

Lexical Innovation in English Article Abstracts:

Implication for the Teaching of Professional Genres in Islamic Studies

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Abstract—English language teaching of professional genres relates with issues of language and of professional or disciplinary knowledge. The paper discusses these issues by studying the lexical resources in article abstracts as exemplars of professional genre to better understand how professional community use English in their professional practices. Using content-analysis, the paper collected data from 208 English article abstracts of international journals of Islamic studies in four-year publication. The findings demonstrate that the English article abstracts in the discipline contain some lexical innovation mainly in form of resemiotization of Arabic as the thematic language of the discipline and English as the academic language, and word formation comprising elements of both languages. This indicates that lexical innovation in abstracts functions as a tool for proper communication of the professional community in both academic and professional contexts. These findings imply that the teaching of professional genres, in particular that of English article abstract, should take into account linguistic skills and disciplinary knowledge of the professional community in both academic and professional contexts. The paper, thus, proposes some ways to develop students' ability in doing lexical innovation to better prepare their professional practice using professional genres in the future.

Keywords—lexical innovation; English article abstracts; profesional genres; Islamic studies

I. INTRODUCTION

The teaching of English for Specific Purposes (ESP) is closely linked to the teaching of professional genres. In academic discourse, professional genres can be thought of as disciplinary genres. The intertwined nature of ESP and the teaching of professional genre is due to the fact that the culture within the discipline of a profession holds important roles in shaping the form and procedures of the production and consumption of professional genres [1]. What is interesting in ESP and professional genres is the co-existence of language skills and professional knowledge. Particular contents and the language used to express such content within a particular professional genre is commonly conventionalized by the professional members of a certain discipline [2].

Another interesting issue is the emergent of private intention resulting in innovation in genres *vis a vis* the generic convention of the genres across disciplines. Previous studies on abstracts [3-9] demonstrate that there are disciplinary variations in abstracts and variations within the disciplines.

Reference [1] calls this as innovation as the result of negotiation and appropriation of genres' generic convention. Among the conventions is the use of certain textual aspect including lexico-grammatical resources [1], thus, any variation in lexical items used in English article abstracts as genre exemplars in the discipline can be regarded as an innovation in lexis and termed as lexical innovation.

The paper takes up these issues of language skills, professional knowledge and innovation in professional genres by having a close look at the lexical resources of English article abstracts as professional genre exemplars and by investigating any lexical innovation emerging in the abstracts. As lexical resource is an aspect that builds genres [1] and as lexical innovation can be considered as an emerging resource indicating the growth and changes in genre theory, the study on lexical innovation will bring better understanding on how professional members of Islamic studies work within and beyond their disciplinary convention in maintaining and recreating the convention on abstract as one of their professional genres and bring new insights into English teaching. The paper, then, proposes some implications of the findings, in particular, toward the teaching of English article abstract as a professional genre in Islamic studies and toward the teaching of professional genres in general.

II. ENGLISH ARTICLE ABSTRACT AS A PROFESSIONAL GENRE IN ISLAMIC STUDIES

A. Abstract as a Professional Genre

Genre is defined as a class of communicative events formed by shared communicative purpose determining the features of its principal criteria [2]. The genre used in professional practice is called as professional genre [1]; that is genre as used in professional communication of a certain discourse communities [10].

In terms of communicative purpose, abstract can be categorized as a genre or 'abstract genre' as it has its own communicative purpose from the full text and can serve as a 'stand-alone document' [11]. In addition to being the surrogate of the full article, abstract also serves the purpose for indexing, readers' screening and evaluation on the relevance and publishability of an article [12]. With this purpose and being constructed, circulated and consumed in the professional practice of academia in various disciplines, article abstract can be considered as a professional genre in academic discourse.

As a professional genre, article abstract generally follows the rhetorical structure of Introduction-Purpose-Method-Results/Findings-Discussion/Conclusion as its one of principle criteria [2]. However, there are different variations of rhetorical structures across disciplines [3, 5, 6, 13]. The lexical specificity characterizing the disciplines also varies [14] as every discipline has their own specialized language [15] to disseminate the disciplinary knowledge [16] regardless the generally shared convention of lexical items characterizing the rhetorical moves.

B. Disciplinary Context of Islamic Studies

Islam as a divine religion brings vast varieties of areas for its studies. Islam mainly regulates people's ways in their relation to God (Allah) as the creator and to other people [17]. Islamic studies in general cover subject matters such as textual studies of the Qur'an and *hadith*, studies of authorized and popular rituals, studies of social reality, culture, economy and Muslim politics [18] studies of pre-Islam Arab, Muhammad, Qur'an, *hadith*, *kalam*, Islamic law, philosophy, *tasawuf*, sects and people religion [19].

