Test-takers' Experiences and Perceptions of Computer-delivered IELTS: A Multiple-case Study

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for the degree of Bachelor of Arts in English (BA in English)

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Declaration

It is hereby declared that:

1. The thesis submitted is my own original work while my completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled "Test-takers' Experiences and Perceptions of Computer-delivered IELTS: A Multiple-case Study" submitted by Mayeesha Taasmiyah Masud (Student ID: 20303040) of Fall 2025 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on January 21, 2026.

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I have pledged to ensure the academic integrity and authenticity of my research project, by refusing to engage in any acts of misconduct and dishonesty, namely plagiarizing, cheating from, stealing, and misrepresenting other authors', researchers', or organizations' Intellectual Properties, unethically. In short, I have declared and affirmed that I had neither given nor received any unauthorized support from and on my work in any way. In order to preserve the genuineness of my publication and to avoid committing plagiarism in my project accidentally, I have duly credited all the relevant information, ideas, theories, and concepts that I have learned, understood, and acquired from the reliable resource materials I had consulted and referred to, by suitably citing, paraphrasing, quoting, and summarizing them wherever possible within my research. Most importantly, I have written and expressed my observations from my gathered data, as well as interpreted, ideated, and analyzed my in-the-field findings, predominantly in my own words, across all the chapters of my thesis. I fully acknowledge that failing to responsibly comply with and adhere to BRAC University's Office of the Proctor-approved anti-plagiarism policies is a serious offense, and would understandably result in disciplinary actions executed by the university's authorities against me. Furthermore, I intend to take complete accountability and accept the stated repercussive measures, without reservation and by recognizing any unintentional oversights on my end.

Abstract

Since 2019, the computer-delivered IELTS has granted faster, more convenient, and more flexible testing experiences for Dhaka's examinees in Bangladesh, who have benefitted from their city's recently expanding infrastructure and high-tech digital accesses. This qualitative cross-case assessment research has been performed individually on 15 computer-delivered IELTS' test-takers of 2025 and potential test-takers of 2026 in Dhaka, Bangladesh, by consensually interviewing and observing them – both in-person at their respective British Council- and IDP Education-authorized and partnered learning-testing centres, which are scattered across Dhaka, as well as remotely – in order to holistically gather their firsthand and vicarious experiences with, as well as their wide-ranging perspectives on the digitalized English language proficiency-testing format, which have been, in some distinct ways, different from those of the traditional paper-based IELTS' candidates of Dhaka. It focuses mainly on the computer-based IELTS' digital interfaces' usability features, the test-day logistics, the examinees' test readiness and digital competencies, the online test-registration conveniences, and on the test-results delivery speediness. The predominant consensus from the consulted miscellaneous and relevant academic journal articles and reports, as well as the former and prospective candidates' feedback, is that although the computer-based IELTS is identical to its paper-based counterpart, the digital and online-based mode of test-delivery itself has been affecting test-takers' experiences and test preparations in several unique ways, which are explored in greater depth within this study. Overall, this research paper's strength lies in its potential to deliver significant insights into the Dhaka-residing IELTS' examinees' preferences and challenges, including their test-taking strategies and performance trends, in their computer-based IELTS within 2025, for the sake of officially implementing meaningful changes to and bettering the region's digitalized test-administration systems altogether, as well as for the sake of structuring, improving, and guiding test-takers' appropriate and

effective examination-preparation and technology-familiarization pedagogies and approaches in the upcoming years.

Keywords: IELTS; computer-based testing; test-taking experiences; test fairness; test security; test sustainability; algorithm-based adaptive testing; remote proctoring; future of assessments; Dhaka

Dedication

To my precious younger self, who has always been a masterpiece and a work-in-progress at the same time: Thank you for never giving up on us! Also, to the hopefully-successful Future Me: Please never downplay all the grueling hours and months of effort I'd put into producing this fruit of my labour.

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First and foremost, I would like to immensely praise Allah (SWT), the Most Gracious and Most Merciful – without Whom none of this would have been possible – for His Divine blessings, strength, and guidance, especially during my toughest times, which have enabled me to successfully complete my undergraduate journey. Secondly, I would also like to express my sincere gratitude to my supportive research supervisor, Dr. Md. Al Amin, for believing in my academic potential, and whose encouragement, insightful advice, tremendous patience, and expertise have been vital in directing, deepening, and refining my publication. Next, I truly appreciate my adorable mother and little sister for routinely checking in on me and bringing me delicious snacks during all the times I lived inside my head. I would be remiss in not mentioning my in-laws, whose unwavering patience, care, and kindness mean the world to me. Finally, my special thanks go to my beloved husband and partner-in-crime for always knowing exactly what I needed to hear, for being my biggest fan, and for those endless supply of salted caramel lattes to keep me fueled.

