Selection of ESOL Vocabulary for Art University Students:
Based on Text Analysis of Student Comments about Their
Original Artwork

美術大学における ESOL 語彙の選択
―美大生の作品に関するコメントのテキスト分析に基づく―

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　本論文の目的は、美術系大学の学生が自己の作品を説明するためにどのような英単語が必要かを解明することである。本研究は、テキスト・マイニング・ソフトウェアを用いて、美術大学の学生及び卒業生による、自己の作品についてのコメントを収集して、日本語による分析を行い、将来、アーティストやデザイナーを目指す学生を対象とした ESOL（英語を母語としない人のための英語）授業のための語彙を明らかにした。

　学生が自己の作品を説明するときにどのような単語を使用しているかを理解するために、収集したデータを分析し、全体および各領域内で最も頻繁に使用される単語を特定するとともに、コメント内の単語の共起性も確認した。また、全体の上位頻度リストに含まれる単語を、「コミュニケーションに関する単語」、「知覚・思考に関する単語」、「モチーフ・テーマに関する単語」、「作品制作に関する単語」、「作品説明に関する単語」、「一般単語」の6つにカテゴリーに大別し考察した。結果、自己の作品について英語で語るためには、これらのカテゴリーに属する語彙が必要となることが明らかになった。さらに、各領域内において使用している単語の中で全体の上位頻度リストには出てこない単語で、他領域の学生においても活用できる可能性のある単語が確認された。

The purpose of this study is to determine what vocabulary is needed by art and design students to explain their artwork. This study uses text mining software to analyze comments collected from students and alumni of an art university in Japan about their original artwork to identify vocabulary for use in future ESOL (English for Speakers of Other Languages) classes tailored to aspiring artists and designers. The data (in Japanese) was analyzed to find the most frequently mentioned terms overall and within the departments of the university, and also to explore the co-occurrence of words within the comments to better understand what words the students were using to explain their work. Words in the overall top frequency list were sorted into six main categories: "words related to communication," "words related to perceiving and reflecting," "words related to motifs and themes," "words related to the production of artwork," "words related to describing artwork," and "general-usage words." In order to explain their artwork in English, students will need ESOL vocabulary words from these categories. In addition, each department was found to have frequently used words that did not

appear in the overall top frequency list. These words will be needed by students within the corresponding departments and would also be beneficial for students in other departments.

1. Introduction

It goes without saying that vocabulary is a necessary component of any English instruction. What is not as obvious is *which* words educators should choose to include in their courses. The students at the university in the present study are fine arts and design majors, with future careers as sculptors, animators, graphic designers, manga artists, costume designers, illustrators, and more. As Coxhead points out, "Students need to know the vocabulary of their field well in order to function as professionals," (Coxhead, 2018, p. 106).

When aspiring artists start pursuing their careers, one of the first tasks they will often be presented with is to create a written explanation of their work, for example their "artist statements," the "about my work" section on their resumes, profiles for gallery exhibitions, artist websites, and write-ups promoting their work on social media. These statements explain the concepts of their art, the methods used to create it, the inspirations for creating it, and so on. Such statements are considered indispensable in promoting an artist's work, and as an educator of would-be artists, I believe it is essential to teach them vocabulary for this purpose.

When choosing words to help students write about their art, one's first thought might be to include words related to historical art movements such as "impressionism" and "surreal," words related to processes of making art such as "copper engraving," and words related to describing artwork such as "focal point" and "complementary colors," a selection of which are often included in the few ESOL (English for Speakers of Other Languages) materials written specifically for art students. However, the students in the present study belong to a younger generation, and therefore the concepts and context—and even the media they use—may be different from that of historical artists. To better find out what they themselves want to say when explaining their art, I analyzed a selection of their own comments about their original artwork in order to create a list of vocabulary that will be used to develop an ESOL course tailored for art and design majors.

In this paper I will address the following question: What ESOL vocabulary words do art and design major students need to explain their original artwork?

2. Literature Review

2.1. Vocabulary

It is a given that ESOL students need to learn vocabulary in order to become more proficient speakers of English; as Folse asserts, "a good curriculum is based on student needs, and vocabulary knowledge is high on student priority lists," (2004, p. 10). Ghritchenko and Nesterenko explain in their paper about teaching English to future artists that foreign language education should focus on enabling students to use the language "as a tool for a future career" (2016, p. 106). However, ESOL for artists is a specialized field, and there are not as many textbooks and teaching materials available as compared to that for general or academic English. According to Xi Lu, teachers who conduct English courses aimed at art majors are encouraged to compile original materials based on students' needs to supplement the few course books available (Lu, 2019).

2.2. Artist Statements

Yarrow Mead stresses the importance of English educators helping prospective artists develop the skill of writing artist statements, artist biographies, and grant proposals. He asserts that "Most gallery, residency, and sales opportunities also require this type of writing and self-reflection," which is why it is such an important skill (Mead, 2021, p. 11). A study by Specht shows that artist statements "significantly influenced participants' ratings of artwork" in a positive way, and that "participants indicated that they liked the non-objective (non-representational) artwork more and found it more interesting after reading the accompanying artist statement," (Specht, 2010, p. 200). One of the leading employment websites Indeed has a section about jobs in the art field in which it stresses the importance of preparing an effective artist statement, explaining that:

> An artist statement briefly describes what a creator made and why they made it. By including this statement with your pieces, you can better connect with your audience and fulfill portfolio requirements for educational or professional opportunities. (Indeed, 2023)

2.3. Selection of Vocabulary

Several methods of identifying vocabulary for specialized purposes are outlined by vocabulary expert Paul Nation. One of these is to count the frequency at which the words appear in a specialized corpus (Nation, 2022). This method was applied to the present study with the corpus consisting of the students' own comments.

