

## Research Article

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

Shofiyatul Hasanah<sup>1</sup>, Hanan<sup>2</sup>, and Parahita Pradipta<sup>3\*</sup><sup>1</sup>English Education Department, Faculty of Educational & Scientific & Teaching, Zainul Hasan Genggong Islamic University, Indonesia<sup>2</sup>Intensive Program at the Centre of Language Studies, Zainul Hasan Genggong Islamic University, Indonesia<sup>3</sup>English Language Educator and Inter-Sociocultural Analyst, Independent Educator and Researcher, Indonesia**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

Corresponding Author: Parahita Pradipta; email: adehita999@gmail.com

Published 15 March 2024

Publishing services provided by Knowledge E

© Shofiyatul Hasanah et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the I-CALLED Conference Committee.

## 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 processing 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 nethermost 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 comprehension & 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 multilingual edification paragons to enhance the cognitive-linguistic dexterity outcomes of multilingual scholars [13, 14].

Furthermore, the cognitive-linguistic predictors underpin literacy dexterity development transverse NL-to-L2 (NL-L2), although to varying degrees [15], specifically when multilingual alphabetic inscription techniques are complicated [16, 17]. Multitudinological studies exhibit that phonological awareness of multilingualism alterations also predicts cross-linguistic reading [18]. Undeterred by typological, morphological, orthographical & 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 comprising 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/مُحَرَّم Arabic-L2 as heteroglossic-plurilingual), (Zakat Madurese-NL/Zakat Indonesian-NL/Zakat English-L2/كَاة Arabic-L2 as heteroglossic-plurilingual), (Korseh Madurese-NL/Kursi Indonesian-NL/كُرسي 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-proficiencies 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-literates 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 pigeon-holes as distinguished from spoken cues to precipitate analysis [92, 93], as the English edification as a worldwide communicate 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

<b>Madurese</b>	Engko' melleyah be'rres	<b>Madurese</b>	Jiya ngakan bua kiwi
<b>Indonesian</b>	Saya beli beras	<b>Indonesian</b>	Dia makan buah kiwi
<b>English</b>	I buy rice	<b>English</b>	She eats kiwi fruit
<b>Arabic</b>	أنا اشتري الرز	<b>Arabic</b>	هي تاكل فاكهة كيوي
<b>Madurese</b>	Jiya ngenom kopi	<b>Madurese</b>	Jiya ngenom kopi
<b>Indonesian</b>	Dia minum kopi	<b>Indonesian</b>	Dia minum kopi
<b>English</b>	He drinks coffee	<b>English</b>	She drinks coffee
<b>Arabic</b>	هو يشرب القهوة	<b>Arabic</b>	هي تشرب القهوة
<i>Colour preposition: Subject, Predicate, Object</i>			

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

<b>Madurese</b>	Engko' kebey jus alpukat	<b>Madurese</b>	Jiyah kebey jus mangga
<b>Indonesian</b>	Saya membuat jus alpukat	<b>Indonesian</b>	Dia membuat jus mangga
<b>English</b>	I make an avocado juice	<b>English</b>	She makes a mango juice
<b>Arabic</b>	أنا اعمل عصير أفوكادوا	<b>Arabic</b>	هي تعمل عصير مانجوا
<b>Madurese</b>	Engko' kebey enoman jeyeh	<b>Madurese</b>	Jiya kebey enoman jeyeh
<b>Indonesian</b>	Saya membuat minuman jahe	<b>Indonesian</b>	Dia membuat minuman jahe
<b>English</b>	I make a ginger aile	<b>English</b>	He makes a ginger aile
<b>Arabic</b>	أنا اجعل شراب الزنجبيل	<b>Arabic</b>	هو يجعل شراب الزنجبيل
<i>Colour preposition: Subject, Predicate, Object</i>			

**Figure 2:** Madurese-Indonesian-English-Arabic Orthographical-phonological-typological ICC-SVR. Source: Author's own work.