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Chapter 1

Introduction

1.1 Contextual Information on IELTS

The International English Language Testing System (IELTS), is one of the most globally recognized and standardized English language proficiency tests for non-native English speakers in the world to this day. This testing service was established in 1989, and is presently co-owned by the British Council, IDP Education, and Cambridge Assessment English, who develop, administer, organize, and manage the IELTS examinations in more than 140 countries and over 4000 authorized and approved test centres with high-standard facilities worldwide. Test-takers' reading, writing, speaking, and listening skills are individually assessed in four distinct modules of the test separately. Accepted by most British, Canadian, Australian, and New Zealand colleges, universities, academic institutions, and professional organizations, as well as in the United States of America and Europe as a trusted, reliable, credible, secure, and a valid form of assessment of candidates' English language abilities, many young academics and professionals today choose IELTS to verify and certify their English language proficiencies before applying for visas, pursuing higher educational degrees, and migrating to any English-speaking countries. Although intended for non-native English users, IELTS is also valued and required by L1 English speakers, owing to its difficulty levels, especially if they immigrate to other English-speaking and European countries for work, training, higher-study, and citizenship purposes (*British Council | Bangladesh*, n.d.; *IDP IELTS*, n.d.).

With a scoring range from 0 being the lowest to 9 being the highest in 0.5 band score increments, IELTS' band scores on the Test Report Forms (TRFs) are valid for about no more than two years and are not usually accepted beyond this time period by institutions and

organizations in these English-speaking territories. There is no minimum score for passing an IELTS test, and it is up to different institutions, organizations, and governmental authorities worldwide to set their own thresholds for the minimum scores required for each individual test-taker to be either selected or rejected (*British Council | Bangladesh*, n.d.; *IDP IELTS*, n.d.).

Currently, IELTS has three different available modes of examination delivery for candidates to choose from, and they are in the forms of the paper-based format, the computer-based format, and in the online at-home format. The paper-delivered test has been the traditional method of testing and the first mode of IELTS to be established, whereas its computer-based mode of delivery was introduced across the global testing network in 2018, and is now also offered by the British Council, IDP Education, and Cambridge Assessment English, alongside the paper-based test. The Online version of the test was introduced in 2021 globally and is managed by the three IELTS' joint-partnered organizations as well, but predominantly administered by the British Council and IDP Education specifically. Both the computer-based IELTS and the IELTS Online are internet-based English tests, with the exception of the computer-based tests being conducted at any official IELTS-standards test centres, unlike the IELTS Online tests that are taken remotely from the candidates' own homes. Regardless of the modes of test-taking, all IELTS examinations last for two hours and 45 minutes. While the paper-based tests can be taken around four times per month and a maximum of 48 times every year, the computer-based and Online tests are offered multiple times weekly, and even three times in a single day if needed, allowing for test-takers to have more scheduling options and flexibility of date selection with the latter two modes. Aside from this fact, test-takers' band scores are conveniently delivered to them faster – within three to five days, precisely – when they opt for the computer-based IELTS rather than the

paper-delivered format, which takes around 13 days for the processing and delivery of its results (*British Council | Bangladesh*, n.d.; *IDP IELTS*, n.d.).

Moreover, the IELTS test has three versions – the IELTS Academic, the IELTS General Training, and the IELTS Life Skills – globally. While the IELTS Academic is preferred by and for candidates choosing to pursue university-level and college-level degrees of education in an English-speaking country, the IELTS General Training are recommended for test-takers wishing to seek entry-level jobs, professional opportunities, training programmes, career growth, secondary-level education, permanent residency, and migration opportunities in the English-speaking nations. It is worth mentioning that the standard Academic and General Training tests allow test-takers to pursue academic, scholarship, professional, and residential opportunities in all English-speaking countries, except in the UK. However, the UKVI versions of the Academic and General Training tests allow for test-takers to seek academic, scholarship, professional, and residential opportunities in all English-speaking countries, including in England, Scotland, Ireland, North Ireland, and Wales (*10 Minute School*, 2015; *British Council | Bangladesh*, n.d.; *GREC*, 2008; *PIE Academy*; 2005). In Bangladesh, there are currently two major undisclosed banks that require job applicants' eligible IELTS band scores, aside from their other qualifications and credentials, for hiring.

