



# The Commencement of Madunglish by Plurilingualism-Translanguaging-Multilingual Education on the Spot

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**Abstract.** This study exhibits ethnographic-eventualities of Madurese-Scholar's English Second-Language (L2), scheming to identify Plurilingualism (PL), Translanguaging (TL), & Multilingual-Education (MLE) habitudes (Madurese-to-Indonesian-to-English utilization & awareness), their employments privileges, and the contributor's testimony about English-L2 employment in Madurese preponderance scholar. The eventuality depicted on the PL-TL-MLE notion is synthesized with principles of effective English-speaking-dexterity. Disparate essential aspects such as research-disincentives, L2 employment-awareness, & proper L2 phonetic-articulations. The eventualities reveal that TL employment transpired in Native-Language (NL) to L2 (NL-L2) experience, which imparted a diversified employments exempli-gratia explicative, regulative, & reciprocally as befitted the scholars cognitively, psychologically, and socially. Early researches were essentially interrelated with augmenting Madurese-Scholar's NL-to-L2 dexterity, but in this study, researchers have begun to scrutinize the impediments of provisioning L2-speaking-pronunciation dexterity by TL in phonetic articulation. Furthermore, an exponential ethnography-qualitative utilization approached several sufficiencies as NL-L2 TL prolonged employment continuations. Similarly, this study affirmed that NL-L2 TL was constructive in terms of vocabulary, writing, speaking along with pronunciation. In conclusion, Madurese-scholars can perceive expediently their cohesive English-L2 acquisition as NL-L2 TL ethnographic-establishment to bring up new English-L2 with Madurese-accent (Madunglish).

**Keywords:** Madurese-Scholar's; Native-Language (NL); Second-Language (L2); PL-TL-MLE; ethnographic-eventualities

## 1 Introduction

TL has a prominent scholarly apprehension in sociolinguistics and applied-linguistics at all-inclusive conferences, symposiums of eminently referenced articles [10], [25], [26], [29], [50], [65], [120]. Hence, the research-desideratum is to perceive the PL-

TL notions and to scrutinize how these concepts have revolutionized the study of English-L2 amidst Madurese preponderance scholar as concerning MLE augmentations. Monolingualist hypotheses ascribed the English-L2 development & augmenting epistemological distinction has eventuated as "the multilingual-turn" [86], [96], [97]. In response to widen of multilingual scholars, researchers are perceiving multilingual edification paradigms to enhance scholar's multilingual proficiency [13], [64].

We clarify how, in the past and continuing today, the MLE notion has influenced the Madurese-NL to English-L2 (NL-L2) as the crux of the PL-TL epistemological gap-concepts. This shift is a forthright eventuation of apprehension about those L2 learners whose suited as failed native L2-speakers [86], [96], [97]. Nevertheless, MLE imparted to two or more languages utilization in edification, provisioned that educator for multilingualism-multiliteracy & PL-TL [16], that the "trans-" prefix, as seen in transcultural, transawareness, transpatial, transcognitive, translanguaging, & translingual, impulses us to approach alteration, mobility, fluidity [60]. It assigns consequential new NL-L2 awareness [50].

In compounding scholar's NL-terms in MLE, the TL-provision has been conceived not only to designate multilingual-plurilingualism habitudes that integrate the whole linguistic performances [16], [64], [120]. The "trans-" shift has the incipient to impart us with new pathways and concludes concerning educator's-scholar's pedagogical-methodology MLE in the PL-TL field [16], [41], [49]. A greater pedagogical-awareness of how multilingual-speakers resources evince their gist effectively than if they just utilized a single language approach [10]. The testimonies made in this article are appraised by the educator's-scholar's academic responsiveness and L2-speaking-pronunciation dexterities [15], [16], [31], [82], as linked with the Madurese-scholars.

