Research Article

The Diglossic-Bilingual of English-Arabic Second-Language Eventualities in Madurese-Scholar's Society

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Abstract.
This extensive new-study scrutinized English-Arabic diglossic-bilingual of Second Language (L2) eventualities in which Madurese-scholars society was administered in the L2 edification process. Diglossic-bilingual is the utilization of two accents of two distinctive languages by the same culture for distinct purposes. The study administered a quantitative-qualitative mixed approach that interleaved systematic conceptions of recorded methodologies and substantive explication of the accurately transcribed dossier to effectuate this requirement. The probed dossier exhibited that diglossic-bilingual was identified in the Madurese-Scholar’s L2 in several varieties; English-L2 with Arabic-accented, Arabic-L2 with English-accented, and English-Arabic-L2 with Madurese-accented. Nevertheless, three novelty variations were ascertained comprehensively in the Madurese-scholar’s L2, their L2-utilization deviated based on the Madurese-Scholar’s L2 dexterity. The study imparts guidelines for forthcoming researchers in remembrance of English-Arabic-L2 bilingual educators future ethnographic research.

Keywords: native-language (NL), second language (L2), English-accented, Arabic-accented, Madurese-accented

1. Introduction

To challenge in a more globalized world, a particular high institution in Madurese-scholar society has inducted noteworthy resources in its private-funded high education framework. Such a venture has lately eventuated in a shift away from Madurese-Indonesian Native-Language (NL) education & toward a bilingual-immersed application that assesses English-Arabic literacy. Such curriculum alterations, conjugated with an expeditious occurrence of the Madurese population that habitually articulates English as a Second-Language (L2), have actuated some to presume that Arabic’s role is threatened [1, 2], as parent’s presupposition that conveying on their language to their children is...
a legacy they want to impart toward the future generation [3]. Nevertheless, Modern-
Standard-Arabic (MSA) as a Second-Language (L2) approaches that prepare the scholar
for study abroad & forthcoming employment have been entitled “reverse-privileging” [4].

It is estimated the exceeding half world is bilingual [5, 6], with a tremendous number
of children sprouting up in homes, where apart from one NL is verbalized, heard
& read L2 through nowadays media such as Android-smartphone on multitudinous
Social-Networking-Sites (SNSs). Theoretical methodologies on Madurese-Indonesian-
NL & English-Arabic-L2 literacy acquisition interdependence enhance both universal
also language-specific countenances as in Madurese-scholar’s society. The central pro-
cessing hypothesis [7] posits that literacy acquisition in NL & L2 is dependent on shared
underlying cognitive along with linguistic processes. In consonance with the central
processing hypothesis [7], NL & L2 literacy procurement is based on an apportioned
cognitive-linguistic projection that is conveyable across languages [8].

While scholar countenance to help greatly from ascertaining intercultural competence
in the edification process into edification comprehension & assessing learning outcomes
have exhibited contradictory findings [9, 10]. Furthermore, whereas language compre-
hension & learning outcomes have been conceived to be measured as increasing
regularity & validity during diglossic-bilingual edification utilizing numerous standardized
qualitative provisions, measuring scholar’s diglossic-bilingual edification outcomes in
the demesne of Intercultural-Communicative-Competence (ICC) remains arduous & thus
scarcely methodically promised [11, 12]. The circumstance for teaching MSA dialects
alongside an American-British accent to the undergraduate scholar as an L2 is more
consistently & more intensely being expressed. Researchers are contemplating multi-
lingual edification paragons to enhance the cognitive-linguistic dexterity outcomes of
multilingual scholars [13, 14].

Furthermore, the cognitive-linguistic predictors underpin literacy dexterity develop-
ment transverse NL-to-L2 (NL-L2), although to varying degrees [15], specifically when
multilingual alphabetic inscription techniques are complicated [16, 17]. Multitudinous-
logical studies exhibit that phonological awareness of multilingualism alterations also
predicts cross-linguistic reading [18]. Undeterred by typological, morphological, ortho-
graphical & phonetical awareness, literati affirmed proper affinities betwixt phonological
awareness in English & Arabic [19]. Multilingualism has been exemplified to enable
cognitive & metalinguistic privilege to literacy edification for adult-children compris-
ing quintessential performance areas in grammar, phonological, vocabulary & literacy
edification dexterity [13, 20]. Which, that dexterity comprehension is the derivative of decoding & language comprehension [21, 22, 23].

Those are code-related proficiencies that confirm the word-recognition edification, whereas reading-proficiencies refer to creating gist from written language effigies, thus language comprehension implies the gist construction ability from verbalized language effigies [24]. It comprises word, sentence, & grammar competencies that are predominantly analyzed in the research athenaeums in receptive dexterity provisions (vocabulary-listening proficiencies) [25, 26, 27]. Actuated by preceding athenaeums exhibiting an interdependence betwixt verbalized-narrative-competency & reading-proficiency [28, 29], as our prolonged ascertainment of the reading-proficiencies predictors to include scholar’s L2-speaking-pronunciation dexterities which have grasped by educator’s L2 monolingual paradigm [30, 31, 32, 33], that exhibit the scholar’s L2 accent ethnographic-eventualities [34].