As of now, only the paper-based and computer-based modes of IELTS Academic and IELTS General Training are available in Dhaka mainly. The IELTS Online test, unlike the computer-delivered IELTS, is not available in Bangladesh and a few other countries of the world yet. Within 2025, the computer-based IELTS examinations have become widely available and gained popularity all across Bangladesh, in the Dhaka, Chittagong, Sylhet, Mymensingh, Rajshahi, Khulna, Jessore, Feni, Rangpur, and Comilla divisions. Additionally, paper-based IELTS have been discontinued in certain regions of Bangladesh, like Rajshahi,

Khulna, Jessore, Comilla, Feni, Rangpur, and Mymensingh, where only the computer-delivered formats prevail. The paper-based formats of IELTS Academic and IELTS General Training are still available in Dhaka's, Chittagong's, and Sylhet's testing centres, but have been officially announced to be discontinued on February 1, 2026. Moreover, the mode of testing for IELTS UKVI Academic and IELTS UKVI General Training has been shifted entirely to a computer-delivered format in Bangladesh, with the paper-based formats for the UKVI versions becoming discontinued on July 27, 2025. In short, only the IELTS Academic, IELTS UKVI Academic, IELTS General Training, and the IELTS UKVI General Training are available in computer-delivered digital formats across Dhaka at present (*AHZ UK Education Consultancy*, 2012; *IDP IELTS*, n.d.; *PIE Academy*, 2005; Star Online Report, 2025). There are over 30 British Council-, IDP Education-, and Cambridge Assessment English-authorized test centres within Bangladesh, with only a few of them in Dhaka fulfilling the desirable and specialized testing hardware, software, environmental, safety, and ambience requirements and regulations set by Cambridge Assessment English, to allow for the British Council's and IDP Education's executions of the computer-based IELTS, as of now (*British Council | Bangladesh*, n.d.; *PIE Academy*, 2005).

All versions of the computer-based IELTS assess candidates' overall English proficiency levels within a two-hour-and-45-minute duration, on the internet via provided computers and the peripheral devices at the official British Council- and IDP Education-owned, partnered, or authorized venues. The individual Listening, Writing, and Reading modules are administered via computers, whereas the candidates' Speaking modules can be conducted either via face-to-face interviews with human examiners or via video-calls at the test centres, depending on the quality of high-tech amenities and the availability of specialized equipments of the candidates' designated venues. An added advantage of computer-based Academic and General IELTS – both the standard and the UKVI versions –

is the availability of the One Skill Retake option, which allows for candidates to retake any one language skill that they performed poorly at out of four, within 60 days from the day of their original test dates, but only once (*British Council | Bangladesh*, n.d.; UNB, 2023). Unlike the individual Listening, Reading, and Writing modules of the paper-based tests, there are no answer-transferring 10 minutes given within and no breaks allowed between each section of the computer-based tests. The three computer-based modules are conducted in one continuous session on the same day. More importantly, the candidates' speaking assessments can be scheduled and administered hours before or after the other three modules on the same day either within the same test venues or at different examination locations entirely, depending on the pre-decided arrangements made by certain test centres (*British Council | Bangladesh*, n.d.; *IDP IELTS*, n.d.).

Only two minutes are provided at the end of the Writing, Speaking, and Listening modules for candidates to revise and transfer their answers. The layout for the Reading section of the computerized tests feature the texts on the left and the questions on the right-hand side of the test-takers' 24-inch monitors. Similarly, the questions for the Writing module of the test are provided on the left, with the right-hand side being reserved for candidates to write down their answers. All answers get automatically saved throughout the test, especially milliseconds before the testing system abruptly closes when the time runs out. Several other enhanced test-taking features of the digital-format IELTS include a chronometer or a stopwatch in the top-left portion of the scrollable and adjustable screen; a "help" button; an on-screen text-highlighter and note-taker; on-screen dragging, dropping, and copy-pasting features; an on-screen speaker icon for volume control; an on-screen word counter; a pair of noise-cancelling and volume-adjustable headphones; physical QWERTY keyboards; wired mice; provided pens and blank sheets; CCTV cameras; high-speed Wi-Fi connectivity; high-rise partitions between candidates' organized and evenly-spaced

"workstations"; and an air-conditioned, quiet, well-lit, and less-crowded invigilator-proctored examination room, etc. All aspects of the IELTS examinations – from the types, numbers, and marks of test items; the sequences and durations of each skills' test; to the candidates' seats; the candidates' chosen test venues; the fixed numbers of invigilators and test-takers in one room; the safety and security protocols; and the candidates' test schedules – have been designed, coordinated, assigned, and scored by Cambridge Assessment English by teams of Cambridge's official examiners, trained technicians, and assessment specialists in England and in Bangladesh at the backend.

In short, the British Council of Bangladesh and IDP Education of Bangladesh are the IELTS test-providers in Bangladesh, whereas Cambridge Assessment English is the test-developer and scorer of IELTS. Many test-takers nowadays are noticeably opting for the digital-format of IELTS for its quickness of results delivery, its modern facilities, and for concerns regarding the intelligibility of their own handwriting (*10 Minute School*, 2015; *British Council | Bangladesh*, n.d.; *IDP IELTS*, n.d.; Star Campus Desk, 2024).