The accent clarification is the comprehensive aural result of the ethnographic-eventualities pronunciation [29]. Nevertheless, foreign-accented speakers are frequently appraised less conveniently than standard-native-accented speakers as resemblance evaluative consignment has been proclaimed in other ethnographic-concurrences [47], [53]. More essentially, an accent implies to person's pronunciation behavior [54]. Instead, evaluative hierarchies typically arise with firm character coming speakers better than others [4], [5], [24], [51], [52], [55], [78]. Accents in the L2-contexture can be clarified as nonpathological-pronunciation conceived by L2-scholars that differ from the L2 given-accent native-speakers in piecemeal systematic ways [91].

Existing literation is restricted to various approaches. First, most literati have presumed scholar's testimony over a few foreign accents on the spot. Second, studies with a broader variety range often utilized accent categorizations [24], [78], as the English proliferation as a worldwide communication amidst English-L2 instructors is inevitable [70] and hence an educator's growing accents diverseness in the classroom. Third, the preceding literation has ascertained logical interpretations for why evaluative directorates may commence as tangible empirical dossier has been provisioned [51], whereas multilingualism-multiculturalism are widespread worldwide, stereotypical English accents should never be the scholar's cliquish straightedges [67].

## 2 Translanguaging Role in Multilingualism-Cynosure

TL is a provision that has attained commonality to connect to multitudinous educational and non-educational actualities [31], [50], [81], [84], [123]. The preparatory reason for its impending acclaim of global concept's attained from English-L2 and resulted utilization in the dual-lingua literature [3]. Newfangled fact-finding on well-established bilingual-trilingual paradigms has imparted evidence for leveraging multilingualism eventualities [6], [40], [41], [46], [105]. Nevertheless, its gist development from educational-institution to the thoroughfare, from scholastic-apparatuses to mainstream-cognitive-refinement, from scholastic-precepts to all aspects of a bilingual's continuances was the prominent clarity for its accumulated perception [76].

Forthwith, TL is a polysemic phrase that may be perceived as a comprehensive provision for presumptive-pragmatical diverseness hypotheses [17], [18], [66], [75]. Therewith, predominant educational-establishments that administered multilingualism as a learning provision had providential academic for all scholars [7], [8], [25], [34], [56], [89]. Hence, scholar's awareness has a native TL predisposition as an inbuilt capacitance to draw on several accessible semiotic-pedagogical provisions to perceive gist schemes & conceive behaviors expediently [50], [121]. Hence, Pedagogical-TL is accurately interconnected to the term's fundamental utilization as an example in Welsh bilingual educational-institution [76], [122].

These particularities distinguish pedagogical-TL characterization [18]: First, it conceivably administered not unequalled to two languages but rather than three languages, and even to scholar's NL that are not primarily taught as in Wales. Second, it reveals a discrepant-set of techniques & stimulations that utilize over comprehensive language-proficiencies. These occurrences can assist peculiar intendments, including enhancing a more immense grasp of academic-dossier, clearance to circumstantial-dossier, and unfolding metalinguistic-awareness. Third, it is conceivably consociated with an extensive scope of programs & scholars at all edification's levels, predominantly as in Welsh secondary bilingual scholars.

Predicated on the aforementioned perception that educators-scholars provide distinctive six major cross-lingual transfers that are actively utilized as an edification provision (**Table 1**) [31]. Thus, the multilingual turn in language edification comprehends to the heteroglossic techniques provision in which disparate minority languages are comprehended into instruction [22], [45]. The "Multilingualism-Cynosure" methodology, in which scholar's natural multilingual diligences are meticulously interrelated to how languages are instructed [14], [15], [16]. Nevertheless, the theoretical breakthrough on the efficacy and perseverance of multilingual edification proficiencies is more state-of-the-art than the theoretical establishment of such paradigms [63].