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),

Madurese	Indonesian	English	Arabic
Makalah	Makalah	Article	مقالة
Rasmeh	Resmi	Official	رسمي
Mungken	Mungkin	Maybe	ممکن
Appel	Apel	Apple	تفاحة
Kopi	Kopi	Coffee	قهوة
Jiya	Dia	He	هو
Jiya	Dia	She	هي
Salju	salju	Snow	ثلج
Lafal	lafal	Pronunciation	لفظ
Masala	Masalah	Problem	مشكلة
Jeyeh	Jahe	Ginger	زنجبيل
Kiwi	Kiwi	Kiwi	كوي
Alpukad	Alpukad	Avocado	افوكادو
Papayeh	Pepaya	Papaya	بابايا
Mangga	Mangga	Mango	مانجو
Zaitun	Zaitun	Olive	زيتون
Tomat	Tomat	Tomato	طماطم
Kentang	Kentang	Potato	بطاطس
Bayam	Bayam	Spinach	سبانخ
Sop	Sup	Soup	حساء
Cermen	Cermin	Mirror	مرآة
Televisi	Televisi	Television	تلفزيون
Sabun	Sabun	Soap	صابون
Pulpen	Pulpen	Pen	قلم
Dosen	Dosen	Docent	محاضر

*Colour preposition: similar to close*  
*Orthographical-phonological*

**Figure 3:** 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

Novice difficulty	
Engko' melleyah be'rres	I buy ....
Saya beli beras	.... أنا اشترى
Jiya (bini) ngenom kopi	She drinks ....
Dia (wanita) minum kopi	.... هي تشرب
intermediate difficulty	
Jiya (bini) ngakan buah kiwi	She eats .... ....
Dia (wanita) makan buah kiwi	.... هي تأكل
Engko' kebey jus alpukat	I make .... .... ....
Saya membuat jus alpukat	.... أنا أعمل
expert difficulty	
Jiya (lake') ngenom kopi	.... .... .... (English)
Dia (pria) minum kopi	.... .... .... (Arabic)
Engko' kebey enoman jeyeh	.... .... .... (English)
Saya membuat minuman jahe	.... .... .... (Arabic)

**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 1: Contributor's participative dossier.

Pseudonym	Inhabitancy	Ethnicity	Educational Attainment	Expertise (years)
Ada	Educator	Madurese	Master	19
Helena	Educator	Madurese	Bachelor	35
Sherry	Scholar	Madurese	Undergraduate	7
Leon	Scholar	Madurese	Undergraduate	2
Chris	Scholar	Madurese	Undergraduate	1
Piers	Scholar	Madurese	Undergraduate	3
Jake	Scholar	Madurese	Undergraduate	2

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 2: ASR-STT ICC-SVR-VLT pre-test.

Variable	English (N= 31)			Arabic (N= 31)		
	M	SD	F	M	SD	F
Novice	75.7742	5.51791	30	82.9355	6.19104	30
Intermediate	81.7419	5.89897	30	80.5161	5.50073	30
Expert	79.4677	6.53444	30	82.4516	6.09283	30

Source: Author’s own work

TABLE 3: ASR-STT ICC-SVR-VLT post-test.

Variable	English (N= 31)			Arabic (N= 31)		
	M	SD	F	M	SD	F
Novice	84.4516	3.58551	30	89.4839	5.93785	30
Intermediate	87.5161	4.67526	30	88.1613	5.27950	30
Expert	79.7097	5.99552	30	83.7419	5.66255	30

Source: Author’s own work

TABLE 4: Correlations between English-Arabic-L2 variables.

Paired Samples Correlations (N=31)			
English Pre- & Post-test	Novice	Intermediate	Expert
	0.625	0.772	0.921
Arabic Pre- & Post-test	0.851	0.843	0.980

Source: Author's own work

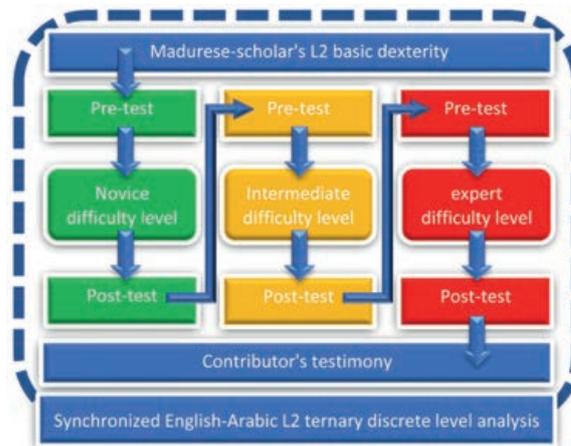


Figure 5: ASR-STT ICC-SVR-VLT process. Source: Author's own work.