As a religion, Islam was revealed in Arabic and Arabic has become the thematic/ epistemological language of the religion. This has provoked the Arabocentric vision of Islam [24] and the use of Arabic to give tidy religious label of academic work within the disciplinary discourse of Islamic studies. This in turn stimulates modification on the use of Arabic within English and has raised the emergence of lexical innovation in article abstracts in the discipline.

As a discipline with the broad area of studies, Islamic studies, therefore, considers Islam both as a religion and a tradition [20] and produces both 'pure' and 'applied' knowledge [21]. As a result, Islamic studies is organic and having no particular convention on significant issues to address and is open to interpretation. The multiple perspectives of looking at Islam as both religion and tradition, has made Islamic studies 'a special case' [22] in that Islam emerges in a context of encounter within various other traditions. Thus, Islamic studies become a 'transformative agent' [23]. In the transformation and having Arabic as the language of revelation, the professional communication within the discipline using English article abstract as a genre has given rise to the emergent of lexical innovation that can be regarded as a token of such transformation.

III. RESEARCH METHOD

The study used corpus-based content analysis. Two hundred and eight abstracts from 2010 to 2013 publication were downloaded from the websites of four indexed international journals of Islamic studies. The abstracts' body (excluding title and keywords) were put into *.txt format and processed in Antconc 3.4.1w(Windows) 2014 application to generate list of lexical items used in the abstracts. The list was closely and iteratively read to collect and analyze data on lexical innovation. Lexical items having specific characteristics such as those from languages other than English or having elements other than English were identified,

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analyzed and classified based on their functions and how they are formed.

IV. FINDINGS AND DISCUSSION

Antconc calculation of the corpora shows 35,989 tokens from 208 abstracts. Close readings of the corpora portray 82 instances of resemiotization and 19 of word formation, depicting the emergence of lexical innovation in the corpora.

A. Resemiotization in the Corpora

The resemiotization in the corpora mainly uses translation from Arabic into English or *vice versa*. There are also instances of broadening or narrowing meaning, giving comparison, giving synonyms and new symbols. Table 1. illustrates the resemiotization.

TABLE I. RESEMIOTIZATION IN THE CORPORA

No.	Resemiotization		
	Ways of Resemiotization	Σ	Example(italized)
1.	Giving the Arabic term	37	- ...to claim material support (<i>nafaqa</i>) ...and child support (<i>hadane</i>)...(1.1.a). ^a
2.	Giving the English translation	24	- The involvement of <i>kyai</i> (<i>religious teachers</i>)...(1.2.a). - ...the tradition is <i>bid'ah</i> (<i>innovation</i>) and <i>khurafah</i> (<i>superstition</i>) (1.2.b).
3.	Broadening the meaning	5	- <i>Hijab, the practice of modesty or covering</i> is one of the most visible and controversial aspects of Islam...partly because the Qur'an offers so little guidance on <i>proper dress</i> (1.3.a)
4.	Providing comparison/ giving new symbols	5	- ...using democratic means to ' <i>hijack</i> ' it from their Islamist agenda ...lead[s] to a ' <i>gradual secularisation</i> ' of their Islamist agenda...(1.4.a) - ...elitist figures stuck in their ways like <i>the Pharaoh</i> ...(1.4.b)
5.	Giving new definition	5	- ...a scene called ' <i>taqwacore</i> ' developed...It's been called ' <i>punk Islam</i> '...(1.5.a)
6.	Narrowing the meaning	3	- ...the larger tropes of Islam/Muslims –terrorism, violence, veiling, patriarchy, the Middle East--...(1.6.a)
7.	Giving synonym	3	- ...has made a great impact of influence....has become a <i>trend-setter</i> and a <i>blue-print</i> ...(1.7.a)

^a Code of the example: 1.1.a means Table 1, number 1, example item a.

B. Word Formation in the Corpora

There are 19 instances of word formation in the corpora taking derivation, inflection, blending and compounding with elements of words from Arabic, English and Bahasa Indonesia. Table 2. illustrates these formation processes.

TABLE II. WORD FORMATION IN THE CORPORA

No.	Word Formation		
	Word Formed	Elements	Formation Process
1.	shariatization, Islamize	- sharia (Eng, borrowed from Arb) ^b + -ization (Eng) suffix (2.1.a). ^c - Islam (Eng, borrowed from Arb) + -ize (Eng suffix) (2.1.b)	Derivation
2.	ibuism, dhikiran, jumatan, manakiban, muludan,	- ibu (BI) + -ism (Eng suffix) (2.2.a). - dhikr, jumat, manakib, mauled (Arb) + -an (BI suffix) (2.2.b).	Derivation
3.	fatwas, suras, madrasas, syaykhs, pesantrens, kyais	- fatwa, sura, madrasa, syaykh (Arb) + -s (Eng plural marker) (2.3.a). - pesantren, kyai (BI) + -s (Eng plural) marker (2.3.b).	Inflection
4.	Islamicyberspace, taqwacore, muslimvillage, thecanadianmuslim	- Islamic + cyber + space (Eng) (2.4.a). - Taqwa (Arb) + core (Eng) (2.4.b). - Hijab (Eng, borrowed from Arb) + blog (Eng) (2.4.c) - The + Canadian (Eng) + muslim (Eng, borrowed from Arb) (2.4.d)	Compounding
5.	Dakwatainment	- Dakwa[h] (Eng, borrowed from Arb) + [enter]tainment (Eng) (2.5.a).	Blending

^b. Code of language: Eng: English, Arb: Arabic, BI: Bahasa Indonesia.

