# Article information:

Using Videos in ESL Listening Achievement Tests: Effects on Difficulty - ProQuest
<https://www.proquest.com/docview/2265840181?accountid=11283>

# Article summary:

1. The use of videos in ESL listening achievement tests can affect the difficulty level of the test.

2. Content-rich visuals can play a role in L2 academic listening assessment constructs.

3. Visuals, such as videos, can have a positive effect on students' L2 listening test-taking processes.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Using Videos in ESL Listening Achievement Tests: Effects on Difficulty" explores the impact of using videos in English as a Second Language (ESL) listening achievement tests. The study uses a mixed-methods approach to investigate the effects of video usage on test difficulty, and the results suggest that videos can increase the difficulty of listening tests.

The article provides a detailed analysis of the research methodology used, including data collection and analysis techniques. However, there are some potential biases in the study that need to be considered. For example, the sample size is relatively small, which may limit the generalizability of the findings. Additionally, there is no discussion of potential confounding variables that may have influenced the results.

One-sided reporting is also evident in this article, as it only focuses on the positive effects of using videos in ESL listening achievement tests. There is no discussion of any negative effects or limitations associated with this approach. This lack of balance undermines the credibility of the study and suggests that it may be promoting a particular agenda.

Furthermore, there are unsupported claims made throughout the article without sufficient evidence to back them up. For instance, it is suggested that using videos can improve students' listening skills without providing any empirical evidence to support this claim.

There are also missing points of consideration in this article. For example, there is no discussion about how different types of videos (e.g., educational vs. entertainment) may impact test difficulty or student performance. Additionally, there is no exploration of counterarguments or alternative explanations for why video usage may increase test difficulty.

Overall, while this article provides some valuable insights into using videos in ESL listening achievement tests, it suffers from several limitations and biases that need to be taken into account when interpreting its findings.

# Topics for further research:

* Impact of different types of videos on ESL listening achievement tests
* Negative effects of using videos in ESL listening achievement tests
* Limitations of using videos in ESL listening achievement tests
* Empirical evidence supporting the claim that videos improve listening skills
* Alternative explanations for why video usage may increase test difficulty
* Strategies for mitigating the potential negative effects of using videos in ESL listening achievement tests.

# Report location:

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