3. Method

3.1. Method

This study uses data collected from students currently enrolled at Seian University of Art and Design via a Google form,

as well as data extracted from university publications of works of graduating students. The data consists of comments about their original artwork. The data was analyzed using KH Coder text mining software (Version 3.Beta.07d.) to identify the most frequently used words and expressions, and to explore the co-occurrence of words in the data.

3.2. Data Collection

The data was collected from two sources: an in-class questionnaire on a Google form given to students currently enrolled in ESOL classes, and the graduation catalog and album published by the university, *Seian Zōkei Daigaku Sotsugyō-Seisaku Sakuhin-shu Sotsugyō Arubamu* [Seian University of Art and Design Collection of Graduation Works and Graduation Album], from the years 2022 and 2023. Permission was obtained from the current students by means of a checkbox to indicate agreement, and permission to use the school publications was applied for in written form and granted by the school prior to collecting the data. Data from both sources was checked manually before processing to ensure that no names or personal information were inadvertently included. One name, two pen names, and one social media link were found and removed before processing.

3.2.1. *The Questionnaire*

The questionnaire was a Google form (see Appendix 1) administered to 74 students in the present university who were enrolled in an ESOL class. There were three questions: a checkbox question to confirm the participant's agreement, another checkbox question asking for their department of study, and one essay-type question asking them to write freely about their original artwork. Students were assured both in the text of the survey and orally that their answers would be kept anonymous, that no personally identifiable information would be collected, that their answers would be used only for this research and for no other purpose, and that their answers would not affect their grade for the course in any way.

The departments listed on the questionnaire were the same as those offered by the university in the present study: "Integrated Studies," "Illustration," "Fine Arts," "Media Design," "Spatial Design," and "Creative Community." The essay question asked them to write approximately 300 characters in Japanese (or 150 words in English) and freely express their thoughts about the concept, context, and themes of their art, what inspires them to create it, and so on. The questionnaire was given during the last class of the semester to the students in attendance by providing the link to the Google form, and there was a 100% return rate. The comments could be provided in either Japanese or English, but it stated on the form and was explained orally that any English comments would be translated into Japanese by the researcher for analysis purposes. (This choice was provided because some of the overseas students could express themselves

more confidently in English than in Japanese.) Of the 74 students, 59 elected to write their comments in Japanese, 11 wrote them in English, and 4 wrote them in both languages. The Japanese-only comments were used as is, the Japanese versions of the bilingual comments were used, and the English-only ones were translated by the author.

3.2.2. *The Graduation Album*
Data was collected from the university publication *Seian Zōkei Daigaku Sotsugyō-Seisaku Sakuhin-shu Sotsugyō Arubamu* [Seian University of Art and Design Collection of Graduation Works and Graduation Album] from the years 2022 and 2023. This is a published collection of photographs of artwork of graduating seniors displayed for their graduation exhibition and comments that accompany the works. For this study, comments written by 380 alumni about their graduation pieces were collected in digitalized form separately by department. There were 180 comments in the 2022 collection, and 200 in the 2023 collection. The data collected did not include any photos, names, or any other personally identifiable information, and was of course used anonymously. All comments were in Japanese. Permission to use the comments for this study was obtained in writing from the university prior to extraction.

3.3. Participants
The participants in this study were 74 students currently enrolled at the present university who filled out a questionnaire and 380 graduates of the same university whose comments appeared in the graduation catalogs of 2022 and 2023.

The current students were enrolled in one or more elective ESOL class, and included freshmen (36.48%), sophomores (31.08%), juniors (28.38%), and seniors (4.05%). Nationalities of the students were varied, including a majority of Japanese and approximately 29.72% overseas students from Brazil, Thailand, Indonesia, Malaysia, and the People's Republic of China. The distribution of genders, according to the university enrollment list, was approximately 36.49% male and 63.51% female (with no other option provided). The participants completed an in-class questionnaire in which they freely wrote comments about their art.

The alumni whose comments are included in this study are 380 graduates of this same university who published comments about their artwork in the graduation catalog and album in the years 2022 and 2023. No data was available as to the nationalities or gender of the graduates.

4. Results and Discussion

4.1. Overall Results
The data in this study, analyzed by KH Coder software, consisted of 1,622 sentences with a total of 36,006 words. The

number of nouns was by far the highest (2361), followed by verbs (745), adjectives (315), adverbs (230), proper nouns (170), pronouns (33), and interjections (12). In addition, there were 260 words unrecognized by the software, which included acronyms such as "SNS" and "RPG," software product names, names of characters, foreign words, and so on. The software was used to list the words by frequency for the total corpus and separately for each department and to create two co-occurrence network charts: one for the words only, and one that also includes the variable "departments in the university." Settings in the software allowed the user to select categories of words to exclude from analysis. The results in the present study exclude proper nouns (names of people, organizations, brands, geographical locations), auxiliary verbs (do, is, will, etc.), interjections (Ah!, Oh!, etc.), and words unrecognized by the software. Note that the data could only be analyzed in one language, and the language selected for analysis was Japanese. Of the 454 total comments, 443 of them were provided in Japanese (97.58%), and the remaining 11 (2.42%) were translated into Japanese by the author. Consequently, all results are in Japanese. English translations for the results are provided by the author.