1.2 Research Problem Statement

While searching for data on the current trends and patterns on Bangladeshi – particularly Dhaka's – test-takers' varying beliefs about, experiences with, and performances in the newest computer-based IELTS' examinations and automated test-marking at present, I have encountered several information gaps in the existing body of contributed scientific and academic knowledge in the 101 collected secondary reference materials I referred to for my paper. For example, Al-Banna['s] (2025) research on undergraduate students' perceptions towards both the paper-based and computer-based testing modes recently in general, not only does not necessarily emphasize more on IELTS, but also does not center on the Bangladeshi undergraduate students' attitudes towards and performances in the two modes of test delivery. Likewise, all kinds of Bangladeshi test-takers' – be they students or employed

professionals of all ages – perceptions towards, motivations during, and experiences with computerized IELTS Academic, computerized IELTS General Training, and machine marking are not taken into consideration in the broad and generalized publications made by Gardiner and Howlett (2008) and Richardson et al. (2023) respectively.

Since the paper-based IELTS – the Academic, General Training, and UKVI versions altogether – have existed as the oldest form of English language proficiency testing format around the world, I discovered plenty of existing research carried out on the experiences of paper-based IELTS test-takers' experiences, item response tendencies, perspectives, and performances, both in Bangladesh and in other countries. However, I found several knowledge content covering the computer-based test-taking experiences of international candidates, but almost little to no sufficient and thorough research performed on the Bangladeshi computer-based IELTS' candidates, particularly Dhaka's (Al-Banna, 2025; Gardiner & Howlett, 2008; Papamitsiou & Economides, 2014; Richardson et al., 2023).

Moreover, there also seems to be limited to zero concrete and general knowledge gathered on whether the digital IELTS format actually assess Bangladeshi candidates' test-taking and digital literacy skills or their true language proficiencies; whether the IELTS examinations measure the Bangladeshi test-takers' resilience, memorization capabilities, and ability to handle pressure in reality; whether Bangladeshi examinees are scored on their real-world English conversation skills, production skills, comprehension skills, and literacy skills holistically by IELTS, rather than on the formers' individual reading, writing, speaking, and listening abilities in isolation; the possibility of Bangladeshi examinees being graded unfairly; the likelihood of more frequent plagiarism and cheating by Bangladeshi candidates during their computer-based IELTS examinations; the probability of the computer-based IELTS becoming the default mode of test-delivery in Dhaka; as well as on the effectiveness

of Bangladesh's private "coaching centres" on IELTS examinees' test-preparation, test readiness, competitive edge, and test performance.

My assessment research aimed to address these information gaps in the existing body of research by performing an investigation on Dhaka's computer-format IELTS' examinees of 2025, in order to gather more nuanced and appropriate data on this digitalized high-stakes examination.

1.3 Research Objectives and Purpose

1. RO1: To investigate whether or not test-takers' digital literacy and skills give them any unfair advantages over digital-novice candidates in their computerized IELTS.

2. RO2: To explore how the qualities of IELTS test centres' devices, built-in features, and other external factors can determine test-takers' test-items comprehension abilities, focus levels, and in-general perceptions towards computer-delivered IELTS.

3. RO3: To assess the effects of candidates' environmental conditions, psychological states, including their anxiety and stress levels, on their computerized test-taking experiences.

4. RO4: To examine whether or not the computerized IELTS' candidates' test-taking experiences and scores vary greatly when compared to the paper-delivered IELTS' candidates'.

5. RO5: To determine whether or not the computer-based IELTS examination system needs to be transformed into a fully-automated, Artificial Intelligence- (AI-) integrated, yet a human-centred one.

1.4 Research Justification and Intention

This assessment research is necessary because there have been cases where Bangladeshi candidates' real-life English communicative competence was unsatisfactory, despite the high scores in their computer-delivered IELTS mock exams and actual tests. Consequently, there are reasons behind the growing need for private IELTS' preparatory

courses and “coaching centres” across Bangladesh, especially in the competitive Dhaka environment (Hamid & Chowdhury, 2016; Hasan, 2022; Hu & Trenkic, 2021). Many times, the computer-based test-takers have been disappointed by their band scores in Bangladesh (Hamid, 2015).

Additionally, the UKVI versions of IELTS Academic and IELTS General Training are, although only available in a computer-based format in Bangladesh, are more expensive than their standard computer-format counterparts. Despite this, more people are becoming inclined to sit for the computerized UKVI IELTS in Dhaka, in order to keep their higher education, professional, and immigration options open in other English-speaking countries including the UK, especially since Canada’s recently limited intakes of international students and increased rejections of foreigners’ visa applications (*AHZ UK Education Consultancy*, 2012; Lamisa, 2025; Star Campus Desk, 2025a).