2. Defining and Ordaining L2 Diglossic-Bilingual Approaches

A policy’s convincing-effectuation-ordinance is an arduous proposition that is obtained from various elements. These include a conspicuous explication of the predominant plurilingualism theoretical apprehension & the educator’s role as dynamic pronouncement-makers in policy implementation. Despite its extensive history, plurilingualism has no unifying theory. Literati exemplified that people with immigrant origins or minority language speakers are more likely to be plurilingual [35, 36]. As a presumptive result, perceiving plurilingualism as significant for the scholar population subset & probing to augment all scholar’s plurilingual-multilingual pedagogies. Multilingual pedagogies have relevance to the heteroglossic edification methodologies, which expedite the scholar’s whole language proficiencies utilization (Madurese-Indonesian as NL) throughout teaching-learning activities [37], as heteroglossic techniques are founded on the premise that engaging all of the scholar’s linguistic resources enhances their learning process.

Analogous disquisitions exist in Madurese-scholar’s society, where the term heteroglossic-plurilingual & diglossic-bilingual scholar is understandable (Moharram Madurese-NL/ Muharram Indonesian-NL/Muharram English-L2/مَحْرّم Arabic-L2 as heteroglossic-plurilingual), (Zakat Madurese-NL/Zakat Indonesian-NL/Zakat English-L2/كَازة Arabic-L2 as heteroglossic-plurilingual), (Korseh Madurese-NL/Kursi Indonesian-NL/كرسي Arabic-L2 as heteroglossic-plurilingual), (Admiral English-L2/أميرالبحر Arabic-L2...
as diglossic-bilingual), (Sofa English-L2/صوفا Arabic-L2 as diglossic-bilingual), (Jasmine English-L2/الياسمين Arabic-L2 as diglossic-bilingual). Predominantly relates to the scholar with a diverse ethnographic background & NL excepting the majority language [38, 39, 40, 41]. Therefore, disquisitions suitable of heteroglossic-plurilingual curricula are incessantly interconnected to majority ethnical-pedagogy NL [42].

Literati in plurilingual-multilingual pedagogies is emphasizing the primordial literacy prominence in the NL since a literacy knowledge deficiency constantly hasten the loss or non-acquisition of the NL [43, 44, 45]. This has exhibited that the proportional contributions of decoding & language comprehension to reading-proiciencies diversify depending on orthographic transparency & grade in the Simple-View-of-Reading (SVR) context [46, 47, 48, 49]. The time & attainment indispensable in NL literacy is difficult to acquire a new orthographic & phonetic system. Literacy acquisition in the major language and the NL is extremely challenging for a young scholar [50]. Hence, parent’s presupposition of the aforementioned approaches is paramount to confirming a scholar’s learning experience & efficacious reading outcomes [51].

Furthermore, the plurilingual-multilingual pedagogies scrutinized the vernacular diversification role of L2 English-Arabic simultaneously, also proclaimed as “accent” in substantiating the ICC-SVR development, as well as how scholar’s intercultural dexterity was sustained & exhibited toward their reintegration into the Madurese society. The terminologies ICC [52, 53], intercultural-sensitivity [54], regional competence, & crosscultural-awareness [12], languaculture [55, 56], have been administered to specify the scholar’s communication proficiencies with distinctive society [57, 58, 59, 60, 61]. Literati explained a long-time benefactor of ICC, appointed for the edification of “language as culture” & proffered the third-place notion, which eventuates at the scholar’s exigency of first & target cultures [62, 63, 64, 65, 66].

The emerging athenaeum’s, which theoretical frameworks are the most widely implemented to quantify scholar’s ICC benchmark [52, 53, 67, 68, 69], as the Developmental Model of Intercultural Sensitivity (DMIS) approach [67] was not conceived explicitly for use in L2 ethnographic-eventualities programs. It has belonged in perspectives that contain or even accentuate global language-edification. In conformity with this approach, personages eventuate from ethnocentrism to ethnorelativism as they become more conscious & acknowledge cultural discrepancies of presumptions & experiences which develop by level gradually across six phases. The first three phases traverse the ethnocentric which comprises disavowal, vindication, & cultural discrepancy mitigating.
The next three phases are the ethnorelative, which elaborates in a linear comportment phase from acquiescence to acclimatization to amalgamation in L2 ethnographic-eventualities by narrative dexterity.

3. Code in Reading-Proficiency as Lingual Proficiency

Prompted by preceding athenaeums validating conjunction betwixt verbal & reading-proficiency [28, 29]. The prolonged study of the reading prognosticator comprehension comprises narrative exhibition to scrutinize the narrative exhibition assistance as an incremental lingual proficiency benchmark to reading-proficiency eventualities separate from the straightforward contributions of word-construing, phrase-auscultation, & acquiescent-vocabulary by SVR as L2 accent ethnographic-eventualities. A consequential athenaeums proportions confirm the SVR’s applicability to an alphabetic lingual multifariousness amidst scholars contemplated in their NL [70, 71, 72, 73, 74] as well as in diversified of their L2 [75, 76, 77, 78].