4.2. Co-Occurrence Network of Words

KH Coder was used to create a co-occurrence network of words chart (fig. 1). The default settings were used with the minimum term frequency set at 16. The group containing the highest frequency words, represented by the largest circles, showed a strong association between "artwork," "I," and "me." This seems to show that the students are talking about their artwork in the context of themselves. Strongly connected to these large circles were "make," "express," "produce," and "draw," referring to processes of creating art, and the mental functions "like," "consider," and "think." There were other, smaller groups of words that were not connected to this main group, including "photograph," "myself," and "record;" "manga" and "page," and so on, which could be used for describing or producing art; groups such as "nature" and "environment," which could describe themes or motifs; and finally the group "concept" and "say," which is related to communication.
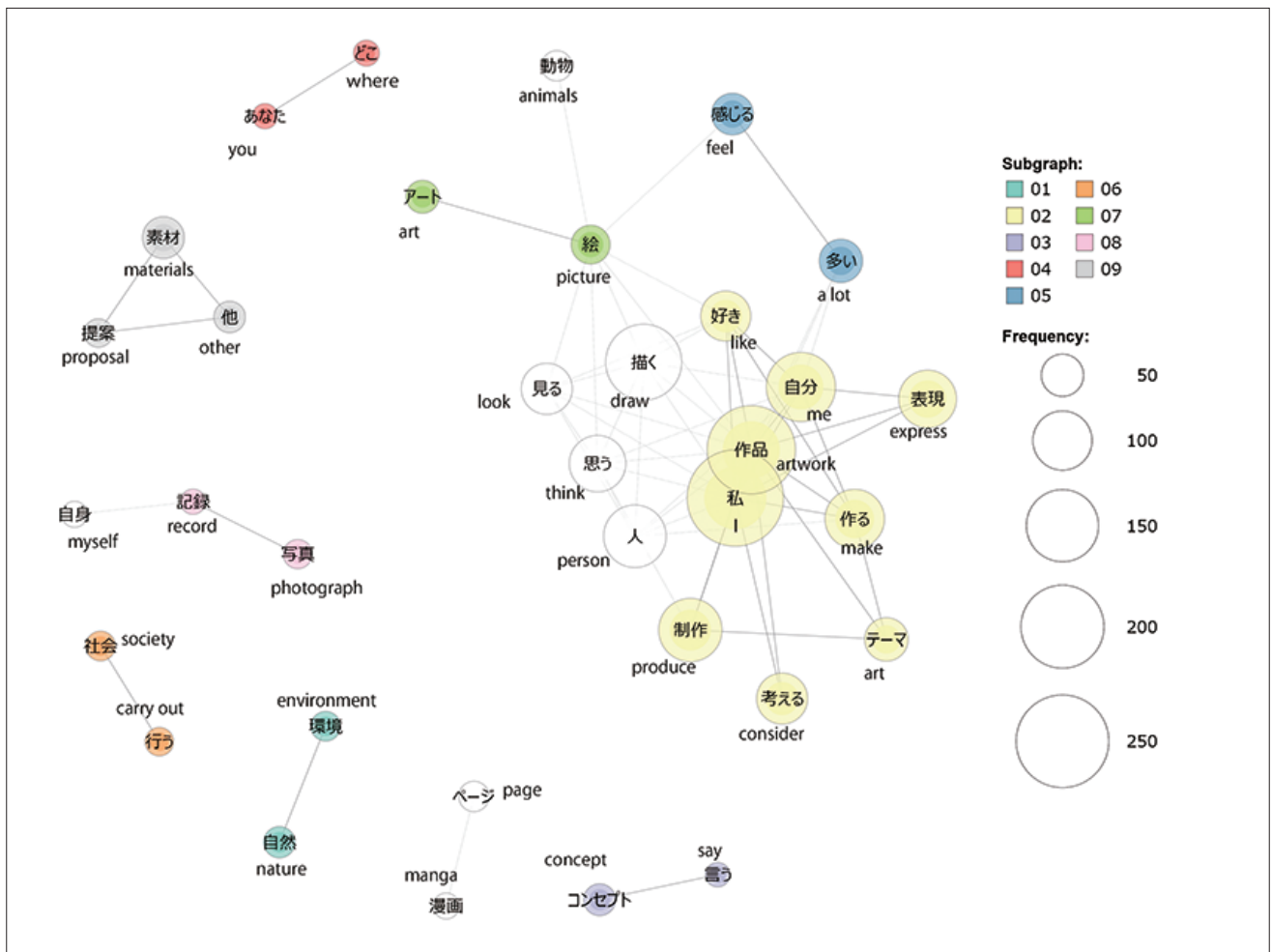
Figure 1. Co-occurrence network of words in entire corpus
Chart created using KH Coder; English translations provided by the author

4.3. Most Frequent 150 Words

A list of the 150 highest frequency words in the entire corpus was created using the software (see table 1). The top three words in the list were "I," "artwork," and "draw," followed by "myself," "produce," "person," "make," "express," "think," and "look." To better understand what concepts were involved, I sorted the words into six categories: "words related to communication," "words related to perceiving and reflecting," "words related to motifs and themes," "words related to describing artwork," "words related to the production of artwork," and "general usage words" (see table 2); however, it should be noted that other categories are possible and that some of the words can be classified into multiple categories.