My study offers critical information regarding the computer-delivered IELTS format on examinees’ overall experiences and English language skills in Dhaka, Bangladesh (Mulvenon et al., 2005; Pearson, 2019a; Richardson et al., 2023; Sinclair et al., 2019). The growing popularity of the computer-based IELTS in Dhaka has also been determined by the rising numbers of academic institutions, educational consultancy firms, and IELTS’ tutors encouraging test-takers to opt for, familiarize themselves with, and prepare for the computerized IELTS format, ever since the paper-based version of IELTS has been declared to be completely discontinued on February 1, 2026 in Dhaka (*ADN EduServices Limited*, n.d.; *AHZ UK Education Consultancy*, 2012; *British Council | Bangladesh*, n.d.).

The British Council’s and IDP Education’s plan is to get as many potential test-takers as possible to register for and familiarize themselves with the computer mode of IELTS by the end of 2025, so no future candidates will be at a loss once the paper-based tests are stopped from the February of 2026.

1.5 Research Questions

1. RQ1: What are the impacts of the computer-based IELTS format on test-takers' language skills, responses to test items, and overall test performances?

2. RQ2: How do the computer-based IELTS' on-screen digital interfaces' navigational features, tangible equipments, available accommodations, and the speed of test-results delivery affect test-takers' user experiences?

3. RQ3: Why do the test-takers' technical skills (or lack thereof), test-taking surroundings, socioeconomic conditions, and psychosocial factors influence their computerized test-taking experiences?

4. RQ4: Are there any differences in the scores achieved, test readiness, test-taking strategies, and item responses given between the paper-based and computer-delivered IELTS' test-takers?

5. RQ5: Can Artificial Intelligence (AI) be fully implemented sustainably into the computer-based IELTS for remote-proctoring Bangladeshi candidates and for biases' measurements in testing?

1.6 Research Significance

This study substantially contributes additional knowledge into the existing collection of researches performed in the Bangladeshi context by informing on ways to enhance test-takers' experiences with the computerized format of IELTS. In light of the recent cheating scandals in the IELTS paper-based examinations in Bangladesh, as reported in the *Daily Sun* by S. A. Khan (2025), the IELTS' computer-delivered testing service of Bangladesh needs to enhance and tighten its security measures in order to restore all test-takers', teachers', invigilators', examiners', stakeholders', international governments', and third-parties' trust and faith on the country's good academic reputation in the near future, while ensuring that this high-stakes test remains convenient, user-friendly, interactive, human-centred,

affordable, unbiased, high-quality, valid, and fair for all (Liao et al., 2020; Man et al., 2019; UNB, Dhaka, 2025).

With the chances of another COVID-like global pandemic occurring sometime around 2030, my research aimed to explore how IELTS' test developers and test administrators could automate, mark, and invigilate the internet-based tests by using teams of anonymous remote proctors rotationally and introducing a human-oversight AI system, so as to avoid another major setback in examinees' academic and career prospects and for the IELTS' partnered-organizations in Dhaka to avoid financial losses during the next disease outbreak quarantine (Belzak et al., 2024; Gulland, 2021; Isbell et al., 2023; UNDP, n.d.).

This is a relatively replicable qualitative study, and can be relied upon by other researchers to establish their own judgments on 2025's computer-based IELTS' candidates and former candidates of Dhaka, Bangladesh.

Chapter 2

Literature Review

2.1 Introduction

For this multiple-case study, I have referred to and cited 101 relevant resources, publications, and searches, a majority of them acquired from several online portals and a few of them in print formats – namely 55 peer-reviewed journal articles from miscellaneous library databases; eight books from my undergraduate studies' courses' reading lists and three applicable book chapters; 13 online newspaper articles; one conference paper; and 21 various websites, to be precise.

It is imperative for me to include a review of all the appropriate literary resources and academic publications I had consulted prior to effecting my research, as it provides sufficient innovative theories, contextual information, as well as important evidences and data gathered by other authors, experts, and organizations previously, on my particular choice and field of study. This paper's consulted secondary-data resources and gathered relevant studies have been organized and centred on my research questions and objectives.

2.2 Candidates' Collective Experiences: Computer-based IELTS Versus Paper-based IELTS

While Al-Banna['s] (2025) research focuses on undergraduate students' attitudes towards both the paper-based and computer-based IELTS universally, the paper by Gardiner and Howlett (2008) stresses more on the test-taking experiences of global pre-university students' with four different kinds of university-admissions' tests, IELTS included.

Likewise, while Baidoo-Anu and DeLuca (2025) addresses all the different ways that students across the globe perceive their high-stakes assessments in general, Dong and Wang (2025) focus more on how the test-takers' perceptions about their computer-based IELTS'

digital format strongly influences their various test-taking preparations and strategies beforehand.