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.

	English L2		Arabic L2	
	Skewness ratio	Kurtosis ratio	Skewness ratio	Kurtosis ratio
Novice Pre-Test	1.387	-0.001	-0.750	-1.043
Novice Post-Test	-0.961	-1.103	-1.650	-0.278
Intermediate Pre-Test	-0.904	-0.434	-1.451	-1.192
Intermediate Post-Test	-0.686	-0.498	-2.035	0.887
Expert Pre-Test	1.427	0.527	-1.337	-0.432
Expert Post-Test	0.850	-1.170	-1.216	-0.646

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, zanjabīl, 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], languaculture [55, 56].

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.

## Acknowledgment

The authors evinced our gratefulness to all our entwined-contributors as noted no plausible conflicts of interest.

## References

- [1] Al-Issa A, Dahan LS. Global English and Arabic: Issues of language, culture, and identity. *Language in Society*. 2012;41(5):695-696. <https://doi.org/10.1017/S0047404512000814>
- [2] Tibi S, Joshi RM, McLeod L. Emergent writing of young children in the United Arab Emirates. *Written Language & Literacy*. 2013;16(1):77-105. <https://doi.org/10.1075/wll.16.1.04tib>
- [3] Piller I, Gerber L. Family language policy between the bilingual advantage and the monolingual mindset. *International Journal of Bilingual Education and Bilingualism*. 2021;24(5):622-635. <https://doi.org/10.1080/13670050.2018.1503227>
- [4] Ryding KC. *Handbook for arabic language teaching professionals in the 21st century*. UK: Routledge; 2017.
- [5] Baker C, Wright WE. *Foundations of bilingual education and bilingualism*. 6<sup>th</sup> ed. Bristol, UK: Multilingual matters; 2017.
- [6] De Costa PI. Linguistic racism: Its negative effects and why we need to contest it. *International Journal of Bilingual Education and Bilingualism*. 2020;23(7):833-837. <https://doi.org/10.1080/13670050.2020.1783638>
- [7] Geva E, Siegel LS. Orthographic and cognitive factors in the concurrent development of basic reading skills in two languages. *Reading and Writing*. 2000;12(1/2):1-30. <https://doi.org/10.1023/A:1008017710115>
- [8] Genesee F, Geva E, Dressler C, Kamil M. Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth. August D, Shanahan T, editors. USA: Lawrence Erlbaum Associates Publishers; 2006. Synthesis: Cross-linguistic relationships; p. 153-174.
- [9] Kinginger C. *Language learning and study abroad*. London: Palgrave Macmillan UK; 2009.
- [10] Kinginger C. Enhancing language learning in study abroad. *Annual Review of Applied Linguistics*. 2011;31:58-73. <https://doi.org/10.1017/S0267190511000031>
- [11] Schulz RA. The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*. 2007;40(1):9-26. <https://doi.org/10.1111/j.1944-9720.2007.tb02851.x>
- [12] Watson JR, Siska P, Wolfel RL. Assessing gains in language proficiency, cross-cultural competence, and regional awareness during study abroad: A preliminary study. *Foreign Language Annals*. 2013;46(1):62-79. <https://doi.org/10.1111/flan.12016>