Table 1. Highest frequency words in the entire corpus with translations and frequency
Created using KH Coder; English translations provided by the author

	Highest Frequency Words in Entire Corpus with Translations and Frequency									
私	I	271	ページ	page	25	花	flower	15
作品	artwork	227	時間	time	25	少し	a little	15
描く	draw	167	情報	information	25	食べる	eat	15
自分	me	138	動物	animal	25	人生	human life	15
制作	produce	115	アニメーション	animation	24	必要	need	15
人	person	112	イメージ	image	24	面白い	interesting	15
作る	make	101	楽しい	fun	24	アイドル	idol	14
表現	express	95	環境	environment	24	アクリル	acrylic	14
思う	think	91	社会	society	24	デジタル	digital	14
見る	look	74	生きる	live	24	愛	love	14
考える	consider	74	伝える	convey	24	課題	assignment	14
世界	world	73	日々	daily	24	過ごす	spend (time)	14
好き	like	71	風景	scenery	24	光	light	14
デザイン	design	61	写真	photograph	23	全て	all	14
イラスト	illustration	53	物語	story	23	地域	earth	14
テーマ	theme	53	そこ	there	22	伝統	legend	14
多い	a lot	53	映像	video	22	動き	movement	14
感じる	feel	49	絵具	paint	22	普段	ordinary	14
素材	materials	49	行う	carry out	22	文化	culture	14
それ	that	48	提案	proposal	22	理由	reason	14
日常	everyday	47	変化	variation	22	良い	good	14
今	now	45	記憶	memory	21	たくさん	much	13
キャラクター	character	43	現実	reality	21	完成	complete	13
絵	picture	42	体験	experience	21	気づく	notice	13
人間	human	39	これ	this	20	気持ち	feeling	13
人々	people	38	意識	awareness	19	言葉	words	13
生活	life	38	少女	girl	19	思い出	reminiscence	13
美しい	beautiful	35	魅力	attraction	19	手	hand	13
感情	emotion	34	どこ	where	18	新た	fresh	13
形	shape	34	宇宙	universe	18	身近	familiar	13
使う	use	34	自身	myself	18	前	before	13
存在	existence	34	新しい	new	18	想像	imagine	13
知る	know	34	本	book	18	大学	university	13
何	what	33	漫画	manga	18	地球	earth	13
それぞれ	each	32	あなた	you	17	猫	cat	13
楽しむ	enjoy	32	意味	meaning	17	変える	change	13
色	color	32	違う	different	17	与える	give	13
アート	art	30	関係	relationship	17	旅	trip	13
持つ	have	30	記録	record	17	ストーリー	plot	12
大切	important	30	姿	form	17	衣装	costume	12
モチーフ	motif	29	主	main	17	感覚	senses	12
コンセプト	concept	28	多く	many	17	興味	curiosity	12
空間	space	28	忘れる	forget	17	現在	the present	12
心	heart	28	目	eye	17	撮影	take photos	12
様々	various	28	目指す	aim for	17	使用	utilize	12
現代	modern	27	言う	say	16	思い	thoughts	12
自然	nature	27	時代	era	16	自由	free	12
他	other	27	場所	location	16	実際	actual	12
見える	see	26	誰	who	16	受ける	receive	12
ゲーム	game	25	音楽	music	15	住む	reside	12

Table 2. Highest frequency words divided into categories
Note: Words are listed in descending order of frequency
Created by author based on data processed using KH Coder;
English translations provided by the author

Highest Frequency Words Divided into Categories
Words Related to Communication:
I, me, person, express, people, convey, myself, you, say, words, give, receive
Words Related to Perceiving and Reflecting:
think, look, consider, like, feel, emotion, know, enjoy, important, heart, see, information, fun, live, memory, experience, awareness, attraction, eye, interesting, reason, notice, feeling, reminiscence, familiar, imagine, senses, curiosity, thoughts
Words Related to Motifs and Themes:
world, everyday, now, human, life, existence, nature, time, animal, environment, society, daily, scenery, reality, girl, universe, new, relationship, forget, era, location, music, flower, eat, human life, need, idol, love, earth, legend, ordinary, culture, university, earth, cat, change, trip, the present, reside, free
Words Related to the Production of Artwork:
artwork, draw, produce, make, materials, use, page, paint, carry out, proposal, record, form, aim for, acrylic, digital, spend time, complete, hand, take photos, utilize
Words Related to Describing Artwork:
design, illustration, theme, character, picture, beautiful, shape, color, art, motif, concept, space, various, modern, game, animation, image, photograph, story, video, variation, book, manga, meaning, different, main, assignment, light, movement, good, fresh, plot, costume, actual
General Usage Words:
a lot, that, what, each, have, other, there, this, where, many, who, a little, all, much, before

Words Related to Communication

Words categorized into this group comprised 16.54% of the top 150 words, and included words such as "express," "convey," "say," "I," and "you," showing that students frequently used words related to communication in comments about their artwork. Naturally, explaining something verbally is a form of communication, but this can also point to the function of art as a form of visual communication.

Words Related to Perceiving and Reflecting

The words in this group, accounting for 18.18% of the top words, can be used to talk about mental processes involved when creating art and in its pre-production phase. This can include perceiving things: "look," "notice," "feel," "senses," "attraction," "experience," and "curiosity," and then reflecting on them: "consider," "interesting," and "think," and finally, "imagine." Students have shown a desire to explain these processes, which are unique to each individual, and it is common for professional artist statements to include remarks about this pre-production or inspiration process.

Words Related to Motifs and Themes

This group of words, comprising 18.35% of the top frequency list, can be used to explain motifs and themes of artwork; among them are "world," "everyday," "human life," "existence," "nature,"

and "animal." Though each work of art is one-of-a-kind, the word list demonstrates that multiple students explore similar themes in their artwork.

Words Related to the Production of Artwork

This group of words can be used to explain the actual artwork production processes and comprised 19.99% of the top frequency list. Some of these words included "draw," "make," "paint," "materials," and "take photos." It is of note that the words "paper" or "pencil" did not appear in the top 150 words ("paper" was 213th and "pencil" was 931st), but "digital" did (121st), reflecting the evolving choices of media in the modern age.