In conformity with the studies in Madurese, Indonesian, English, & Arabic, orthographic depth transforms phonological activation & visual techniques for lexical availability [79]. The morphological entity is predominantly paramount in profound orthographies, such as Madurese, Indonesian, English, & Arabic, hence the orthography does not merely exhibit phonology apart from morphology [80]. Significantly, newfangled provisional evidence confirms the SVR’s relevancy to NL reading-proficiencies [46, 81]. Literati scrutinized the contributions of word-construing, phrase-auscultation, and text-level incremental lingual proficiency to reading-proficiency in a cross-section of first & second-grade scholars. Congruous with the SVR, they ascertained that the two determinants expounded a prominent variance percentage in reading eventualities [46]. The dynamic link betwixt decoding & language apprehension eventually is SVR’s core premise.

The narrative script provisional reflection theory within a cross-linguistic framework imparts the typological discrepancies eventuality through orthographic systems affecting the swiftness & naturalness of L2 literacy procurement as a cross-linguistic conveyance implication [25]. The linguistic & orthographic closeness theory was conceived by literati as they found that tri-literate or more were better accustomed to these linguistic & orthographic patterns whereas orthographies apportioned typological features [82]. The scholar’s insufficient cognitive provision is predominantly attached to learning “code-deciphering”, that is to comprehend how the writing system conceives the language they verbalize, in the preliminary stages of learning to read. Given
this circumstance, decoding dexterity exhibits a paramount role in predicting reading-proficiencies amidst novice readers [83, 84] as SVR’s premise to expound English-Arabic-L2 diglossic-bilingual.

On phoneme explication, pseudo-word-construing, & text-level incremental lingual, the biliterate-bilingual groups outclassed the bilingual monoliterate-monolingual groups. English-L2 edification evinced those bilinguals had a linguistic edge in English vocabulary, real & pseudo-word-construing, also text-level incremental lingual, but no consequential leverage in phonological cognizance or orthographic discretion [85]. As decoding behooves self-activating and word-construing proficiencies augments, cognitive capacitance becomes comprehensible for utilization in higher-level awareness methodologies [86]. Correspondingly, language cognizance accounts for wider reading-proficiencies are an impermanence resultant as scholar development through the daily circumstance’s communique [78, 83, 87, 88, 89, 90].

Antecedent perspicuity, proficiency, & methodology obtained as an eventuation of predominating multifaceted languages are direct scholar benefaction precedents [20]. The conveyance of these dexterities is conditional on the equivalence degree betwixt languages & scholar’s proficiency level. Periphrastic exposure consists cognitive-linguistic dexterity such as metalinguistic provisions (orthographic, typological & phonological), verbal-nonverbal retentiveness, & principal effective proficiencies, which may have been exposed by preceding experiences. Literati affirmed that considering orthographies reveal typological peculiarities, tri-literates & more were more presumptuous with these linguistic & orthographic patterns, as unequivocal orthographic understanding in English-L2, analogous effects for congruent language elements on word-construing & text-level incremental lingual were ascertained [82].

4. The Madurese-Scholar’s Society Scrutiny

Prolonging the empirical evidence is evincing a link betwixt NL & L2 verbal language & reading-proficiency in the years after preparatory reading instruction [47, 91], we scrutinized English-Arabic reading-proficiency amidst Madurese-scholar’s society & augmented up in an English-Arabic-L2 context for a compact undergraduate population in Probolinggo. Predominantly, a scholar of Madurese descent obtains formal-informal English-Arabic language & literacy edification in Indonesian partially English-Arabic-medium. Taken together, these findings exhibit that there are both direct & indirect privileges to multilingualism while learning an English-Arabic-L2. The Madurese-Indonesian speaker study had previously procured literacy skills in their Madurese-Indonesian-NL.
as well as English-Arabic-L2 when they attempted to acquire English-Arabic, in contrast to only English- or Arabic-L2 speakers who were monoliterate, the biliterate privileges eventuality when learning English & Arabic by MSA was scrutinized.

This study’s substantial literation is classified into diversified approaches. First, a scholar’s testimony has been conceived by researcher over two or more spotted foreign accents, structuring an incalculable diverseness equivalence is impossible. Second, studies with a comprehensive classification range frequently attained accent pigeonholes as distinguished from spoken cues to precipitate analysis [92, 93], as the English edification as a worldwide communiqué convenience, ethnic variegation amidst English-L2 preceptors is inevitable [93] as well as Arabic with MSA eventuality in the classroom. Third, hypothetically while above-mentioned literation has conceived understandings for why interpretative panels may get underway, a tangible verifiable dossier ascertaining those affectations has gradually been provisioned [94], for multilingualism-multiculturalism are ubiquitous worldwide, antiquated English accents nothing is ever as cliquish straightedges [95].