- [13] Cenoz J. Towards multilingual education: Basque educational research from an international perspective. UK: Multilingual Matters; 2009.
- [14] Hobbs RD. Diverse multilingual researchers contribute language acquisition components to an integrated model of education. *International Journal of Multilingualism*. 2012;9(3):204-234. <https://doi.org/10.1080/14790718.2011.630736>
- [15] Bialystok E, Luk G, Kwan E. Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. *Scientific Studies of Reading*. 2005;9(1):43-61. [https://doi.org/10.1207/s1532799xssr0901\\_4](https://doi.org/10.1207/s1532799xssr0901_4)
- [16] Durgunoğlu AY. Cross-linguistic transfer in literacy development and implications for language learners. *Annals of Dyslexia*. 2002;52(1):189-204. <https://doi.org/10.1007/s11881-002-0012-y>
- [17] Gholamain M, Geva E. Orthographic and cognitive factors in the concurrent development of basic readingskills in English and Persian. *Language Learning*. 1999;49(2):183-217. <https://doi.org/10.1111/0023-8333.00087>
- [18] Ziegler JC, Goswami U. Reading acquisition, developmental dyslexia, and skilled reading across languages: A psycholinguistic grain size theory. *Psychological Bulletin*. 2005;131(1):3-29. <https://doi.org/10.1037/0033-2909.131.1.3>
- [19] Saiegh-Haddad E, Geva E. Morphological awareness, phonological awareness, and reading in English–Arabic bilingual children. *Reading and Writing*. 2008;21(5):481-504. <https://doi.org/10.1007/s11145-007-9074-x>
- [20] Hirosh Z, Degani T. Direct and indirect effects of multilingualism on novel language learning: An integrative review. *Psychonomic Bulletin & Review*. 2018;25(3):892-916. <https://doi.org/10.3758/s13423-017-1315-7>
- [21] Gough PB, Tunmer WE. Decoding, reading, and reading disability. *Remedial and Special Education*. 1986;7(1):6-10. <https://doi.org/10.1177/074193258600700104>
- [22] Hoover WA, Gough PB. The simple view of reading. *Reading and Writing*. 1990;2(2):127-160. <https://doi.org/10.1007/BF00401799>
- [23] Hoover WA, Tunmer WE. Reading acquisition processes. Thompson GB, Tunmer WE, Nicholson T, editors. Chapter 4. *Language and education library*. Clevedon, England: Multilingual Matters; 1993. The components of reading; p. 1-19.
- [24] Bingham GE, Hall-Kenyon KM. Examining teachers' beliefs about and implementation of a balanced literacy framework. *Journal of Research in Reading*. 2013;36(1):14-28. <https://doi.org/10.1111/j.1467-9817.2010.01483.x>
- [25] Kim Y-S, Phillips B. Cognitive correlates of listening comprehension. *Reading Research Quarterly*. 2014;49(3):269-281. <https://doi.org/10.1002/rrq.74>

- [26] Lepola J, Lynch J, Laakkonen E, Silvén M, Niemi P. The role of inference making and other language skills in the development of narrative listening comprehension in 4–6-year-old children. *Reading Research Quarterly*. 2012;47(3):259-282. <https://doi.org/10.1002/rrq.020>
- [27] Tompkins V, Guo Y, Justice LM. Inference generation, story comprehension, and language skills in the preschool years. *Reading and Writing*. 2013;26(3):403-429. <https://doi.org/10.1007/s11145-012-9374-7>
- [28] Suggate S, Schaughency E, McAnally H, Reese E. From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension. *Cognitive Development*. 2018;47:82-95. <https://doi.org/10.1016/j.cogdev.2018.04.005>
- [29] Uchikoshi Y, Yang L, Liu S. Role of narrative skills on reading comprehension: Spanish–English and Cantonese–English dual language learners. *Reading and Writing*. 2018;31(2):381-404. <https://doi.org/10.1007/s11145-017-9790-9>
- [30] Cenoz J, Gorter D. Towards a plurilingual approach in English language teaching: Softening the boundaries between languages. *TESOL Quarterly*. 2013;47(3):591-599.
- [31] Cenoz J, Gorter D. *Multilingual education: Between language learning and translanguaging*. 1<sup>st</sup> ed. UK: Cambridge University Press; 2015.
- [32] Cummins J. *Bilingual and multilingual education*. García O, Lin AMY, May S, editors. Cham: Springer International Publishing; 2017. Teaching for transfer in multilingual school contexts; p. 103-115.
- [33] Llorca E. *The routledge handbook of educational linguistics*. Bigelow M, Enns-Kananen J, editors. New York: Routledge; 2014. Non-native teachers and advocacy; p. 105-116.
- [34] Crystal D. *A dictionary of linguistics and phonetics*. 1<sup>st</sup> ed. USA: Wiley; 2011.
- [35] Haukås Å. *Multilingualism and identity: Interdisciplinary perspectives*. Bennett W, Fisher L, editors. UK: Cambridge University Press; 2022. Who are the multilinguals? Students' definitions, self-perceptions and the public debate; p. 281–298.
- [36] Sickinghe A-V. The discursive construction of multilinguals in Norwegian language education policy. *Nordand-Nordisk Tidsskrift for Andrespråksforskning*. 2013;8(2):87–114.
- [37] García O. *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell; 2012.
- [38] Holmen A. *Sprogfag i forandring: Pædagogik og praksis*. Gregersen AS, editor. Denmark: Samfundslitteratur; 2019. Sproglig diversitet blandt eleverne i grundskolen – fra problem til potentiale; p. 23-54.