**TABLE 1.** Six majors of the cross-lingual transfer [31].

| The cross-lingual transfer variety on sociolinguistic & educational situation |                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                            | Transfer of conceptual elements (e.g., understanding the concept of photosynthesis)                                                                                                             |
| 2.                                                                            | Transfer of specific linguistic elements (e.g., knowledge of the meaning of photo in photosynthesis)                                                                                            |
| 3.                                                                            | Transfer of more general morphological awareness (e.g., awareness of the function of <i>-tion</i> in acceleration [English] and acceleration [French])                                          |
| 4.                                                                            | Transfer of phonological awareness – the knowledge that words are composed of distinct sounds                                                                                                   |
| 5.                                                                            | Transfer of metacognitive and metalinguistic learning strategies (e.g., strategies of visualizing, use of graphic organizers, mnemonic devices, vocabulary acquisition strategies, etc.)        |
| 6.                                                                            | Transfer of pragmatic aspects of language use (e.g., willingness to take risks in communication through L2, ability to use paralinguistic features such as gestures to aid communication, etc.) |

Nevertheless, there are argument on the straightedge's-lingo-hypothesis or "standardness", including how to conceptualize linguistic-standardness in heteroglossic-multilingual & diglossic-bilingual hierarchies [113]. Correspondingly, there is a disagreement on how linguistic variants allow very eloquently within European-Western established languages [23], [57], [111], [112]. Hence, language-implantations are the individual's evaluations consigned to various language-speakers specifically accents-dialects. Those implantations are methodized along several proportions: stratum, evincing the speaker's dexterity, congeniality, as well as sociability [44], [109].

### 3 Multilingualism-Cynosure Language-Implantations

Respective literati have scrutinized how English is clarified and conceived by various language-speaker communities [61], [92], [95], [104], [119]. Language-implantations are prepossessed by social categorization outthrusts; hence accent discrepancy is strictly associated with social variance & behooved as a speaker's social identity [80], [109]. Scholars are aware of these linkages & utilize speaker's accents to presuppose which speaker's sociable stratum implemented [73], as media depictions & educational procedures predominantly preserve these linkages [37], [38], [80], [88].

The scholar's accents assessments dossier is predominantly coherent as based on definite research about heteroglossic-multilingual and diglossic-bilingual hierarchies [77], [83], [100], [102], [118]. Nevertheless, the "standard" perception exemplifies the static sense, and homogeneous language exemplification is improbable since well-nigh literati conceive the concept of "standardness" contemplates a "language-implantations-myth" that improves in linguistic reality [79], [80]. Language-implantations are also exposed by the convenience or disincentives with an educator's elocution [35].

Predominantly administered probing methodologies scoped at scholar's language-implantations of speakers-languages-accent are verbal-guise along with matched-guise approaches. Verbal-guises are elocution patterns concocted by L2 native-speakers who only verbalize their single-accent-variety authentic NL [61], [62] for example authentic English-NL, [92]. Correspondingly, the matched-guise approach is designed at controlling the scholar's tangle-dossier exposure but differs in that authentic single-accent-variety, all accent's varieties tested [12], [110].

Language-implantations is conducted as a scholar's processing-fluency which implies the scholar's listen-experience processing an educator's elocution [35]. The language-implantations fluency-precept reveals that the harder an educator's elocution is to conceive, considering White-Anglo-Saxon-Protestants (WASP) social-categorization. As this eventuality transpires indomitable by controlling for the social-categorization consequence & educator-appraisal stereotyping, whereas stigmatized-non-WASP & non-stigmatized-WASP [37], [38], [39], [54], [74], [80].

Literati acknowledged this relativity when they defined it as the scholar's L2 elocution capacity is perceived as a target diversification which clarified, "accent can only be comprehended if there is essential to allegorize it with" [33], [79], [80] hence, "the scholar's L2 elocution patterns stratum is conceived distinctively from the local diversification & how much this discrepancy is conceived to interpose scholar's

comprehension that is accelerated with the local diversification" [94]. Even a conceived accent over the scholar aspect might impair comprehension of their L2 elocution patterns for particular non-native English accents [1], [69], [108].