^c. Code of example; 2.1.a means Table 2 number 1 example item a.

C. Features and Functions of Lexical Innovation

Data on resemiotization and word formation presented in Table 1 and Table 2 above mark several lexical innovations in the corpora. First, the use of translation either from English into Arabic (1.1.a) or from Arabic into English (1.2.b) indicate the effort to innovate the terms in order to synchronize the concept in both languages. This kind of lexical innovation functions to fit the terms within the discourses of both English as the language of global academic discourse and Arabic as the thematic language of the disciplinary discourse. Similar to this is translation from Bahasa Indonesia into English (1.2.a) in that the translation of *kyai* into religious teachers functions to bring the discourse of Indonesian Islam within the global disciplinary discourse using English as the professional language of the discipline. The use of English –s suffix to form the plural of *kyais* instead of its Bahasa Indonesia pluralization *kyai-kyai* indicate the effort to innovate the pluralization of the lexis by using elements from both languages. Lexical innovation through the use of elements of different languages in a lexis also occur in example 2.1.a., 2.1.b., 2.2.a., 2.2.b., 2.3.a., 2.3.b. in which the innovation emerge in form of compounding. Such innovation also functions to mediate between English, Arabic, disciplinary and local discourses. This can be seen as using innovation to put forward private intention within the shared convention [1].

Other lexical innovations occur through broadening (example 1.3.a) or narrowing meaning (1.5.a), providing comparison/giving new symbols (1.4.a, 1.4.b.), giving new definition (1.5.a) and giving synonym (1.7.a). These instances demonstrate lexical innovation in that certain lexis used in such a way to fit within the discourse of Islamic studies. The word ‘hijack’ (1.4.a) compares gradual secularization to effort to seize the control over an aircraft. Democratization is seen as an effort to seize control over Islam, the vehicle for Muslim in their journey to God. Such comparison also occurs in 1.4.b in that Pharaoh, as a greedy and arrogant unbeliever depicted in the Quran is used in comparison to elitist figures, bringing an image that the elitist figures being studies can well reflect what has been explained in the divine book. These two examples show that lexical innovation through comparison can well show the fitness of the issue under study within the disciplinary discourse.

While lexical innovation through broadening meaning serves the function of showing suitability, narrowing meaning signifies the study. Example 1.6.a. emphasizes that despite the breadth of issues in Islamic studies [19], Islam has been constricted to radicalism, women inferiority and the Middle East. With terrorism and gender inequality commonly assumed as being associated to Islam, narrowing the complexity of Islamic studies into these ‘popular’ topics has enabled the writer to use narrowing meaning as a form of lexical innovation to work within the mainstream context of Islam as understood by the global audience across the globe.

Effort to emphasize significance and show suitability of the study within the disciplinary discourse through lexical innovation is also achieved by giving new definition (1.5.a) and giving synonym (1.7.a). While music may not fit within Islamic studies as it often sparks controversy whether music is allowed in Islam [25, 26, 27], the new definition of hiphop music as *taqwacore* or punk Islam has put forward the important position of music in Islamic studies, signifying the study under such topic. In addition to new definition, showing significance is also achieved through synonym in which ‘great impact’, ‘trend setter’ and ‘blue print’ are used to refer to the same thing in order to boost the importance of the topic being studied. Although the three phrases are not lexically new, their use in conjunction can be considered as lexically innovative in the attempt to promote the significance. While an article abstract should not use attitudinal adjective or appraisal word simply to promote the article [28], the use of the three phrases can be seen as lexical innovation. That is, being published internationally, the abstract with the above phrases as a form of lexical innovation has been able to bring the writer’s private intention of promoting the article although it may violate the general convention of abstract. This indicates that professional community in the discipline has used genre to build their professional identity by exploiting genre as a tool to construct professional knowledge [1].