Papamitsiou and Economides[’] (2014) research targets how test-takers’ beliefs about their computer-based IELTS’ performances have been greatly different from their actual test-day performances in reality, especially in Greece.

Jeong[’s] (2012) study compares the observed and recorded scores of all test-takers’ computer-based IELTS’ scores and paper-based IELTS’ scores to confirm whether or not the two modes of testing affect candidates’ overall performances in their exams.

Zhan and Wan (2016), in their study, observe how all computer-based IELTS’ examinees around the world, on average, have felt more under-pressure and stressed about performing well, and have dedicated the most mental-efforts on their speaking and on-screen listening modules.

2.3 Test-takers’ Confidence and Stress Levels, Cheating during Tests, and Accessibility Accommodations

Yucel and Iwashita[’s] (2011), including Sinclair et al.[’s] (2019) and Mulvenon et al.[’s] (2005) findings address that for many IELTS’ candidates worldwide, high levels of stress and anxiety have been either the driving forces or motivational factors behind their average-to-stellar high-stakes English test preparations, performances, and successes, etc. or the impeding obstacles behind their unsatisfactory degrees of test readiness, failures, and despair, etc. overall.

Studies by Inoue and Taylor (2025), as well as by Geisinger and McCormick (2016), reveal the ways in which IELTS-administering authorities and organizations have enhanced and protected – even how they could further safeguard and improve – the equity policies, accessibility and special-needs’ accommodation features, and the inclusivity and diversity

quotas of IELTS in general, for the sake of upholding the integrity of the testing services and for the sake of preventing test-taking frauds from happening.

2.4 Languages of Instruction in Bangladeshi Schools and Test-takers' Communicative Competencies Worldwide

Equally important, research findings by Hasan (2022), as well as Hu and Trenkic (2021), have not only presented that the language medium of instructions of Bangladesh's public and private schools and universities, especially in Dhaka, are responsible for creating socioeconomic and sociocultural divides amongst the youth in the country; but have also highlighted how the less-privileged students and test-takers are required to put extra efforts – besides attending "coaching" classes or private tuitions – into improving their subject-matter knowledges and English language skills in order to achieve high scores on their proficiency tests and other miscellaneous exams for university-entries overseas.

According to the research study by Al Amin and Greenwood (2022), there have been notable differences between the effective classroom English-teaching official policies assigned to most schools of Bangladesh and the actual implementations of those said policies in reality, which is responsible for the recent low to intermediate-levels of English language communicative competencies amongst schoolgoing and university-level students in Bangladesh on average.

2.5 Financial Struggles, Discriminations, and the COVID-19 Social-Distancing Quarantine Enforcements Experienced by Global and Bangladeshi Examinees

As well as the research papers above, academic publications by H. Zhang et al. (2021) and Ragin and Fiss (2016) mention how people from lower socioeconomic background financially struggle to complete their education and seek jobs, including to buy academic and test-preparatory materials and pay for exam-preparatory classes, let alone pay for their high-stakes criterion-referenced English language proficiency tests, be they IELTS, TOEFL, SAT,

PTE, etc. As such, test-takers from lower-middle class and middle-income backgrounds feel personally victimized, somewhat discriminated against, and excluded from fulfilling their basic academic and career requirements around the world (Filipović, 2016). Hence, they feel burdened and pressured to score well on their first attempts of any examinations they sit for without having to retake their tests because of failing, so they can successfully improve and stabilize their lives through social mobility and lucrative career opportunities abroad (Hamid & Chowdhury, 2016; Pearson, 2019b; Smith, 2019).

Likewise, while the paper by Islam et al. (2017) reflects on all the factors that determine the poverty circumstances and social inequalities faced by many locals all across Bangladesh, the study by Deb et al. (2024) specifically highlights the financial challenges experienced by Sylheti IELTS' test-takers specifically and the ways these candidates have overcome their hurdles through their families' and well-wishers' monetary provided loans and support.

When it comes to the impacts of COVID-19 on academics and career progressions, Barani['s] (2022) paper states that IELTS' paper-based test-takers have faced slight inconveniences during their tests, whereas the computer-based IELTS' candidates have not, in general. In Tice et al.['s] (2021) study, it is argued that students all around the world deserve to have their voices heard and to have equal opportunities to pursue their higher studies and career ambitions, especially during the COVID-19 pandemic, when all institutions and travel prospects had been halted due to the government-ordered home-quarantines in-place worldwide. Many of the Bangladeshi primary-, secondary-, and tertiary-level students have struggled with hopelessness, stress, bored, and inconveniences, even from their homes, during their transitions from in-classrooms to online learning phases during the two-year-long pandemic, especially in Dhaka, as mentioned in the publication by Saha et al. (2021).