#### 4 The Study's Envision as Madunglish Commencement

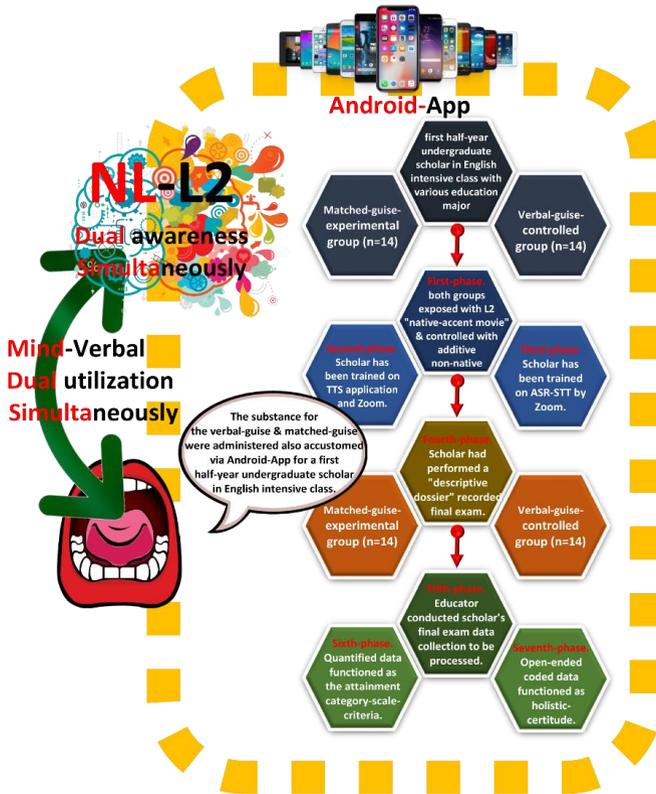
The study's disclosures ascertained that scholar's provisioning L2-speaking-pronunciation dexterity has been perceived by TL in phonetic articulation. The researchers administered dual TL awareness & dual utilization simultaneously in Android-App to perceive to gist (**Figure 1**) over this current-factual study for unveil English-L2 with Madurese-accent (Madunglish) in MLE as verbal-guise with matched-guise approaches. Whereupon divagated from [61], [62], [92] effectuated considering the study was entirely administered Android-App as solely the final exam over L2-speaking-pronunciation by PL-TL-MLE augmentation.

The matched-guise-experimental & verbal-guise-controlled assemblage's obtainment has equivalence & divergences betwixt them, then the controlled-experimental contributors preplanned under a proportionate dossier, eventually as the accentuation eventual methodology of exercising mechanism is discrete. The PL-TL-MLE substantive was administered & well-accustomed for a first-half-year undergraduate scholar in an English-intensive class with various education majors. Hence, both assemblages have been exposed to "American-British L2-accent edification" via Zoom on their Android-Smartphone as first-phase Android-App applicability, therefore a non-authentic English native was added especially for the experimental group.

Furthermore, the second-phase utilized-paraphernalia was equivalent betwixt verbal-guise & matched-guise for the scholar. The matched-guise-experimental & verbal-guise-controlled assemblages were accelerated by Android-App via Zoom as L2 listening-reading-dexterity augmentation by utilizing Text-to-Speech (TTS) to generate digital-elocution-prosodies facsimiles & phonological-niches (known as "synthesis-by-rule") [9], [99], as grasp consequential interpersonal, intellective, & educator affluent aspects for perceptual learning [103], on how to articulate English-L2 speaking-pronunciation dexterity decently excepting their Madurese-NL.

The Automatic-Speech-Recognition (ASR) or Speech-To-Text (STT) enables the acoustic-signal-analysis primarily conceptualized as a waveform or spectrogram [9], [99], as an affectionate developing approach was utilized to foster L2-speaking-pronunciation dexterity in Android-App systems to conceive proper NL-L2 augmentation in form conversation-based appliances for the third-phase process. The perceived appendage called connectivism (**Table 2**) [36] & fusion of social-design-facilitation approaches [2] thus behaved as L2-speaking-pronunciation dexterity training-application for both assemblages.

FIGURE 1. The Android-App seventh-phases for verbal-guise & matched-guise augmentation.



The distinguisher assignment betwixt matched-guise-experimental & verbal-guise-controlled assemblages was exposed to non-authentic English native accents by educators in the edification process for the experimental while the controlled group were only authentic American-British L2-accent. Then, in the fourth-phase of L2-speaking-pronunciation dexterity final examination, the matched-guise-experimental & verbal-guise-controlled assemblages were administered an Android-App recording-application for scholar L2-speaking-pronunciation individually as they performed a "descriptive-conversation-dossier", showing scholar's L2-accent by speaking-pronunciation dexterity test via Android-Smartphone.

