

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER STUDIES

5.1. Conclusions

The corpus analysis of selected core textbooks in the Islamic Religious studies (IRS) yielded two important results, first, the corpus of Islamic Religious Studies Textbooks (CIRELISST-ISIIS) containing 18,058 word-types and 305,701 tokens and second the IRSTV list containing 262 word-types or 210 word families. Similar to many technical vocabulary lists created using the corpus approach, the IRSTV contained vocabulary that were outside the GSL and AWL list, i.e. Islam-related words such as “Islamic”, “muslim” (and its plural form “muslims”) ranked in the top 25 most frequent, equally distributed and highly scored words in the keyness and triangulated RFK analysis.

Both the CIRELISST-ISIIS and IRSTV list were uniquely characterized by Anglicized forms such as ‘hadiths’, ‘caliphates’, ‘qur’anic’ and ‘mu’tazilites’. These hybrid forms of Arabic-origin bases combined with English plural markers and other suffixes were important words in teaching specialized vocabulary, particularly on their morphological and syntactical characteristic. The nature of IRSTV that include such a variety of forms resulting from a dynamic dialogue between English and Arabic language, provided rich sources to negotiate and accommodate the specific needs of EFL learners in Indonesian Islamic higher education context.

The IRSTV list was then applied in a corpus-informed materials development design by using it as a quantitative vocabulary filter tool and by using the quantitative measures of RFK score as the basis for vocabulary grading. The findings showed that as a tool for selecting texts potential for use in an Indonesian Islamic tertiary EFL context, the IRSTV could be used as one of the descriptors of the kinds of vocabulary contained in the text under question. Along with other widely-known and widely used stop lists, such as the GSL and the AWL, the IRSTV as a ‘stop list’ played an important role in providing quantitative information of the number of technical word-types and their coverage in a text, hence pointing out to the text’s representativeness to be used as an ELT materials. This eventually allowed materials developers

or teachers to have an empirical corpus-based argument in deciding which texts to be used in their field-specific IRS ELT class.

Another use of theIRSTV list as the basis for grading the IRS technical vocabulary in an ELT for IAIN/ISIIS syllabus also demonstrated that it was important that corpus-based information of vocabulary ranking be taken into account seriously. ELT teachers' task in deciding which vocabulary to be taught prior to the others would be made easier by referring to the vocabulary ranking either in the more 'general' or theme/topic-basedIRSTV list as demonstrated in the result section.

Based on the four-layered analysis and repeated checking of the content of the CIRELISST-ISIIS and theIRSTV, it was safe to claim that the RFK triangulated score ranking for determining technical vocabulary was the first point of novel findings of this present study. This claim was made based on a careful literature review examining other previously existing corpus-based techniques for creating field-specific word lists. Another point of novelty of this present study was actually the application of theIRSTV as a stop list for judging text representativeness and in vocabulary grading for a field-specific ELT.

5.2. Limitations of the Study

Given some constraints of time and resources as doctoral-level research, this current study was limited in several ways, as seen below:

First, this present study of creating a technical word list was limited to using mainly quantitative criteria for determining which word-type should be the member of theIRSTV list. The original method plan as stated in the research proposal was for this study to use much more comprehensive analysis using combined quantitative-qualitative criteria. Due to the already mentioned constraints, the planned qualitative criteria i.e. using expert judgment selection and rankings of theIRSTV members was canceled.

The second limitation has to do with the limited scope of the criteria of 'technical vocabulary' i.e. only on technical vocabulary that fell outside the general high frequency and academic vocabulary categories. This present study did not expand the investigation/analysis that encompasses these two vocabulary categories as suggested by a recent theory of technical

vocabulary. Despite this limitation, this study supports the concept that some high frequency and academic words actually have specific meanings (P. Nation, 2001, 2016; Sutarsyah et al., 1994), and hence they can also be classified as technical vocabulary.

5.3. Recommendations for Further Studies

The limitations of this present study stated above open up opportunities for further studies in researching other ways for allowing corpus-research studies with pedagogical purposes to flourish. The combination of quantitative and qualitative measures for creating technical word lists are still an interesting research inquiry, challenging the two separated poles of heavy reliance on either all quantitative versus all qualitative criteria. The implementation of word lists, especially technical word lists in informed materials development is also a less-researched topic. It was, therefore, recommended that more research should be undertaken on these corpus-based research aiming for pedagogical benefits, especially for EFL in Indonesia.

From a practical point of view, it is recommended that ELT teachers and materials developers use empirical corpus-based data for materials development, specifically for text selection and vocabulary grading. The choices are for them whether to supplement this corpus-based information with their own subjective decisions using a mixed-method explanatory design or to use it as the sole basis for developing ELT vocabulary materials.

As far as English vocabulary teaching in IAIN/ISIIS is concerned, it is suggested that English teachers be aware of the high frequency of Anglicized Arabic words such as those that were in the data of this present study (see the findings and discussion section of this article), instead of ignoring them. ELT teachers in Indonesian Islamic universities and other Islam-based tertiary educational institutions are strongly recommended to consult specifically developed word lists, and corpus-based dictionaries and encyclopedia to check the occurrence of technical vocabulary in the naturally occurring language data, as well as their meanings. Hence, ELT in this specific context will constantly be updated with current development in the discipline of Islamic religious studies as well as research innovations in linguistics and ELT.