- [39] Kristjansdottir B. Uddannelsespolitik i nationalismens tegn. Denmark: Aarhus University Press; 2018.
- [40] Lundberg A. Teachers' beliefs about multilingualism: Findings from Q method research. *Current Issues in Language Planning*. 2019;20(3):266-283. <https://doi.org/10.1080/14664208.2018.1495373>
- [41] Lundberg A. Teachers' viewpoints about an educational reform concerning multilingualism in German-speaking Switzerland. *Learning and Instruction*. 2019;64:101244. <https://doi.org/10.1016/j.learninstruc.2019.101244>
- [42] Paulsrud B, Zilliacus H, Ekberg L. Spaces for multilingual education: Language orientations in the national curricula of Sweden and Finland. *International Multilingual Research Journal*. 2020;14(4):304-318. <https://doi.org/10.1080/19313152.2020.1714158>
- [43] Bourgoin R. The predictive effects of L1 and L2 early literacy indicators on reading in French immersion. *The Canadian Modern Language Review*. 2014;70(3):355-380. <https://doi.org/10.3138/cmlr.2346>
- [44] Cummins J. A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. *The Modern Language Journal*. 2005;89(4):585-592.
- [45] Eisenclas SA, Schalley AC, Guillemin D. The importance of literacy in the home language: The view from Australia. *SAGE Open*. 2013;3(4):215824401350727. <https://doi.org/10.1177/2158244013507270>
- [46] Asadi IA, Ibrahim R. The simple view of reading model in the transparent and deep versions of arabic orthography. *Reading Psychology*. 2018;39(6):537-552. <https://doi.org/10.1080/02702711.2018.1481477>
- [47] Florit E, Cain K. The simple view of reading: Is it valid for different types of alphabetic orthographies? *Educational Psychology Review*. 2011;23(4):553-576. <https://doi.org/10.1007/s10648-011-9175-6>
- [48] Joshi RM, Ji XR, Breznitz Z, Amiel M, Yulia A. Validation of the simple view of reading in Hebrew—a semitic language. *Scientific Studies of Reading*. 2015;19(3):243-252. <https://doi.org/10.1080/10888438.2015.1010117>
- [49] Tobia V, Bonifacci P. The simple view of reading in a transparent orthography: The stronger role of oral comprehension. *Reading and Writing*. 2015;28(7):939-957. <https://doi.org/10.1007/s11145-015-9556-1>
- [50] Rodina Y, Kupisch T, Meir N, Mitrofanova N, Urek O, Westergaard M. Internal and external factors in heritage language acquisition: Evidence from heritage russian in Israel, Germany, Norway, Latvia and the United Kingdom. *Frontiers in Education*. 2020;5:20. <https://doi.org/10.3389/educ.2020.00020>