TABLE 2. Consciences of the connectivism learning arrangement [36].

The variety of perspectives is the foundation of learning together with knowledge.

1. Learning is the approach of the concatenation of specialized nodes or commencement of knowledge.
2. Learning conceivably instituted in both humans as well as non-human appliances.
3. The dexterity to ascertain more is more paramount than what is perceived at this point.
4. Junctures must be well-versed and retained chronologically to expedite uninterrupted learning.
5. The most prominent awareness is the capacitance to comprehend junctures at scopes, perceptions, and tenets.
6. The terminus of all connectivist learning proceedings is currency (infallible, recent dossier).
7. The decision-making relevance of the incoming dossier and the choice of what to ascertain are perceived within the lens of a dynamic certitude. Nonetheless, there is precise feedback by now, it is conceivably indecorous after time due to alterations.

The pattern of both assemblages for L2-speaking-pronunciation dexterity by utilizing the Android-App recording application took concurrently with the spectacle-sequence, teleprompter-script, & edification-aims [85]. It was profoundly quintessential to utilize teleprompter-script for consistent American-British L2-accent from the "descriptive-conversation-dossier" in the final-appraisal-items to prevent disturbance & infelicitous-insignificant-cognitive load amongst the scholar's L2-speaking-pronunciation during the ASR-STT rehearsal & final examination [98]. A substantial verbal-guise & matched-guise disparity of language-implantations betwixt both assemblages first half-year undergraduate scholar amongst a Madurese-scholars preponderance hence probed into three phases:

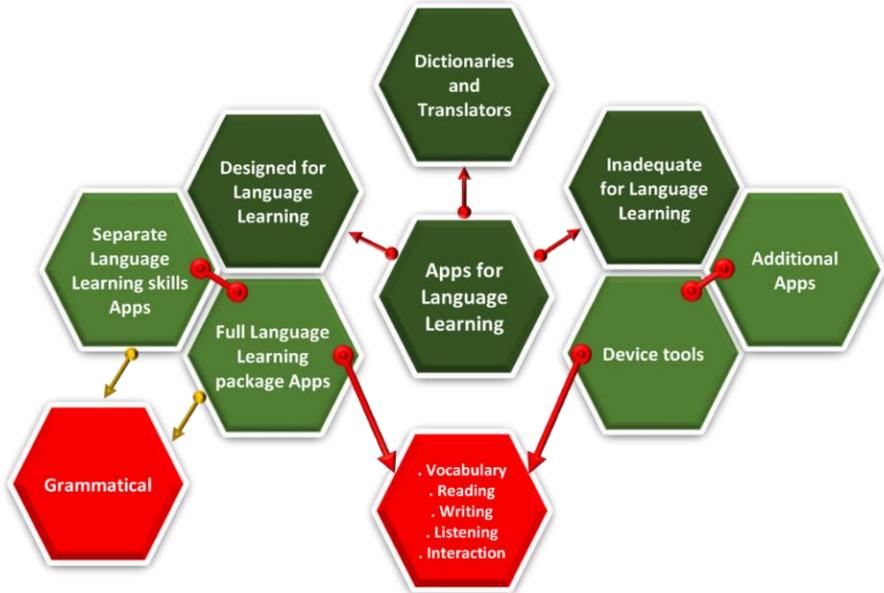
1. How are the Madurese-scholar's L2-speaking-pronunciation dexterity performance of congruous American-British L2-accent by utilizing verbal-guise & matched-guise?
2. How are the Madurese-scholar's prolonged-concurrences by verbal-guise & matched-guise?
3. What is the Madurese-scholar's disincentives effectuated amidst verbal-guise & matched-guise?