We implored to scrutinize the paradigm of novel-kind ICC-SVR (Figures 1, 2, 3) applicability to this Madurese-scholar’s society in light of the orthographical-phonological-typological aspects of the Madurese-Indonesian speaker’s linguistic contexture. Prominently, we implemented English-Arabic-L2 ICC-SVR to highlight the dynamic concatenations betwixt code & verbal language-based dexterities that underpin NL-L2 reading-proficiency in Madurese scholars. Simultaneously, driven by studies revealing a link between scholar’s L2-speaking-pronunciation dexterities & reading-comprehension, we necessitated the ICC-SVR development by scrutinizing the interdependence betwixt verbal pronunciation elongation & reading-proficiency in the NL-L2. Characteristically, in the prevalent study, we scrutinized the ICC-SVR development in code-related and L2-speaking-pronunciation dexterities that support to reading-proficiency in English-Arabic-L2 amidst Madurese-scholar’s society. The contributor’s resultants over-above of word-construing, acquiescent-vocabulary, & receptive text-level incremental lingual learning to comprehend; (1) English with Arabic-accented, (2) Arabic with English-accented, & (3) English-Arabic with Madurese-accented.

5. Methodology

Contributors were 31 Madurese-Indonesian speakers aged 18–21 years old who are under English-Arabic-L2 edification. All contributors were undergraduate scholars whose two parents were majority native speakers of Madurese-NL and partially
Madurese-Indonesian-NL, along with a small proportion of English-Arabic-L2 exposure. All scholars were participating publicly in a private high institution in Probolinggo, where the daily instruction language is Indonesian, & were receiving English-Arabic-L2 instruction through intensive language programs. The language syllabus instruction was English-Arabic simultaneously by administering a novel-kind methodology of Madurese-Indonesian-English-Arabic orthographical-phonological-typological ICC-SVR approach but the scholar received 180 minutes per edification process during the overall edification process. All scholars had received a formal course in both English and Arabic for a minimum period of at least minimum from the first to the third semester of their regular non-English-Arabic major study.

Word-construing, phrase-auscultation, & text-level incremental lingual proficiencies are three that have recurrently been conceived betwixt the English-Arabic-L2 variegated-exposures of an orthographical-phonological-typological innermost diglossic-bilingual limited addition which scrutinize by Vocabulary-Level-Test (VLT),

**Figure 1:** Madurese-Indonesian-English-Arabic Orthographical-phonological-typological ICC-SVR. Source: Author’s own work.

**Figure 2:** Madurese-Indonesian-English-Arabic Orthographical-phonological-typological ICC-SVR. Source: Author’s own work.
which substantiates the Language-Diversity-Rate (LDR) to be administered for selecting words for diglossic-bilingual of English-Arabic-L2 ICC-SVR edification. This real-time-authentic research comprehends the substantiation-edification of Madurese-Indonesian-English-Arabic orthographical-phonological-typological ICC-SVR-VLT (Figure 4). While the actual ICC-SVR-VLT forms comprehend ternary distinct LDR testing at novice-50, intermediate-150 & expert-200, these studies impart three phases for employing ICC-SVR-VLT version in concurrence by maximizing from 50-200 LDR as “test the water” amidst Madurese-scholars society in pre-experimental research: pre-ICC-SVR, in-ICC-SVR, & post-ICC-SVR.

The diglossic-bilingual English-Arabic-L2 ICC-SVR newfangled-veritable edification scrutiny had administered mixed-qualitative-quantitative approaches [96, 97, 98]. The scholar’s Madurese-Indonesian-English-Arabic orthographical-phonological-typological “verbalized” ICC-SVR-VLT envisaged-strings-session by perceiving the methodical L2-speaking-pronunciation. The “verbalized” ICC-SVR-VLT version was quantified as