- [51] Sayahi L. A moving target: Literacy development in situations of diglossia and bilingualism. *Arab Journal of Applied Linguistics*. 2015;1(1):1-18.
- [52] Byram M. Teaching and assessing intercultural communicative competence: Revisited. UK: Multilingual Matters; 2021.
- [53] Byram M, Risager K. Evaluering af interkulturel kompetence. *Sprogforum Tidsskrift for sprog- og kulturpædagogik*. 2000;6(18):8-13. <https://doi.org/10.7146/spr.v6i18.116742>
- [54] Bennett MJ. The international encyclopedia of intercultural communication. Kim YY, editor. 1<sup>st</sup> ed. USA: Wiley; 2017. Developmental model of intercultural sensitivity; p. 1-10.
- [55] Agar M. Language shock: Understanding the culture of conversation. New York: William Morrow; 1994.
- [56] Agar M. Culture: Can you take it anywhere?: Invited lecture presented at the Gevirtz graduate school of education, University of California at Santa Barbara. *International Journal of Qualitative Methods*. 2006;5(2):1-16. <https://doi.org/10.1177/160940690600500201>
- [57] Deardorff DK. The sage handbook of international higher education. Deardorff DK, editor. USA: SAGE; 2009. Synthesizing conceptualizations of intercultural competence: A summary and emerging themes; p. 264-270.
- [58] Fantini AE. The sage handbook of international higher education. Deardorff DK, editor. 2011. USA: SAGE; 2011. Assessing intercultural competence; p. 456-476.
- [59] Guo LH. Intercultural communicative competence, language proficiency, and study abroad. *International Journal of Research Studies in Education*. 2015;4(2):57-67. <https://doi.org/10.5861/ijrse.2015.971>
- [60] Sercu L. Assessing intercultural competence: A framework for systematic test development in foreign language education and beyond. *Intercultural Education*. 2004;15(1):73-89. <https://doi.org/10.1080/1467598042000190004>
- [61] Sercu L. The foreign language and intercultural competence teacher: The acquisition of a new professional identity. *Intercultural Education*. 2006;17(1):55-72. <https://doi.org/10.1080/14675980500502321>
- [62] Kramsch C. Foreign language research in cross-cultural perspective. de Bot K, Ginsberg KR, Kramsch C, editors. Amsterdam: John Benjamins; 1991. Culture in language learning: A view from the United States; p. 177–180.
- [63] Kramsch C. The cultural component of language teaching. *Language, Culture and Curriculum*. 1995;8(2):83-92. <https://doi.org/10.1080/07908319509525192>

- [64] Kramersch C. The cambridge guide to teaching English to speakers of other languages. Carter R, Nunan D, editors. 1<sup>st</sup> ed. New York: Cambridge University Press; 2001. Intercultural communication; p. 201-206.
- [65] Kramersch C. Language and culture. *AILA Review*. 2014;27(1):30-55. <https://doi.org/10.1075/aila.27.02kra>
- [66] Kramersch C, Cain A, Murphy-Lejeune E. Why should language teachers teach culture? *Language, Culture and Curriculum*. 1996;9(1):99-107. <https://doi.org/10.1080/07908319609525221>
- [67] Bennett MJ. Education for the intercultural experience. Paige RM, editor. Yarmouth, ME: Intercultural Press; 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity; p. 1–51.
- [68] Byram M. Teaching and assessing intercultural communicative competence. Clevedon, UK: Multilingual Matters; 1997.
- [69] Heyward M. From international to intercultural: Redefining the international school for a globalized world. *Journal of Research in International Education*. 2002;1(1):9-32. <https://doi.org/10.1177/147524090211002>
- [70] Joshi RM, Tao S, Aaron PG, Quiroz B. Cognitive component of componential model of reading applied to different orthographies. *Journal of Learning Disabilities*. 2012;45(5):480-486. <https://doi.org/10.1177/0022219411432690>
- [71] Kahn-Horwitz J, Schwartz M, Share D. Acquiring the complex English orthography: A trilliteracy advantage? *Journal of Research in Reading*. 2011;34(1):136-156. <https://doi.org/10.1111/j.1467-9817.2010.01485.x>
- [72] Megherbi H, Seigneuric A, Ehrlich M-F. Reading comprehension in French 1st and 2nd grade children: Contribution of decoding and language comprehension. *European Journal of Psychology of Education*. 2006;21(2):135-147. <https://doi.org/10.1007/BF03173573>
- [73] Protopapas A, Sideridis GD, Mouzaki A, Simos PG. Development of lexical mediation in the relation between reading comprehension and word reading skills in Greek. *Scientific Studies of Reading*. 2007;11(3):165-197. <https://doi.org/10.1080/10888430701344322>
- [74] Tunmer WE, Chapman JW. The simple view of reading redux: Vocabulary knowledge and the independent components hypothesis. *Journal of Learning Disabilities*. 2012;45(5):453-466. <https://doi.org/10.1177/0022219411432685>
- [75] Bonifacci P, Tobia V. The simple view of reading in bilingual language-minority children acquiring a highly transparent second language. *Scientific Studies of Reading*. 2017;21(2):109-119. <https://doi.org/10.1080/10888438.2016.1261869>