## 5 Method

In fifth-phase, the L2-speaking-pronunciation Android-App newfangled-veritable edification assessment had presided mixed-qualitative-quantitative approaches [21], [116], [126]. Amongst a Madurese-scholars preponderance, twenty-eight undergraduate scholars enrolled in an existing first half-year undergraduate scholar in English intensive class with various education majors. Both assemblages systematically participate in the TTS-ASR-STT L2-speaking-pronunciation edification process by Android-App utilization [71], [72], [90], [101], [106], [107], [114], [124]. Correct-Word-Per-Minute (CWPM) [117] methodologies were transformed into Correct-Pronunciation-Per-Minute (CP2M) methodologies by grasping the proportionate L2 native-accent in ASR-STT (**Figure 3**).

The scholar's recorded-version "descriptive-conversation-dossier" conceived strings video-session by perceiving the particular L2-speaking-pronunciation in Android-App as the perceived-gist. The utilization of L2-speaking (English) after dual awareness NL-L2 in mind utilization which concurrently, the scholar clarifies to apprehend the L2 message input subsequently processed in by dual awareness in mind utilization by scholar as Madurese-Indonesian NL-speaker to demonstrates L2 verbal utilization that perceived as English L2-speaking-pronunciation dexterity; hence the inconsistent American-British L2-accent by Madurese NL will be predicated as English Madurese-accent (Madunglish). This function able to be applied in a reverse way as L2-to-NL (Madurese). These dual TL awareness & dual utilization simultaneously in Android-App are perceived by Language-Learning Mobile-Apps taxonomy as nowadays edification paraphernalia (**Figure 2**) [106].

FIGURE 2. A Language-Learning Mobile-Apps Taxonomy [106].



The scholar's L2-speaking-pronunciation dexterity was quantified as in the sixth-phase, the designation-scale-benchmark for ASR-STT CP2M was administered by SPSS 21 application as 00-36 (exiguous), 37-66 (plitudinous), 67-86 (felicitous), & 87-100 (pulchritudinous) for conceiving the evincible final-appraisal-items to implies static & full-motion effigies [19], [20], [59]. The open-ended coding scholar's-educator's feedback was ascertained in seventh-phase over the verbal-guise & matched-guise Android-App utilization in augmenting scholar's L2-speaking-pronunciation dexterity outcome as pocket-sized qualitative ethnography-study deliberations amongst a Madurese-scholars preponderance in which presented the five contributor's semi-structured distinctiveness hearings for existent-trustworthy verbal-guise & matched-guise study [28], [29], [125].

The ethnography-deliberations had presided under contributor's Madurese-NL since it was amongst a Madurese-scholars preponderance then interpreted into English-L2 for magnifying contributor's commodious-level & transcribed each of approximately 45 minutes by concentrated upon Android-App recording application. Henceforth, the researcher has collected the straightforward-feedback dossiers extensive times to deduce direct perception, exposed scholar's-educator's feedback critical utterances & transcribed paramount occurrences dossier to have a compendious-conception of the holistic-certitude-attestation [27], [43], [58], [68], [87], [93], as straightforward-feedback dossiers were disguised as pseudonyms [115] (**Table 3**). The unveiled-observance have three prevalent eventualities; Madurese-scholar's L2-speaking-pronunciation dexterity edification peculiarities performance utilizing verbal-guise & matched-guise Android-App study, subsequently their prolonged-concurrences along with verbal-guise & matched-guise effectuated impediments-act.

TABLE 3. Contributor's participative dossier.

| Pseudonym        | Inhabitancy | Ethnicity | Educational Attainment | Expertise (yrs.) |
|------------------|-------------|-----------|------------------------|------------------|
| Claire Redfield  | Educator    | Madurese  | Master                 | 19               |
| Jill Valentine   | Scholar     | Madurese  | Undergraduate          | 5                |
| Rebecca Chambers | Scholar     | Madurese  | Undergraduate          | 7                |
| Sherry Birkin    | Scholar     | Madurese  | Undergraduate          | 2                |
| Sheva Alomar     | Scholar     | Madurese  | Undergraduate          | 2                |

FIGURE 3. Correct-Pronunciation-Per-Minute (CP2M) ASR-STT scoring.