<table>
<thead>
<tr>
<th>Madurese</th>
<th>Indonesian</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makalah</td>
<td>Makalah</td>
<td>Article</td>
<td>مكتبة</td>
</tr>
<tr>
<td>Rasmeh</td>
<td>Resmi</td>
<td>Official</td>
<td>رسمية</td>
</tr>
<tr>
<td>Mungken</td>
<td>Mungkin</td>
<td>Maybe</td>
<td>ممكن</td>
</tr>
<tr>
<td>Aqel</td>
<td>Apel</td>
<td>Apple</td>
<td>علامة</td>
</tr>
<tr>
<td>Koro</td>
<td>Korot</td>
<td>Caller</td>
<td>كورا</td>
</tr>
<tr>
<td>Jaya</td>
<td>Da</td>
<td>He</td>
<td>جيه</td>
</tr>
<tr>
<td>Jaya</td>
<td>Dai</td>
<td>She</td>
<td>جيه</td>
</tr>
<tr>
<td>Salju</td>
<td>Salu</td>
<td>Snow</td>
<td>سلسل</td>
</tr>
<tr>
<td>Latal</td>
<td>Lalai</td>
<td>Pronunciation</td>
<td>لعال</td>
</tr>
<tr>
<td>Masala</td>
<td>Masalah</td>
<td>Problem</td>
<td>مسألة</td>
</tr>
<tr>
<td>Jeyeh</td>
<td>Jahe</td>
<td>Ginger</td>
<td>جيده</td>
</tr>
<tr>
<td>Kroi</td>
<td>Kroi</td>
<td>Kwi</td>
<td>كروي</td>
</tr>
<tr>
<td>Alpukad</td>
<td>Alpukad</td>
<td>Avocado</td>
<td>موزود</td>
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<td>Papayeh</td>
<td>Papaya</td>
<td>Papaya</td>
<td>موزود</td>
</tr>
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<td>Mangga</td>
<td>Mangga</td>
<td>Mango</td>
<td>مانجو</td>
</tr>
<tr>
<td>Zainun</td>
<td>Zaun</td>
<td>Olive</td>
<td>زينون</td>
</tr>
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<td>Tomat</td>
<td>Tomat</td>
<td>Tomato</td>
<td>توما</td>
</tr>
<tr>
<td>Kentang</td>
<td>Kentang</td>
<td>Potato</td>
<td>كنطن</td>
</tr>
<tr>
<td>Bajam</td>
<td>Bajam</td>
<td>Spinach</td>
<td>بجايم</td>
</tr>
<tr>
<td>Siwil</td>
<td>Siwil</td>
<td>Swg</td>
<td>سوين</td>
</tr>
<tr>
<td>Cenene</td>
<td>Cernee</td>
<td>Mirror</td>
<td>شراط</td>
</tr>
<tr>
<td>Televisi</td>
<td>Televisi</td>
<td>Television</td>
<td>تلفزيون</td>
</tr>
<tr>
<td>Sabun</td>
<td>Sabun</td>
<td>Soap</td>
<td>سبون</td>
</tr>
<tr>
<td>Pulpen</td>
<td>Pulpen</td>
<td>Pen</td>
<td>فلم</td>
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<tr>
<td>Dosen</td>
<td>Dosen</td>
<td>Dosen</td>
<td>فلم</td>
</tr>
</tbody>
</table>

Figure 3: Madurese-Indonesian-English-Arabic Orthographical-phonological-typological ICC-SVR. Source: Author’s own work.
Figure 4: Madurese-Indonesian-English-Arabic orthographical-phonological-typological ICC-SVR-VLT. Source: Author’s own work.

The phylum-scale-benchmark for Madurese-Indonesian-English-Arabic orthographical-phonological-typological scoring was administered by SPSS 21 application as 00-36 (exiguous), 37-66 (platitudinous), 67-86 (felicitous), & 87-100 (pulchritudinous) for scheming the evincible LDR final-appraisal-items to implies static & full-motion effigies [99, 100, 101], as the “verbalized” ICC-SVR-VLT utilization perceived the English-Arabic-L2 exposure in diglossic-bilingual awareness.

<table>
<thead>
<tr>
<th>TABLE 1: Contributor’s participative dossier.</th>
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</thead>
<tbody>
<tr>
<td>Pseudonym</td>
</tr>
<tr>
<td>Ada</td>
</tr>
<tr>
<td>Helena</td>
</tr>
<tr>
<td>Sherry</td>
</tr>
<tr>
<td>Leon</td>
</tr>
<tr>
<td>Chris</td>
</tr>
<tr>
<td>Piers</td>
</tr>
<tr>
<td>Jake</td>
</tr>
</tbody>
</table>

Source: Author’s own work

Eventually, Madurese-Indonesian-NL speakers explicate their L2 LDR by 3 distinct LDR level testing with verbal utilization perceived by L2-speaking-pronunciation dexterity to reveal L2 accent ethnographic-eventualities. The open-ended coding scholar’s-educator’s testimony was ascertained for augmenting the scholar’s English-Arabic-L2 LDR & L2-speaking-pronunciation dexterity outcome. Hence, pocket-sized
qualitative ethnography-study interlocutions had administered amongst a Madurese-scholars society in which considered the seven contributor’s semi-structured distinctiveness hearings for existent-veracious [102, 103, 104]. The ethnography-interlocutions had presided under contributor’s Madurese-NL then explicated into English-L2 for magnifying contributor’s commodious-level & transcribed each of approximately 45 minutes which has accumulated the straightforward-testimony-dossiers copious times to deduce direct perspicacity, exposed scholar’s-educator’s feedback critical utterances & transcribed paramount occurrences dossier to have a aphoristic-apprehension of the alimentative-authenticity attestation [105, 106, 107, 108, 109, 110], as straightforward-testimony-dossiers were disguised as pseudonyms [111] (Table 1).