Ghaemi and Kirkpatrick, in their study, states that teachers' metapathy towards test-takers and students have strongly impacted their learning, test preparations, test performances, and scores, either positively or negatively.

2.6 Merits and Demerits of Implementing Artificial Intelligence (AI) and Machine Learning (ML) Technologies in Testing

In addition to the above papers, I have also consulted academic publications that elaborated on the in-general advantages and disadvantages of using Machine Learning and AI-based algorithms to detect any human biases in the created and existing test items by incorporating Differential Item Functioning (DIF) analysis techniques into all online-based assessments; to remotely proctor and invigilate all modern digitalized exams' – including IELTS' – test sessions on-screen; and to enhance the security protocols, surveilling abilities, of any language proficiency exams – even IELTS – conducted on the internet in today's Digital Age for maintaining the trust and integrity of the said online-based exams (Beer, 2004; S. R. Hughes & Clesham, 2024; Isbell et al., 2023).

Aside from being able to automatically generate test items on-screen and in real-time for test-takers during any algorithmic assessments, Belzak et al. (2024), as well as Chachoui et al. (2024), Man et al. (2019), and Ormerod et al. (2023) in their works, have stated and proven that the AI-automation of high-stakes computerized tests can be effective in outsmarting hackers, pirates, and malicious test item harvesters or thieves and in preventing such criminal offenses with the help of in-built data-mining methods, externally and internally hack-proofing the assessment databases, and built-in biometric data-collection procedures (Al Hindi et al., 2025; Liao et al., 2020, 2022).

Likewise, other researchers, like Cheng and Liu (2015), mentioned in their papers that the utilization of Item Response Theory (IRT) Models in computerized assessments in today's world would also allow for the auto-generation and creation of abundant and endless

test items upon receiving “feedback” from test-takers’ performances and on-screen interactions (Gierl & Lai, 2016; Kara et al., 2024).

However, some of the authors have addressed that if the automated systems are not supervised, or at least semi-supervised, and also exist without any human oversight, the testing systems may do more harm than good, and as a result of hypothetically “writing itself”, the algorithm-based tests would also become involved with overpoweringly and unlimitedly plagiarizing other people’s published works in an unbalanced way. If the AI-based testing systems gain full autonomy without human interventions or supervisions, legal and administrative control over them would be lost, resulting in everyone’s data being unrestrictedly and secretly pirated or sold, and their privacies violated around the clock, etc. by the AI-integrated systems themselves, as well as resulting in non-grounded and “detached” modes of online operations and test-administrations that are “out of touch with reality” and “independent of human input” (D. Zhang et al., 2023).

Hence, if a fully-automated assessment system scores candidates’ language skills without accepting any human examiners’ or proctors’ input in the final stages, then the resulted grades would be unreliable and non-valid grades. Also, a few authors, like Corbin et al. (2025), Gershon, PhD and Cook, PhD (2011), Kara et al. (2022), and Liu et al. (2019) have added that while CATs provide test-takers comfortable and flexible exam experiences, they are not necessarily accurate in terms of scoring candidates’ skills, due to the CATs being expensive to develop; requiring stable Internet connectivity; making it difficult to alter or review test-takers’ responses; increasing test-takers’ anxieties for their unpredictability; and needing huge test-items’ storage spaces.

2.7 Research Gaps

Although the perspectives of Bangladeshi paper-based IELTS’ examinees are slightly included in Al-Banna[’s] (2025), Gardiner and Howlett[’s] (2008), as well as in Dong and

Wang[’s] (2025) above-mentioned papers, and are sufficiently available online, none of these listed publications have considered in-depth, let alone elaborated on, the Bangladeshi computer-based IELTS candidates’ perspectives on their digitalized tests in the recent years. The limited body of knowledge – such as the contents of Papamitsiou and Economides[’] (2014), Jeong[’s] (2012), including Zhan and Wan[’s] (2016) research studies – on the computer-based IELTS’ test-takers of Dhaka, Bangladesh, do not include their test-preparation strategies and readiness for their listening and speaking tests, and their achieved computer-based IELTS’ scores, not even insufficiently.

Similarly, even though the Bangladeshi candidates’ stress and anxiety levels have been considered, even if sparsely, in the aforementioned researches, none of the Bangladeshis’ examinees’ – particularly the ones with disabilities and special needs – rarer exam-cheating activities, as well as their experiences with the accessibility features and disability accommodations, especially during their computer-based IELTS test sessions, have been taken into account.

While the studies by Hasan (2022), Hu and Trenkic (2021), as well as by Al Amin and Greenwood (2022), describe and analyze the causes behind the less-than-advanced English-using abilities of Bangladeshi students and examinees in Dhaka, they still do not precisely mention how these factors impact their IELTS’, particularly computer-based IELTS’, test-taking preparations and readiness in details.