## 6 Findings and Discussion

The theoretical focus in the existing research was the speaker's accent, which was comprised purely of conceptual-validity evidence in the sixth-phase. Therefore, for each determinant, contributor's evaluations of status, fluency, and accent were combined across the contributor's speaker. Means and standard quasi-experimental dossier deviations (Table 4).

**Table 4.** ASR-STT CP2M Post-test.

| Variable<br>(both groups, N= 14) | Mean  | Std.<br>Deviation | Std.<br>Error Mean | F     |
|----------------------------------|-------|-------------------|--------------------|-------|
| Matched-guise experimental group | 82.57 | 3.688             | 0.986              | 8.040 |
| Verbal-guise controlled group    | 90.46 | 1.512             | 0.404              | 8.040 |

The above-mentioned table spectacles the verbal-guise controlled group in CP2M attainment has improved evidence (mean=90.46) than the matched-guise experimental group (mean=82.57). After scrutinizing with a t-test, it was ascertained that the t-value was 7.409. Nevertheless, the t-critical with df 26 at 0.001 level of significance was 3.707 which means that the t-value was exceeding the t critical. As the sixth-phase, Madurese-scholar matched-guise & verbal-guise user of ASR-STT CP2M prolonged-concurrences along with ascertained impediments-act accumulated circumstances may consign convenience for the scholars since Android-App conveys contingency for their NL-L2 augmentation.

Predicated on the quantitative-explication above of approximately clarified result, it can be inferred that the Madurese-scholar's PL-TL-MLE augmentation peculiarities performance of the verbal-guise & matched-guise approach, hence the verbal-guise group is a predominating matched-guise group. This eventuality exemplifies the scholar's accuracy throughout the assessment utilizing ASR-STT CP2M as they were articulating their English-L2 as indicating an exhibited small proportion of English-L2 deviation, especially in their English Madurese-accent (Madunglish). This finding is coherent with antecedent research exhibiting that language-implantations are preposessed by social categorization outthrusts; hence, accent discrepancy is accurately associated with social variance, & behooved for a speaker's social identity [80], [109], as Madurese-scholar's L2-speaking-pronunciation dexterity performance of consistent American-British L2-accent.

Finally in the seventh-phase, as the Android-App predicament-accumulations, educators-scholars may also accelerate well-nigh edification-alterations. Claire Redfield & Jill Valentine in an open-ended coding verified contributors:

*Utilizing matched-guise and verbal-guise dispensed certain provisions to the scholar. In a verbal-guise approach, scholars grasped English directly from a native speaker as scholars could listen to the real-time English communicate, and perceive how to articulate words appropriately. Scholars have an English-NL exemplification raw-model speaker promptly although initially, it was perplexing to maintain with native English speakers who articulated awfully fast, then gradually scholars impersonate the decent pronunciation deliberately, as they rehearse until they can pronounce appropriately with American-British L2-accent. However, in the matched-guise method, since the added-educator was a non-English native speaker as an additive, and somehow while the Madurese-educator articulated English, their Madurese-NL accent was accidentally articulated hence the scholars were exposed (Claire Redfield).*

The verbal-guise approach was also confirmed by one of the scholars, Jill Valentine affirmed:

*I prefer to ascertain English from American-British L2-accented speaker, when I conversed with my English-NL speaker, listened to what was articulated. I perceived more swimmingly than I listened to an English-NL speaker from the mp3 audio or movie, as I have found my English-speaking-dexterity become more loquacious (Jill Valentine).*

Diversified from the aforementioned testimony, Rebecca Chambers and Sherry Birkin has contradictory standpoint. According to them, it was undoubtedly challenging to converse with English-NL speakers, as they testified that:

*I had to listen accurately to what was my English-NL educator saying because she articulated awfully quickly so eventually, I obtained some transcript to grasp what is spoken (Rebecca Chambers).*

*I could not listen to every single word articulated by my English-NL educator, so I did not perceive what she was pronounced. Up to the present, I adore so much the technique my educator pronounces English and I attempted to reduplicate her pronunciation, accent, and style in articulating American-British L2-accent (Sherry Birkin).*

