Introducing the ECRIF Framework and Bookwidgets:
A Single Subject Study on Teaching Listening Comprehension to a Tanzanian Learner of Bahasa Indonesia

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INTRODUCTION

- Tanzanian BIPA learner (33) faces challenges in L2 listening: irrelevant responses, accent, vocabulary, speed, frustration, anxiety, forgetfulness, and culture

- Aim: To understand and be understood by natives for accounting studies

- The BIPA learner face specific competency requirements

- Listening skills is often poorly taught because of its complex cognitive processes

- The need for process-oriented teaching frameworks to train cognitive processes in BIPA listening skills and accommodate adult learners' time and energy constraints

LITERATURE REVIEW

- ECRIF Framework (Scholl and Kurzweil, 2007)
- The use of Bookwidgets in teaching L2 listening (Chi, 2021)
- Listening fluency (Rost, 2014)

| Stage	What the students are doing	What they may be thinking
E **ENCOUNTER**	=Students see or hear new language and realize they don't know something	- *What's this?* - *I don't know this?*
C **CLARIFY**	= Students distinguish the meaning and use of the new knowledge or skill. They ask questions and think about what is correct.	- *Oh I see what it means.* - *Oh I see how to do this.* - *What's the difference between this and that?* - *Is this right?*
R/I **REMEMBER & INTERNALIZE**	= Students have a chance to move the knowledge or skill from short-term to long-term memory. They then can begin to personalize it and use it in different contexts. They connect it mentally to prior experiences with images, sounds, and feelings.	- *Okay. I'm starting to remember this.* - *Okay. I've got it in this activity.* - *I'm making connection to my own life*
F **FLUENTLY USE**	= Students have a chance to use the new language to communicate their ideas. Ss work toward being able to spontaneously use the language in different contexts.	- *Cool. I can use this skill or knowledge automatically.* - *This is for real-world purposes.* - *I don't have to consciously think about this.*

Figure 1. ECRIF Stage (Scholl and Kurzweil, 2007)

METHOD

Research Method, Design, and Techniques	Research Subject
• Single subject research • A-B-A design • Listening test, interviews, and observations	• 33-year-old male Tanzanian at BIPA 2 level • Challenges: irrelevant responses, accent, comprehension • No physical hearing impediments affecting behavior

Research Setting	Data Analysis
• Balai Bahasa Universitas Pendidikan Indonesia • Sessions: April 1 to May 11, 2024	• Visual data analysis: within-condition, inter-condition • Data overlap

Hypothesis
The ECRIF framework, assisted by the BookWidgets platform, will enhance the listening comprehension skills of BIPA 2 learner, resulting in an increase in the number of correct answers on listening tests.