Words Related to Describing Artwork

This group of words, which accounted for 18.93% of the top frequency list, can be used to describe pieces of art, for example "color," "shape," "light," "movement," "image," and "design." Words similar to the ones in this category often appear in art critiques, articles about art, art catalog commentaries, and any situation in which artwork is described.

General Usage Words

These are miscellaneous general usage words used in the comments, for example "a lot," "a little," "each," and "what," and accounted for 8.00% of the total. These words appear on most general service lists and are usually taught in basic English language instruction at an early stage. Although these words are not directly related to talking about art, it is important to make sure students have at least an elementary grasp of such basic English words on which to build as more specialized vocabulary is introduced.

4.4. Relationship Between Top Words and Departments

The six departments in the university, while all related to the study of art and design, have separate specializations, and thus it is possible they would have slightly different vocabulary needs. A co-occurrence network chart was created with the variable "departments in the university" to explore the relationship between the top words and the departments (fig. 2). The default settings were used with the minimum term frequency set at 16. It can be seen that the Illustration, Media Design and Fine Arts Departments are closely linked by commonly mentioned words. Spatial Design is linked to this group by only three common words, and Integrated Studies is linked to the group by only two common words. Creative Community is connected to only Spatial Design and Integrated Studies by one common word each, which shows that it is the most distinctive of the departments. In addition, all departments have words connected to them that are not connected to any other department, with Creative Community having the highest number of such words.
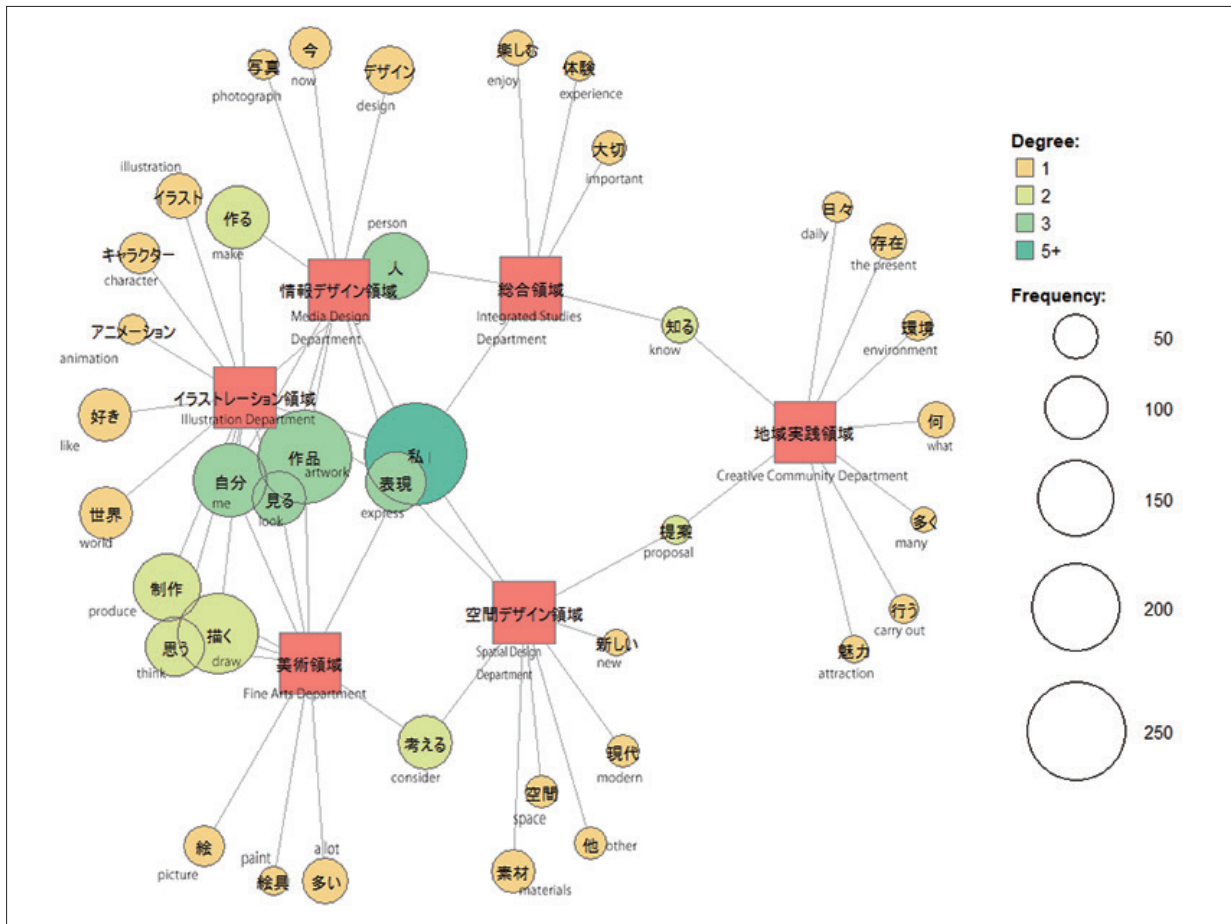
Figure 2. Co-occurrence network with variable "departments in the university"
Chart created using KH Coder; English translations provided by the author

4.5. Word Differences Among the Departments

Lists of the top 150 most frequent words were created separately for each of the six departments, and these were then compared to the list of the top 150 words for the whole corpus. Words appearing in departmental lists but not in the overall top 150 list were identified and listed for each department. The words in these lists were used by students majoring in the various departments but were not mentioned frequently enough to appear in the overall top 150.