According to the evidence above, despite the barriers, speaking with English-NL speakers helps scholars ascertain more about decent English pronunciation. Alternatively, in the matched-guise approach scholar's experience that they comprehend more from their educators were addressing, but their articulating technique, pronunciation, and accent are dissimilar, as Sheva Alomar and Rebecca Chambers exhibited in their testimony:

*The essential point in speaking is to perceive what others conversing with us. Notwithstanding, I articulate English-L2 with my accent, I meant with Indonesian and Madurese-accents. I apprehend what my Madurese-educators speaking to me as the paramount perspective (Sheva Alomar).*

*It is uncompromising for me to impersonate the pronunciation and accent of an English-NL speaker during a Zoom session with my educator, but I put so much effort to resemble. Nevertheless, in my casual conversation, I still employ Madurese-accent in articulating English-L2 (Rebecca Chambers).*

As a consequence, in the implementation of matched-guise approach, there was an exposure of the local accent that was accidentally articulated while the scholars and the educators were speaking English-L2. Hence, it necessitates extensive experience to augment their English-L2 pronunciation and accent in prolonged-concurrences.

The pocket-sized qualitative ethnography-study deliberations lecturer's-scholar's feedback evince the verbal-guise & matched-guise approach of Madurese-scholar's PL-TL-MLE augmentation prolonged-concurrences experienced conjuncture assuredness that verbal-guise approach is paramount to augmenting Madurese-scholar's

American-British L2-accent. The firm-prominent Madurese-scholar's L2-speaking-pronunciation dexterity enhancement is imparted by verbal-guise approach utilization. As accurately immerse scholars in PL-TL-MLE augmentation, it is indispensable to commence access to scholar's accents assessments that are predominantly coherent. Based on definite research, scholars have favorable assertions about heteroglossic-multilingual and diglossic-bilingual scales [77], [83], [100], [102], [118], they comprehend linkages & utilize speaker accents to presuppose as speaker's sociable stratum applied [73], as non-stigmatized-WASP [37], [38], [39], [54], [74], [80].

In other concurrences, the Madurese-scholar's impediments amidst verbal-guise & matched-guise edification is their NL-to-L2 "accent-alterity-exposure" being augmented to obtain "diversiform-lingua-accent" as initial affectation towards the prospective of language-implantations are also exposed by the convenience or disincentives with which scholars perceive an educator's elocution [35], as media depictions, educational procedures, & ubiquitous linguistic ideologies predominantly preserve these linkages [37], [80], [88]. Nevertheless, the "standard" perception exemplifies the static sense, and homogeneous language exemplification is improbable since well-nigh literati conceive the concept of "standardness" contemplates a linguistic ideal or more accurately, a "language-implantations-myth" that enhances eventually & hence renounce linguistic reality [79], [80].

## 7 CONCLUSION

The presided mixed-qualitative-quantitative approaches inquired to scrutinize Madurese-scholar's PL-TL-MLE edification peculiarities designation-scale-benchmark of verbal-guise & matched-guise, prolonged-concurrences, then impediments-act obtained during edification. Concurrent mixed-qualitative-quantitative approaches that utilized PL-TL-MLE by verbal-guise & matched-guise exhibited Madurese-scholar's L2-speaking-pronunciation enhancement in exponential eventuality as Android-App ASR-STT utilization along with the surfacing English Madurese-accent (Madunglish), as imparted from verbal-guise & matched-guise result discrepancy. Furthermore, each approach has its prolonged-concurrences & impediments-act conditioned on the PL-TL-MLE verbal-guise & matched-guise edification which alleviates Madurese-scholar's "accent-alterity-exposure" towards "diversiform-lingua-accent" for Madurese-scholar's American-British L2-accent with decency. In conclusion, Madurese-scholars can grasp expediently their English L2-speaking-pronunciation dexterity by utilizing Android-App ASR-STT as their verbal-guise & matched-guise PL-TL-MLE edification proficiently along with their non-stigmatized-WASP local personal Madunglish ethnographic-eventualities.

## 8 Disclosure Statement

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

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