- [76] Gottardo A, Mueller J. Are first- and second-language factors related in predicting second-language reading comprehension? A study of spanish-speaking children acquiring English as a second language from first to second grade. *Journal of Educational Psychology*. 2009;101(2):330-344. <https://doi.org/10.1037/a0014320>
- [77] Proctor CP, Carlo M, August D, Snow C. Native spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*. 2005;97(2):246-256. <https://doi.org/10.1037/0022-0663.97.2.246>
- [78] Verhoeven L, Van Leeuwe J. The simple view of second language reading throughout the primary grades. *Reading and Writing*. 2012;25(8):1805-1818. <https://doi.org/10.1007/s11145-011-9346-3>
- [79] Carello C, Turvey MT, Lukatela G. *Advances in psychology*. North-Holland: Elsevier; 1992. Chapter 12. Can theories of word recognition remain stubbornly nonphonological?; p. 211-226.
- [80] Share D, Levin I. *Learning to read and write: A cross-linguistic perspective*. Cambridge studies in cognitive and perceptual development. New York, NY, US: Cambridge University Press; 1999. Learning to read and write in Hebrew; p. 89-111.
- [81] Asadi IA, Khateb A, Shany M. How simple is reading in arabic? A cross-sectional investigation of reading comprehension from first to sixth grade. *Journal of Research in Reading*. 2017;40(S1):S1–S22. <https://doi.org/10.1111/1467-9817.12093>
- [82] Kahn-Horwitz J, Kuash S, Ibrahim R, Schwartz M. How do previously acquired languages affect acquisition of English as a foreign language: The case of circassian. *Written Language & Literacy*. 2014;17(1):40-61. <https://doi.org/10.1075/wll.17.1.03kah>
- [83] Kendeou P, Van Den Broek P, White MJ, Lynch JS. Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology*. 2009;101(4):765-778. <https://doi.org/10.1037/a0015956>
- [84] Oakhill JV, Cain K. The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*. 2012;16(2):91-121. <https://doi.org/10.1080/10888438.2010.529219>
- [85] Abu-Rabia S, Sanitsky E. Advantages of bilinguals over monolinguals in learning a third language. *Bilingual Research Journal*. 2010;33(2):173-199. <https://doi.org/10.1080/15235882.2010.502797>
- [86] Perfetti CA, Hart L. Precursors of functional literacy. Perfetti CA, Hart L, Verhoeven L, Elbro C, Reitsma P, editors. Amsterdam: John Benjamins Publishing Company; 2002. The lexical quality hypothesis; p. 67–86.

- [87] Geva E, Farnia F. Developmental changes in the nature of language proficiency and reading fluency paint a more complex view of reading comprehension in ELL and EL1. *Reading and Writing*. 2012;25(8):1819-1845. <https://doi.org/10.1007/s11145-011-9333-8>
- [88] Storch SA, Whitehurst GJ. Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*. 2002;38(6):934-947. <https://doi.org/10.1037/0012-1649.38.6.934>
- [89] Tilstra J, McMaster K, Van Den Broek P, Kendeou P, Rapp D. Simple but complex: Components of the simple view of reading across grade levels. *Journal of Research in Reading*. 2009;32(4):383-401. <https://doi.org/10.1111/j.1467-9817.2009.01401.x>
- [90] Vellutino FR, Tunmer WE, Jaccard JJ, Chen R. Components of reading ability: Multivariate evidence for a convergent skills model of reading development. *Scientific Studies of Reading*. 2007;11(1):3-32. <https://doi.org/10.1080/10888430709336632>
- [91] Mäkinen L, Soile L, Ilaria G, Sari K. Are story retelling and story generation connected to reading skills? Evidence from Finnish. *Child Language Teaching and Therapy*. 2018;34(2):129-139. <https://doi.org/10.1177/0265659018780960>
- [92] Coupland N, Bishop H. Ideologised values for British accents. *Journal of Sociolinguistics*. 2007;11(1):74-93. <https://doi.org/10.1111/j.1467-9841.2007.00311.x>
- [93] Lindemann S. Who speaks “broken english”? US undergraduates’ perceptions of non-native English. *International Journal of Applied Linguistics*. 2005;15(2):187-212. <https://doi.org/10.1111/j.1473-4192.2005.00087.x>
- [94] Garrett P. *Attitudes to language*. 1<sup>st</sup> ed. New York, NY: Cambridge University Press; 2010.
- [95] Jenkins J. Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*. 2006;40(1):157-181. <https://doi.org/10.2307/40264515>
- [96] Clark VLP. Meaningful integration within mixed methods studies: Identifying why, what, when, and how. *Contemporary Educational Psychology*. 2019;57:106-111. <https://doi.org/10.1016/j.cedpsych.2019.01.007>
- [97] Taguchi N. Description and explanation of pragmatic development: Quantitative, qualitative, and mixed methods research. *System*. 2018;75:23-32. <https://doi.org/10.1016/j.system.2018.03.010>
- [98] Nooraie RY, Sale JEM, Marin A, Ross LE. Social network analysis: An example of fusion between quantitative and qualitative methods. *Journal of Mixed Methods Research*. 2020;14(1):110-124. <https://doi.org/10.1177/1558689818804060>
- [99] Chang A, Millett S, Renandya WA. Developing listening fluency through supported extensive listening practice. *RELC Journal*. 2019;50(3):422-438. <https://doi.org/10.1177/0033688217751468>