Integrated Studies

Words that appeared in the top 150 most frequent words in the Integrated Studies Department but not in the overall list of the most frequent 150 words (see table 3) included words related to problem-solving such as "deal with," "make use of," "find," "share," "viewpoint," "management," and "understand." Words describing artwork included not only "painting" but also "handicraft," "project," and "activities." Some of the commonly selected themes appear in the list as well: "sightseeing," "garbage," "vegetables," and "the past," along with words such as "protect" and "watch over." The words in this list clearly reflect the philosophy of the department to "find solutions for issues that

affect society," as it states on the school's English homepage (Seian, 2023).

Table 3. Words unique to the Integrated Studies Department
Note: Listed in descending order of frequency
Adapted from table created using KH Coder; English translations provided by the author

Integrated Studies							
ゴミ	garbage	見つける	find	壊れる	break	些細	trivial
領域	department	行く	go	絵画	painting	最後	last
サービス	service	守る	protect	活動	activities	散歩	walk
ネガ	negative	授業	lesson	気まぐれ	whimsical	残る	remain
公園	park	書物	volume/book	距離	distance	仕事	job
山	mountain	深夜	midnight	狂	mania	始まる	start
似る	resemble	分かる	understand	見た目	appearance	子ども	children
推す	infer	用いる	make use of	見守る	watch over	思い出す	remember
髪の毛	hair	ここ	here	見方	viewpoint	視点	perspective
魅力	vegetables	みんな	everyone	現れる	appearance	試みる	attempt
プレイヤー	player	アニメ	anime	古い	old	失う	lose
扱う	deal with	オタク	geek	後回し	postpone	手芸	handicraft
観光	sightseeing	カプセル	capsule	向ける	turn towards	手放す	part with
顔	face	プロジェクト	project	好奇	intriguing	狩人	hunter
規格	standard	運営	management	肯定	positive	集まる	gather
魚	fish	価値	price	香り	fragrance		
共有	share	過去	the past	痕跡	traces		

Illustration

Some of the words unique to the Illustration Department (see table 4) included words related to storytelling, such as "main character," "series," "life forms," "fantasy," "evil," "comedy," and "page," as well as references to people, such as "little girl," "high school student," and "companions." This department had the smallest number of words unique to the department in its top 150 list because most of them were also in the overall top 150 list. This is presumably because it is the largest of the departments, and thus had a higher percentage of comments in the total corpus. Many of the words unique to this department are commonly used in daily conversation and when talking about manga, games, picture books, and more.

Table 4. Words unique to the Illustration Department
Note: Listed in descending order of frequency
Adapted from table created using KH Coder; English translations provided by the author

Illustration							
女の子	little girl	彼	he	難しい	difficult	機械	machine
少年	boy	彼ら	they	美学	aesthetics	強い	strong
生物	life form	悪魔	evil	雰囲気	atmosphere	幻想	fantasy
暮らす	make a living	構図	composition	夢	dream	幸せ	happy
可愛い	cute	子	child	力	power	行動	behavior
シリーズ	series	出来る	able to	アクション	action	高校生	high school student
感じ	sensation	人類	mankind	インスピレ	inspiration	合う	meet
個性	individuality	仲間	companions	コメディ	comedy	最近	recent
高校	high school	鳥	bird	フィギュア	figure	雑貨	miscellaneous goods
主人公	main character	透明	transparent	活動	activities	出会う	encounter
身	the body	得る	obtain	嬉しい	glad	星	star

Fine Arts

The Fine Arts Department had more specialized terms related to painting materials that did not appear in the overall top 150-word list (see table 5), such as "oil paint," "hemp paper," "canvas," "gesso," "mineral pigments," and "calcium carbonate."

Words to express moods and styles of painting were also listed, for example "atmosphere," "nostalgic," "impression," and "realism," as well as words to describe works of art such as "surface," "sketching," "size," and "condition;" words to express themes and motifs, for example "bird," "antique," "raindrop," and "dying message;" and words to express feelings such as "satisfaction," "proud," and "perfect." There were several relatively specialized terms for materials used in Japanese-style painting, but most of the words in the list are broadly used to talk about art in general.

Table 5. Words unique to the Fine Arts Department
Note: Listed in descending order of frequency
　　　Adapted from table created using KH Coder; English translations provided by the author

Fine Arts							
油彩	oil painting	中心	central	印象	impression	広げる	spread
岩絵具	mineral pigments	挑戦	challenge	雨粒	raindrop	高校	high school
我々	we	長い	long	雲	cloud	最後	last
麻紙	hemp paper	展示	exhibition	温かい	warm	残る	remain
キャンバス	canvas	普段	ordinarily	可変	variable	思い出す	remember
パネル	panel	雰囲気	atmosphere	画	surface/side	飼う	keep animals
実物	genuine	ここ	here	画面	picture (surface of)	写実	realism
人形	doll	アンティーク	antique	懐かしい	nostalgic	出す	bring out
鳥	bird	サイズ	size	完璧	perfect	出る	come out
得意	skillful	ジェッソ	gesso	関心	concern	消える	disappear
描ける	able to draw	ダイイングメ	dying message	含む	include	場合	in case of
問題	problem	デッサン	sketching	空き家	vacant house	情景	scene
カツオ	skipjack tuna	ネガティブ	negative	形式	format	状態	condition
パフォーマ	performance	モットー	motto	現れる	appear	植物	plants
加える	add	リアル	realistic	現在	the present	水性	water based
今回	this time	ロボット	robot	胡粉	calcium carbonate	生き物	life forms
今後	after this	以前	before	誇る	proud	青色	blue
樹木	tree	一瞬	a moment	五感	the five senses		
書く	write	一部	one part	広がる	expand		

Media Design

　　　Words related to the various courses within the Media Design Department could be found in its top 150-word list that did not appear in the overall top list (see table 6), for example "movie," "shoot/film," and "theater;" and "package" "merchandise," "lettering," "café," and "cell phone." In addition, there were words describing works, such as "composition," "picture book," "miniature," "visual," "combination," and "landscape," as well as words related to themes and motifs, including "identity," "ephemeral," "destruction," and "energy."

