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A comparison of video-mediated listening tests with many-facet modeling and differential distractor functioning

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Abstract

The rise in the affordability of quality interest in video-mediated tests of foreign language listening on such tests has continued fairly steadily over the years. The present study investigated the differential distractor functioning of raw scores, despite the growing prevalence of such tests as a whole. The present study investigated the differential distractor functioning of counter-balanced multiple-choice listening tests (including tests of conversation, and lecture) administered via many-facet Rasch modeling. The results were analyzed via many-facet Rasch modeling to investigate interactions between format and text-type level; and to identify specific items displaying such differences were subjected to further analysis. Items were discovered displaying format and text-type interactions to correspond to possible acting anomalies. The results are focusing on item-level interactions with

Keywords

differential distractor functioning, language measurement, nonverbal communication

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