FINDING AND DISCUSSION

Visual Analysis Result

Figure 1 Listening test correct answers in three phases
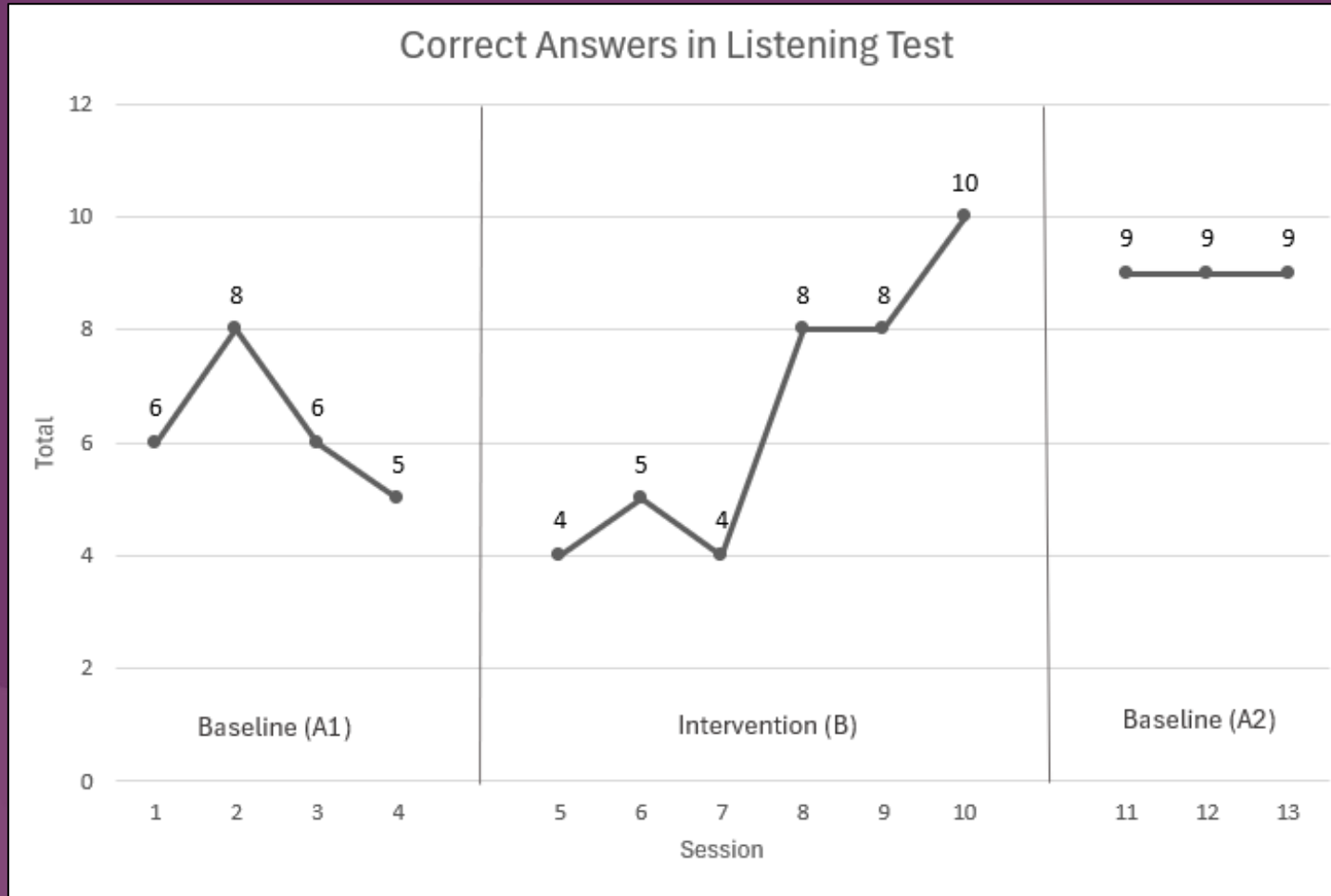
Data Overlap:

- Baseline (A1) to Intervention (B): (0%).

- Intervention (B) to Baseline (A2): (0%).

- Baseline (A1) to Baseline (A2): (0%).

Indication:

ECRIF framework aid by Bookwidgets has strong intervention effects on total correct answers in listening test, suggesting significant and sustained changes post-intervention.

FINDING AND DISCUSSION

- Schema activation during encounter phase aids adult BIPA learner in understanding listening topics.

- Clarify stage encourages independent inquiry into unfamiliar vocabulary, promoting learner-driven acquisition.

- Memory of vocabulary and strategies from previous sessions enhances proficiency in subsequent tasks.

- Focusing on internal learner processes supports listening comprehension.

- BookWidgets enhances error awareness and offers convenience, practicality, and suitability, supporting autonomous learning for adult learner.

FINDING AND DISCUSSION

- Other possible contributed factors: motivation, cumulative learning effects, and exposure to listening materials.

- Limited number of subjects from Tanzania suggests need for larger sample sizes in future studies on ECRIF framework in BIPA.

- Study focused solely on total correct answers, future research should consider task completion time and student rest periods.

- Recommendation to integrate ECRIF framework with extensive listening activities and cognitive/metacognitive strategies in future research.

CONCLUSION

- No data overlap (0%) between conditions indicates that ECRIF framework with Bookwidgets has a positive effect on improving the BIPA 2 learner's listening abilities post-intervention.

- Evidence suggests ECRIF framework with BookWidgets support can be effective in teaching listening skills.

- It offers an alternative approach for BIPA instructors in teaching listening skills, shifting from just evaluating it.

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