76. Tone

77. Collage

78. Perspective

79. Banding wheel

80. T square

81. Colour circle

82. Portfolio

83. Bird's-eye view

84. Varnish

85. Crayon

86. Portrait

87. Blending

88. Watermark

89. Drawing

90. Product design

91. Canvas

92. Wet-into-wet

93. Enamel

- 94. Proportion

- 95. Design

- 96. Worm's-eye view

- 97. Etching

- 98. Tempera

- 99. Easel

- 100. Composition

APPENDIX 2**Third year students' scores**

Student	Scores
1	46
2	47
3	52
4	32
5	43
6	48
7	51
8	41
9	32
10	45
11	54
12	44
13	37
14	36
15	46
16	50
17	38
18	56
19	47
20	43
21	47
22	41
23	40

Fourth year students' scores

Student	Scores
1	69
2	59
3	54
4	66
5	64
6	71
7	69
8	64
9	64
10	58

VITAE

VITAE

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