- [100] Chang AC-S, Read J. Investigating the effects of multiple-choice listening test items in the oral versus written mode on L2 listeners' performance and perceptions. *System*. 2013;41(3):575-586. <https://doi.org/10.1016/j.system.2013.06.001>
- [101] Hammer J, Swaffar J. Assessing strategic cultural competency: Holistic approaches to student learning through media. *The Modern Language Journal*. 2012;96(2):209-233. <https://doi.org/10.1111/j.1540-4781.2012.01335.x>
- [102] Creswell JW, Creswell JD. *Research design: Qualitative, quantitative, and mixed methods approaches*. USA: SAGE Publications; 2017.
- [103] Creswell JW, Poth CN. *Qualitative inquiry and research design: Choosing among five approaches*. USA: SAGE Publications; 2016.
- [104] Yin RK. Validity and generalization in future case study evaluations. *Evaluation*. 2013;19(3):321-332. <https://doi.org/10.1177/1356389013497081>
- [105] Creswell JW. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. USA: Pearson; 2012.
- [106] Elliott J. The narrative potential of the British birth cohort studies. *Qualitative Research*. 2008;8(3):411-421. <https://doi.org/10.1177/1468794106093637>
- [107] Guetterman TC, Fetters MD. Two methodological approaches to the integration of mixed methods and case study designs: A systematic review. *American Behavioral Scientist*. 2018;62(7):900-918. <https://doi.org/10.1177/0002764218772641>
- [108] Johnson RB, Christensen L. *Educational research: Quantitative, qualitative, and mixed approaches*. USA: Sage Publications; 2019.
- [109] Miles MB, Huberman AM, Saldana J. *Qualitative data analysis: A methods sourcebook*. Miles MB, Huberman AM, Saldana J, editors. Thousand Oaks, CA: SAGE; 2013. Tactics for generating meaning; p. 277-293.
- [110] O'Donoghue T. *Planning your qualitative research thesis and project: An introduction to interpretivist research in education and the social sciences*. 2<sup>nd</sup> ed. UK: Routledge; 2018.
- [111] Strandberg PE. Ethical interviews in software engineering. 2019 ACM/IEEE International Symposium on Empirical Software Engineering and Measurement (ESEM) [Internet]; 2019 9/2019. Porto de Galinhas, Recife, Brazil: IEEE. p. 1-11. Available from: <https://doi.org/10.1109/ESEM.2019.8870192>
- [112] Cardoso W, Taalas P, Jalkanen J, Bradley L, Thouësny S. Future-proof call: Language learning as exploration and encounters – short papers from eurocall 2018. Taalas P, Jalkanen J, Bradley L, Thouësny S, editors. UK: Research-publishing.net; 2018. Learning L2 pronunciation with a text-to-speech synthesizer; p. 16-21.

- [113] Pennington MC, Rogerson-Revell P. English pronunciation teaching and research. London: Palgrave Macmillan UK; 2019. Using technology for pronunciation teaching, learning, and assessment; p. 235-286.
- [114] Tabachnick BG, Fidell LS. Experimental designs using ANOVA. Belmont, CA: Thomson/Brooks/Cole; 2007.