6. Results

The extensive quantified dossier for all benchmarks by diversified pre-test & post-test “verbalized” ICC-SVR-VLT exhibited in (Tables 2 and 3) by utilizing Automatic-Speech-Recognition (ASR) or Speech-To-Text (STT) enables the acoustic-signal-analysis primarily conceptualized as a waveform or spectrogram [112, 113] as their correlation (Table 4). Two detailed univariate deviations on English-Arabic-L2 proficiencies were synchronized gradually from the ternary discrete level analysis as ASR-STT application via smartphone (Figure 5). Unrefined scores were converted to criterion scores for the ternary discrete deep-level benchmarks (word-construing, phrase-auscultation, & acquiescent-vocabulary).

<table>
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<th>Variable</th>
<th>English (N= 31)</th>
<th>Arabic (N= 31)</th>
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<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
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<tr>
<td>Novice</td>
<td>75.7742</td>
<td>5.5179</td>
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<tr>
<td>Intermediate</td>
<td>81.7419</td>
<td>5.89897</td>
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<tr>
<td>Expert</td>
<td>79.4677</td>
<td>6.53444</td>
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</table>

Source: Author’s own work

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<th>Arabic (N= 31)</th>
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<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
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<tr>
<td>Novice</td>
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<tr>
<td>Intermediate</td>
<td>87.5161</td>
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<td>Expert</td>
<td>79.7097</td>
<td>5.99552</td>
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</table>

Source: Author’s own work
TABLE 4: Correlations between English-Arabic-L2 variables.

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Intermediate</th>
<th>Expert</th>
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<tbody>
<tr>
<td><strong>English Pre- &amp; Post-test</strong></td>
<td>0.625</td>
<td>0.772</td>
<td>0.921</td>
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<tr>
<td><strong>Arabic Pre- &amp; Post-test</strong></td>
<td>0.851</td>
<td>0.843</td>
<td>0.980</td>
</tr>
</tbody>
</table>

Source: Author’s own work

The results of comprehensive skewness-kurtosis normal proportion values [114] are over (Table 5). In the English-L2 word-construing, phrase-auscultation, & acquiescent-vocabulary ICC-SVR-VLT approximately clarified from novice 13%, intermediate 7.4%, & expert 0.3% of the English reading-proficiency disparity. Novice-to-expert difficulty evinced that ICC-SVR was a unique exposure to reading-comprehension. In the Arabic-L2 word-construing, phrase-auscultation, & acquiescent-vocabulary ICC-SVR-VLT made clarified participation to the Arabic reading-comprehension, accounting from novice 7.2%, intermediate 10% & expert 2.4% of the disparity. Post-test performance quantification clarified that English-Arabic-L2 predictors were unique which explained minus 5.3% of the novice-to-expert English-L2 disparity, and minus 6.3% of the novice-to-expert Arabic-L2 disparity.

In this study, ASR-STT exhibited a ternary discrete level of simultaneously English-Arabic-L2 ICC-SVR edification circumvention for Madurese scholar acquired circumstances may consign particular convenience for the scholars since simultaneous cultural word-construing, phrase-auscultation, & acquiescent-vocabulary imparts contingency for the scholar’s L2 awareness to be accustomed, as the scholar’s edification utilizing synchronic English-Arabic-L2 ICC-SVR edification. Nevertheless, as the cutting-edge exigency phase increases, educators & scholars may also precipitate substantial augmentation-edification. Hence, Ada testified in a pocket-sized cross-examine as well.
TABLE 5: English-Arabic-L2 skewness-kurtosis proportion values.

<table>
<thead>
<tr>
<th></th>
<th>English L2</th>
<th>Arabic L2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skewness ratio</td>
<td>Kurtosis ratio</td>
</tr>
<tr>
<td>Novice Pre-Test</td>
<td>1.387</td>
<td>-0.001</td>
</tr>
<tr>
<td>Novice Post-Test</td>
<td>-0.961</td>
<td>-1.103</td>
</tr>
<tr>
<td>Intermediate Pre-Test</td>
<td>0.904</td>
<td>-0.434</td>
</tr>
<tr>
<td>Intermediate Post-Test</td>
<td>0.686</td>
<td>-0.498</td>
</tr>
<tr>
<td>Expert Pre-Test</td>
<td>1.427</td>
<td>0.527</td>
</tr>
<tr>
<td>Expert Post-Test</td>
<td>0.850</td>
<td>-1.170</td>
</tr>
</tbody>
</table>

Source: Author’s own work

as Helena to emphasize on quantitative dossier as verified pseudonyms educator’s contributors:

Prior to the synchronic English-Arabic-L2 edification, I instructed expeditiously my scholars. Nevertheless, assignable to the simultaneous L2 awareness, the educators authorized synchronous cultural word-construing, phrase-auscultation, & acquiescent-vocabulary L2 edification. As a result, I administered an English-Arabic-L2 ICC-SVR edification. By now, I am conceived to Madurese scholar’s synchronic English-Arabic-L2 edification utilization, whether in classroom or via SNSs such like WhatsApp, Facebook and YouTube. (Ada)