Table 6. Words unique to the Media Design Department
Note: Listed in descending order of frequency
　　　Adapted from table created using KH Coder; English translations provided by the author

Media Design							
花	flower	景色	landscape	見つける	find	入る	enter
食べ物	food	撮る	shoot/film	枯れる	wither	入れる	put in
体	body	周り	around	構成	composition	聞く	listen
パッケージ	package	消毒	disinfect	込める	include	面倒	troublesome
ブルー	blue	生まれる	born	今日	today	用いる	make use of
作成	draw up	破壊	destruction	紙	paper	鱗	scales
巣	nest	シアター	theater	事業	undertaking	和紙	Japanese paper
文字	lettering	ヒーロー	hero	字	letter/character	儚い	ephemeral
映画	movie	ビジュアル	visual	商品	merchandise	アイデンテ	identity
学ぶ	learn	プロジェクト	project	小説	novel	アウト	out
瞬間	moment	ミニ	miniature	祖母	grandmother	エネルギー	energy
テイクアウ	takeout	意識	conscious	組み合わせ	combination	カフェ	café
グラフィッ	graphic	絵本	picture book	創造	create	クモの巣	spider web
技術	skill	携帯	cell phone	蜘蛛	spider	シンプル	simple

Spatial Design

The Spatial Design Department had many words clearly related to its various courses (see table 7), for example "fabric," "dye," "garment," "cotton," "fashion," "polyester," and "nylon;" as well as "building," "house," "chair," "construction," "room," and "basement." Many of the words were also connected to everyday living, such as "lighting," "calendar," "container," and "clock." Some of the words that could be used in descriptions of artwork included "abstract," "practical," "public," "value," "sparkling," and "folk culture." It is also noted that the pandemic had an impact on the students' art with the term "COVID-19" appearing in the list.

Table 7. Words unique to the Spatial Design Department
Note: Listed in descending order of frequency
Adapted from table created using KH Coder; English translations provided by the author

Spatial Design							
染料	dye	綿	cotton	時に	occasionally	コロナ	COVID-19
建物	building	裏	the back	時計	clock	シート	sheet
布	fabric	その他	others	実用	practical	ナイロン	nylon
祈り	prayer	オブジェ	object	受け入れる	accept	ニット	knit
服	garment	ビーズ	beads	出る	leave	ハウス	house
ガラス	glass	ファッション	fashion	照明	lighting	ポリ	plastic
ブロック	block	ポリエステル	polyester	神	God	ラン	orchid
一つ	one	モノ	things	地下	basement	リスク	risk
可能	possible	椅子	chair	纏う	wearing	一緒	together
絵画	painting	衣服	apparel	都市	city	一般	general
帰る	return	影	shadow	島	island	加工	processing
繋ぐ	connect	価値	value	悲しい	sad	家	home
公共	public	個人	individual	部屋	a room	海	sea
座	seat	構築	construction	民族	folk culture	外	outside
紙	paper	合わせる	combine	容器	container	楽しめる	have fun
抽象	abstract	残る	remain	カレンダー	calendar	基づく	based on
展示	exhibition	施設	facility	ガード	guard	求める	seek
表	table/list	死	death	キラキラ	sparkling		

Creative Community

The word "community" was at the top of the list of words unique to the Creative Community Department (see table 8), along with words such as "cooperation," "communication," "understand," and "help," which clearly show the department's strong ties to helping revitalize the local community (Seian, 2023). Words that could be used to describe themes explored included "agriculture," "resources," "history," "farmland," "additives," "children," "make a living," and "moving in." Words related to artwork and projects included "poster," "signboard," "workshop," "cards," and "picture scroll," and in addition, there were a few representing concepts that had no single-word English equivalents: "way of thinking," "peace of mind," and "place of belonging."

Table 8. Words unique to the Creative Community Department
Note: Listed in descending order of frequency
Adapted from table created using KH Coder; English translations provided by the author

Creative Community							
地域	community	理解	understand	掛け軸	hanging scroll	参拝	worship
妖怪	ghost	歴史	history	活性	activity	残す	save
管理	management	燻製	smoked	客	guest	始まる	begin
農業	agriculture	ひとつ	one	居住	residence	事実	truth
カード	cards	インターン	intern	居場所	place of belonging	実	real
キッチン	kitchen	インターンシ	internship	挙げる	list	実家	parental home
ゴミ	garbage	カテゴリー	category	協力	cooperation	実践	practice
ポスター	poster	ガーデン	garden	金銭	money	取り巻く	surround
愛着	affection	コピー	copy	経つ	pass	集合	gather
移住	moving in	コミュニケー	communication	経る	go by	住民	residents
活用	practical	コンポスト	compost	月	moon	初めて	first time
看板	signboard	ジャム	jam	健やか	healthy	所属	affiliation
期間	period	ソーセージ	sausage	研究	research	証言	testimony
近く	nearby	チーズ	cheese	減らす	reduce	常に	always
限定	limited	ハードル	hurdle	減少	decrease	触れる	touch
子供	children	フィクション	fiction	後期	second semester	食	food
資源	resources	ポスト	mailbox	語る	talk	食材	ingredients
添加	additives	ルール	rule	向ける	turn toward	食生活	eating habits
貼る	put up	ワークショッ	workshop	広報	advertisement	信じる	believe
年	year	安心	peace of mind	考え方	way of thinking	深い	deep
農地	farmland	暗闇	darkness	考察	consider	真	true
付ける	apply	意識	conscious	高い	high	世代	generation
暮らす	make a living	違い	difference	困難	trouble		
豊か	plentiful	一助	help	混じる	mix		
有効	effective	絵巻物	picture scroll	三角	triangle		

