



**Title of Project:**

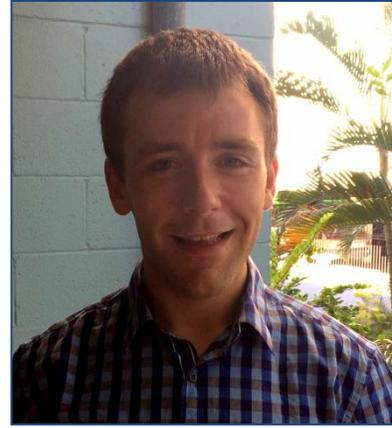
Video-Mediated Listening Passages and Typed Notetaking: Investigating Their Impact on Comprehension, Test Structure, and Item Performance

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**Project Summary:**

Drawing on previous literature investigating the role of non-verbal cues and notetaking in listening comprehension, this study examines the effects of video-mediated listening passages and notetaking conditions on tests of listening comprehension and how these conditions influence the underlying factorial structure of the test and item functioning. 200 learners of English as a second language attending intermediate to advanced English courses at the University of Hawaii will be recruited to participate in the study, with each participant completing two parallel forms of a listening tests consisting of three listening passages with each passage accompanied by 10 multiplechoice items. Participants will be randomly assigned to one of four experimental groups, with video and notetaking conditions cross-balanced across all four groups. Passages will be presented in either a video-mediated or audio-only format and will require participants to either handwrite or type their notes. Participants will also complete a background questionnaire and a post-test survey asking about visual preference and general notetaking practices. The influence of both visual and notetaking conditions and their interaction will be analyzed using a 2x2 ANOVA while item functioning will be examined using Rasch analysis. Finally, possible changes to the underlying structure of the test will be examined using exploratory factor analyses for the different conditions. The resulting factor structures will be used in subsequent structural equation modeling analyses to examine the direct and indirect effects that visual and notetaking conditions have on listening comprehension and test subscales respectively. The project will have implications for L2 listening assessment.