With synchronous English-Arabic-L2 assignments, I cultivated appreciably our scholar L2 awareness edification. They perceived new L2 vocabulary as several word-construing, phrase-auscultation are similar in their Madurese-Indonesian-NL as in orthographical-phonological-typological approach to English-Arabic-L2. (Helena)

Conversely, English-Arabic-L2 ICC-SVR prolonged cutting-edge L2 exigency also precipitates inevitable feedbacks to the scholar’s English-Arabic-L2 accent behaviour may deviate during synchronous English-Arabic-L2 augmentation-edification considering the NL-L2 awareness utilization. This onto-phenomena-process is deeply exemplified by Piers, Leon & Chris:

On my campus, we ascertained English-Arabic bivalent a week on Wednesday & Thursday, on these days we are learnt to articulate English-Arabic with our buddies. Periodically when it is English time if the educator explicates the substance, they clarify it by imparting precedents in English and then verbalizing it in Arabic and vice versa. (Piers)

In the classroom, our interlocution was articulated by utilizing English 95% & Arabic 90%. The educator was applying Indonesian only if we queried them about the unequivocal word gist in Indonesian language, however, they were systematically consigning
to explain the word austerely in English or Arabic according to the diglossic-bilingual approach. On another SNSs way, I take other articulations sample from YouTube on to articulate English-Arabic. (Leon)

Before initiating the class, my educator demonstrates us a momentary video concerning British, American & Australian along with MSA accent as cultural complement exposure & ordain us to imitate the accent. But it is extremely challenging personally for me to duplicate it since my native language is Madurese. But is acceptable, as most prominent that my buddies comprehend while I was speaking English or Arabic. (Chris)

Therewith, scholar’s extensive testimony testified in their deviated accent that they articulated in their English-L2 or Arabic-L2 not only anomalous but also apart from their supervisory educator approach:

When I verbalized my Arabic-L2 in the classroom, freakishly as instinctively I exert my British accent, it is conceivably an exposure result of watching a British movie sample from my educator and YouTube. I considered it a bit weird & all my buddies try to impersonate the way I articulated like a Harry Potter speaking Arabic, as a way to roast me when I speak Arabic with a British accent. (Sherry)

I prefer Arabic-L2 exceedingly like every day as I verbalized my Arabic-L2 with educator & buddies. Even though I have an Arabic vocabulary deficiency, I was continuing to intercommunicate in Arabic with my body gesture assistance so that my buddies would perceive what I was trying to affirm. Contrastingly, since I have verbalized Arabic-L2 more often compared with my English-L2, so when I articulated English-L2, my accent is like Arabic, & my friend mock me “na’am na’am rightfully mister”. (Jake)

As my NL is Madurese then I affirmed predicament to pronounce some vocabulary in English or Arabic, for instance; future, adventure, zanjabil, bataatis’, etc instinctively with a Madurese accent. My tongue feels numb when duplicating the pronunciation of an English-Arabic accent, conceivably as a result of my first experience, but over time I managed to do, slowly-gradually as YouTube become my alternative SNSs articulation exposure. (Chris)

Having a monotone tendency over a single L2 or NL-L2 accent-augmentation predicament. Therefore, the educator established accent-deviation as one scheme to ascertain the English-Arabic diglossic-bilingual approach predicament more specifically in resolving the circumstances as their comprehensive testimony:

Since the scholars learn English-Arabic-L2 simultaneously on the same day, & they should intercommunicate with both L2, as like to switch accents. Scholar with felicitous
to pulchritudinous English levels, somehow accordingly articulate English with an American or British accent. But those in platitudinous to exiguous English levels, somehow articulate English with Arabic even Madurese accent, as vice versa in Arabic class. (Ada)

I am an Arabic educator. Alhamdulillah, I was born in Kingdom of Saudi Arabia & had been living there for twenty-five years. In teaching Arabic-L2 as my experience in Saudi Arabia, I accentuated scholars’ communicative proficiency as MSA inside and outside the classroom. We were all commit each other, along with English educators & scholars in our class to intercommunicate with English-Arabic-L2 anywhere. Consequently, it eventuated my scholars to articulate Arabic-L2 with an English accent deviation. (Helena)

7. Discussion

Premised on the quantitative-explication above, it can be deduced from English-L2 ICC-SVR-VLT approximately clarified result novice 13%, intermediate 7.4%, & expert 0.3% enhancement disparity & Arabic-L2 ICC-SVR-VLT made clarified result novice 7.2%, intermediate 10% & expert 2.4% enhancement disparity as post-test performance quantification clarified unique result which explained -5.3% of the novice-to-expert English-L2 disparity, and -6.3% of the novice-to-expert Arabic-L2 disparity. This eventuality reflects the scholar’s accuracy throughout the assessment utilizing ASR-STT as they were verbalizing their English-Arabic-L2 as indicating a proportion in the percentage of English-Arabic-L2 deviation, especially in their accent. First, framed within the ICC-SVR, we scrutinized the benefaction of code-related, intercultural-communicative & verbalized-narrative-competency to word-construing, probed betwixt the ternary discrete level analysis.