4.6. About the Translations

As the results of the software analysis were in Japanese, English translations were provided by the author. The English equivalents given were basic translations, and so it must be kept in mind that many of the terms in the lists have a wide range of possible English equivalents; for example, *tsukuru* ("make") could include "create," "assemble," "put together," "weave," "build," "form," "fashion," "construct," "fabricate," "bring into existence," and so on. Moreover, some terms have no single-word English equivalent, for example *zakka* (miscellaneous goods) or *gokan* (the five senses). English translations should always be chosen with care to describe the students' intentions as accurately as possible and should take into consideration the context in which they will likely be used.

5. Conclusion

5.1. Conclusion

It can be seen from the 150 most frequently occurring words in the students' comments about their original art that students are predominantly mentioning words that can be divided into six categories: "words related to communication," "words related to perceiving and reflecting," "words related to motifs and themes," "words related to describing artwork," "words related to the production of artwork," and "general usage words." These categories show that the students are talking about the creative process from pre-production phases (perceiving things, reflecting on them, imagining) to the production phase, and are explaining the work itself, the motifs and themes, and the communicative functions related to art. For the proposed art-focused ESOL curriculum, students will need vocabulary words and phrases to explain these facets of their original artwork and their individual

creative processes in English, as well as general usage words as a foundation on which to build.

In addition, although the various departments in the university all have a curriculum centered on art and design, each has a different specialization, and it can be seen from the results that they each have slightly different vocabulary needs. Words frequently mentioned in the various departments that did not appear in the overall top 150 list are commonly used to talk about not only artwork and its production, motifs, and themes, but also topics such as problem-solving and helping local communities; the inclusion of these additional terms would benefit not only students within the corresponding departments but also the students in other departments.

Finally, translations of the Japanese words appearing in this study are basic translations. It should be noted that some of the words have a wide range of English equivalents. Care must always be taken when translating the words into English for vocabulary lists; translations should be chosen that most accurately reflect the students' intentions and the context in which the words will likely be used.

5.2. Future Studies

First, this study was limited in scope in that only student writing samples were analyzed. In a future study to identify vocabulary for writing and speaking about art, professional artist statements could also be included for analysis. Otto's "three-part methodology" for identifying words to teach for specific purposes could also be implemented, in which student writing samples, professional writing samples, and a general English word list are analyzed and compared to produce a word list that integrates the needs of the students, the students' current vocabulary knowledge, and the frequency of the words (Otto, 2020). Finally, once the words have been identified, they must then be integrated into the curriculum. Coxhead points out the need for further research in this area: "little research has examined the effectiveness of integrating word lists into curriculum, materials design and assessment," (Coxhead, 2014, p. 161). Moreover, once the vocabulary lists are implemented into the new curriculum, it will be important to evaluate their efficacy in meeting the students' needs.

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Appendix
The Questionnaire

Speaking About Your Art

以下の内容をご確認のうえ、このアンケート調査「Speaking About Your Art」にご協力をお願いします。自分の作品について語るときに、どのような英単語や熟語を必要とするかを調べるためのアンケートです。本調査の結果は、教育活動の改善と研究のために使用いたします。研究結果については、論文等で発表することを予定しています。また、学会等において、報告することがあります。他の用途では使用いたしません。なお、このアンケートは、成績に一切関係しません。このアンケートでは、名前、メールアドレス、学籍番号などは収集いたしません。また、本調査により得られた個人を特定する単語は使用しません。キーワード、単語、熟語を抜き出し分析します。なお、自分や他の学生などの名前などの個人情報は書かないようにしてください。ご協力ありがとうございます。

Please read this, and fill out the survey "Speaking About Your Art." I would like to know what words you use when you explain about your art and your studies. The results of the survey will be used for my research and analyzed as data to improve the future English curriculum. I will publish a research paper (and may give a presentation) with the results. The data will not be used for any other purpose. Your answers will not affect your grade for the class in any way. This survey will not ask for your name, mail address, student number, or anything that can identify you. Answers will be analyzed to pick up key words, vocabulary, and phrases. The study will not use any words that could be personally identifiable. Please make sure not to write your name or any classmates' names or personal information in the survey. Thank you for your cooperation.

* Indicates required question

1. 上記の説明を理解し、アンケート調査に同意します。I have read and understood the statement above and I agree. *

   Mark only one oval.

   ◯ Agree 同意します

2. あなたは今、どの領域に所属していますか。Which department are you in? *

   Mark only one oval.

   ◯ 総合領域 Integrated Studies
   ◯ イラストレーション領域 Illustration
   ◯ 美術領域 Fine Arts
   ◯ 情報デザイン領域 Media Design
   ◯ 空間デザイン領域 Spatial Design
   ◯ 地域実践領域 Creative Community

3. 自分の作品のコンセプトやコンテキスト、テーマなどについて教えてください。作品を作ったと *
   きに、何がきっかけになったか、作品制作の経緯、背景などについて、自由に書いてください。
   300字程度の日本語で書いてください。(もし難しければ、150語の英語でも結構ですが、分析に
   あたって、こちらで日本語に翻訳することがあります。)
   Tell me about the concepts, context, and themes of your art. What inspired you, what is the
   background, what were you thinking about when you created it, etc. Please write about 300
   characters in Japanese. (But if that is difficult, then English is OK (about 150 words); however, I
   may translate it into Japanese when I analyze the data.)

   _____
   _____
   _____
   _____