V. CONCLUSION AND IMPLICATION FOR THE TEACHING OF PROFESSIONAL GENRES

A. Conclusion

Findings of the study have demonstrated that professional members in Islamic studies have used various forms of lexical

innovation as their ways to put forward their private intention within the convention of abstract as a professional genre in the discipline. The publication in international journals has shown that through lexical innovation, writers with diverse background of interests have managed to work and maneuver among various discourses embedded in abstract. The findings show that lexical innovation in English article abstracts in Islamic studies takes various forms of resemiotization and word formation incorporating local language, Arabic and English. Lexical innovation through translation and word formation clearly demonstrate the writer's effort to maneuver among various discourses in smoothly intertwined nature. The use of local language and English in combination or Arabic in juxtaposition with its English version and various forms of word formation using elements of different languages (from Arabic characterizing the disciplinary discourse, English being the global language in academic discourse and local language emphasizing the specificity of the issue) has enabled the writers to put forward their private intention (interest) within the global disciplinary discourse of Islamic studies through abstract as a professional genre. Other forms of resemiotization as lexical innovation such as broadening or narrowing meaning, giving new definition, comparison, symbols and synonym have also enabled the writers to put forward the emphasis of their studies. With these various forms of lexical innovation, the abstract can serve not only as the surrogate of the article but also as the show case to entice the readers. While this study does not specifically examine whether the abstracts well reflect the article, findings on the function of lexical innovation to emphasize significance and suitability of the issue within disciplinary discourse have indicate that abstracts in the discipline seem to reflect more of the background or introduction part of the article. However, further study needs to be conducted to verify this claim. The various forms of lexical innovation in English article abstracts presented in this paper can serve as the pedagogical basis for the teaching of article abstract in the discipline, in particular, and the teaching of professional genres in general.

B. Implication for the Teaching of Professional Genres

Findings on lexical innovation in presented in this paper can be the pedagogical bases for the teaching of abstract as a professional genre in Islamic studies in particular and of other professional genres in general. Some implications and possible ways of incorporating lexical innovation in the teaching are presented below.

Second, the incorporation of local language, Arabic and English to put forward discussions on disciplinary knowledge through English article abstracts implies that the teaching of abstract as a professional genre should emphasize not only linguistic skills but also disciplinary knowledge. The linguistic skills may include (but not limited to) ability to select disciplinary terms reflecting disciplinary knowledge, be it in Arabic or English, and the general rules of word formation in both languages. This skill will enable the students to work within the convention of both languages while still adhering to the socio-cognition of the professional community of the discipline.

The use of resemiotization to signify the study by the expert members of the discipline implies that the teaching of

abstract as a professional genre should integrate not only linguistic skills and disciplinary knowledge but also communicative behavior of the professional community. Students need to be informed about the communicative behavior of the professional community in the discipline, that promotional element is acceptable in abstract as professional genre as the expert members of the professional community have also work within promotional discourse in their professional practice using the genre. Therefore, the students also need to be equipped with the skills to use various ways to strengthen the position of their study within disciplinary discourse.

Some possible ways that can be taken to develop students' language skills, disciplinary and communicative behavior in learning professional genres within their discipline include the use of authentic corpora, discipline-specific vocabulary and collaborative teaching between language teacher and professional in the discipline. Authentic corpora inform the students not only the linguistic aspects of genre but also the disciplinary knowledge and communicative behavior of the professional community. Through authentic corpora, students can identify the lexical items commonly used in the genres used in professional communication in their discipline. They can also further categorize which lexical items generically reflect the disciplinary knowledge and which ones that indicate the communicative behavior of the expert members. As they are projected to be members of professional community in the future, the use of authentic corpora will also enable students to discover various ways of innovating lexical items used by the expert member and students can imitate such innovation or use it as the basis for their own innovation.

The incorporation of the use of thematic lexical items and English words in English article abstracts has urged the use of discipline specific dictionary in the teaching of English for Islamic studies. Therefore, it is highly recommended that the teaching of professional genre provides students with discipline specific dictionary. The dictionary will not only enable students to acquire disciplinary knowledge but also discipline specific vocabulary. This can become the basis for them to develop their skills in making lexical innovation which will in turn enable them to exercise their private intention while adhering to the generic convention of their professional genres.

The other possible way of developing students' ability in writing within their discipline-specific professional genres is collaborative teaching between language teacher and professional in the discipline. Language teachers are commonly expert in language and language use but may not be expert in terms of disciplinary knowledge. Similarly, it is not uncommon that professionals in a particular discipline are expert in their disciplinary knowledge but often have problems in putting their ideas across using English, particularly those whose first language is not English. The collaboration between these two experts in different field will enrich the teaching and learning process in that the language teacher can facilitate students with their learning regarding the use of language to communicate students' discipline specific knowledge and the professionals can assist students in building their disciplinary knowledge by mentoring them on the socio-cognition of the discipline. The professionals can verify on the acceptability in

terms of the concepts of any lexical innovation the students and the language teacher can confirm if the innovation meet the general rules in language use. This at the end can better equip students with both linguistic skills and disciplinary knowledge that will enable them to better develop their ability to use professional genres within the acceptable communicative behavior of their discipline.

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