Second, the study analyzed the contribution of expressive discourse-level L2 competency (verbal-production) to reading-proficiency beyond word-construing, acquiescent-vocabulary provisions as listening-proficiencies [25, 26, 27]. Hereinafter referred, the researcher obtained the scholar’s Madurese-Indonesian-NL augmentation-edification towards English-Arabic-L2 eventuality. Conforming with the Simple-View-of-Reading (SVR), our eventualities exhibited the benefaction of both code- & language-based dexterities to simultaneous English-Arabic-L2 reading-proficiency [21, 22, 23], as well as Intercultural-Communicative-Competence (ICC), remains arduous & is thus scarcely methodically covenanted [11, 12], amidst scholars as the ternary discrete level augmentation-edification process.
In particular, synchronous English-Arabic-L2 word-construing, narrative production emergence, & cultural exposure as unique predictors of English-Arabic-L2 reading-proficiency in the Madurese-scholar’s L2 dexterities. From the novice to expert difficulty level, narrative comprehension-production each assisted in word-construing unique variance resultant. Thus, our findings predominantly affirm preceding research exhibiting the SVR’s expediency to L2 reading-proficiency [77]. This approach also imparted cultural comprehension-consciousness assistance to the target communities & refinements, in addition to their basic language proficiencies [52, 53, 68], to augmenting them from a population of majority Madurese-Indonesia NL speakers along with their intercultural-sensitivity [67], regional competence, & crosscultural-awareness [12].

Within the higher-level as in expert difficulties, word-construing indicated a deviated proportion of the variance in English-Arabic-L2 reading-proficiency as the novice-to-expert post-test performance factors clarified the verbalized L2 (English -5.3% & Arabic -6.3%), this affirmation is presumably due to the opaque scholar’s quality of English-Arabic-L2 in orthography-phonology-typology. The grapheme-phoneme correspondence inconsistencies which define orthography have proven to lengthen the scholar’s required time to obtain accuracy in word-construing & alleviate the verbal language exposure on reading-proficiency aforementioned instruction [47, 91]. Although this circumstance is eventuated amidst Madurese-scholar’s L2 dexterities, a minor percentage of them are undeterred by typological, morphological, orthographical & phonetical disparity, predicated as virtuous affinities English-Arabic-L2 phonological awareness [19].

These circumstances exhibited that the proportional decoding contributions & language diversity comprehension to reading-proficiency depending on orthographic transparency & grade in the SVR’s context [46, 47, 48, 49], as the quantitative-explication of English-Arabic-L2 augmentation-edification. Furthermore, it has been complemented with pocket-sized qualitative ethnography-study, which interlocutions administered amongst a Madurese-scholars society as a factual majority exhibition of the scholar’s L2 accent ethnographic-eventualities [34], which proclaimed as “accent” in substantiating the ICC-SVR development as antiquated English accents nothing is ever as cliquish straightedges [95]. The quantitative-qualitative-eventualities resulted in aphoristic-apprehension of the alimentative-authenticity attestation as English-L2 with Arabic-accented, Arabic-L2 with English-accented, & English-Arabic-L2 with Madurese-accented exhibited on the surface.
8. Conclusion

The eventualities of the actual Madurese-scholar’s ethnography-study must be deciphered with its circumscriptions conceptually. First, because our exemplification is pocket-sized as our eventualities must be demonstrated preliminary. Forthcoming research premised upon comprehensive representatives would depict an exhaustive picture of the competencies & methodologies that underlie English-Arabic-L2 verbalized-narrative-competency & reading-proficiency amidst Madurese-Indonesian-NL. Second, our exemplification focused on Madurese-Indonesian diglossic-bilingual-NL towards English-Arabic diglossic-bilingual-L2. Forthcoming research will attempt to isolate factors related to English with a Madurese accent that may predispose reading-proficiency by equating simultaneous Madurese-English bilinguals throughout comprehensive representatives. Finally, although all benchmarks administered in an English accent as American-British along with an Arabic accent as MSA, we allowed the scholar to testify in Madurese-NL to magnify the contributor’s commodious-level.

In forthcoming studies, we will inquire that they precipitate a testimony orderly to enhance assess proficiency level in verbalized English-Arabic-L2 across Madurese-scholar’s society. Undeterred by the circumscriptions, our study induces a benefaction to the literature scrutinization & literacy eventualities of diglossic-bilingual-L2 for Madurese-Indonesian-NL speakers. Our eventualities appertained to English-Arabic-L2 reading-proficiency by ICC-SVR provide the prominence of verbalized-narrative-competency as well as language-specific features (Orthographical-phonological-typological) that may influence resultants. Furthermore, the researcher emphasizes the prominence of scrutinizing how language-specific characteristics interchange with individual & environmental variables particularly, as other minority language speaker’s language proficiency & degree of official language as well as literacy training on the spot as English-L2 with Arabic-accented, Arabic-L2 with English-accented, & English-Arabic-L2 with Madurese-accented exhibited on the surface.

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