Likewise, there have been no specific studies – exactly like Deb et al.[’s] (2024) research on the dire financial circumstances of Sylheti IELTS’ candidates, as well as Islam et al.[’s] (2017) paper on all the poverty-causing factors and social prejudices experienced by people of Bangladesh in general – carried out on the financial struggles experienced by Dhaka’s IELTS test-takers in-depth and specifically. Also, no thorough investigations have

been performed on Dhaka's computer-based IELTS' candidates during the COVID-19 pandemic specifically.

Lastly, none of the publications' generalized findings and observations on the constructive and damaging circumstances and scenarios of the semi- to full automation of computerized assessment systems and services – by Beer (2004), S. R. Hughes and Clesham (2024), Isbell et al. (2023), Chachoui et al. (2024), Man et al. (2019), Ormerod et al. (2023), Cheng and Liu (2015), D. Zhang et al. (2023), Kara et al. (2022, 2024), as well as by Gershon, PhD and Cook, PhD (2011) – have specifically taken into account the context of the computer-delivered IELTS, particularly in Bangladesh. To be precise, no Bangladeshi test-takers', let alone Dhaka's, opinions and thoughts on the long-term effectiveness or the emerging dilemmas of implementing and infusing AI-based and ML technologies into their computerized assessment systems, specifically into their computer-based IELTS' exams, have been included or considered.

Chapter 3

Methodology

3.1 Research Methodology

This planned investigation employed a qualitative research approach to analyze Bangladeshi – particularly of Dhaka's – test-takers' perspectives towards and overall test-taking abilities in the computer-delivered mode of IELTS, in order to be able to mitigate any detrimental aspects of the testing service by introducing future-forward technological advancements, and to be able to continue with and enhance the already-beneficial features of such computerized tests.

3.2 Research Design

3.21 Study Design

My plan for this research paper is to feature deep insights on the experiences of computer-delivered IELTS' prospective candidates of 2026, current candidates of 2025, and former candidates of 2025 from 18 different British Council- and IDP Education-owned, authorized, and partnered IELTS' testing venues, IELTS' Registration Centres (IRCs), and learning centres across Dhaka city. This collective case study looks into how the computer-based IELTS UKVI Academic examination, the computer-based IELTS UKVI General Training examination, the computer-based standard IELTS Academic examination, and the computer-based standard IELTS General Training examination impact test-takers – their test preparation, test readiness, mental health, test performance, item responses, and band scores, to be precise – in numerous ways.

3.22 Study Setting

My overall study has been conducted in Dhaka, Bangladesh. To be specific, all of my research, inspection, and investigational activities were performed on and at the certified IELTS' testing, registration, and learning centres. It is worth mentioning that I had contacted

and reached out to the administration departments and the technical support staff of – as well as a few tutors and examiners working at – the aforementioned British Council- and IDP Education-approved or owned institutions, IRCs, and test centres as well. Likewise, from a distance, I had only observed several (potential) IELTS candidates and their guardians, who were non-participants for my assessment research, at these venues to a certain extent every week from mid-October to December, until satisfied.

Additionally, I have acquainted myself and connected remotely with only one of my Dhaka-residing participants over the phone, with the help of family contacts. Moreover, on the fifth and seventh of November, 2025, IDP Education had hosted two masterclass webinars on computerized IELTS' preparation, which I attended from home, to observe the attendees' and tutors' online interactions.

3.23 Study Duration

The duration of my research spanned over three months from October to December of 2025, to allow for the recruitment and interviewing of my willing participants from 13 different learning and testing centres; the observation of non-participating IELTS' candidates, their parents, tutors, examiners, invigilators, administration, and their technical support teams at the 18 approved institutions; my attendance of three free IELTS classes in-person at 10 Minute School; the reviewing and mapping of existing research and available literature; the centres' administration of the computer-based IELTS' practice tests and actual examinations on several test dates throughout the three months; the checking and inspections of the conditions of my targeted testing labs' computer setups, peripheral devices, provided tools, and their overall examination environments; and for the compilation and analysis of my collected findings.

3.24 Study Participants and Sample Size

The predominant consenting participants for my assessment study were fifteen IELTS' prospective candidates, present candidates, and former candidates, whom I both directly interviewed and observed over the course of three months. Among the fifteen interviewees, eleven of them have been adolescents and young adults who are schoolgoers and university-going students at present. The rest four of my participants have been men and women in their thirties and forties, who are currently employed full-time. All my participants expressed their desires and necessities to be certified to study in, migrate to, and work in an English-speaking country. Out of the four candidates and potential candidates between the ages of 30 to 45 years, only one of them was sitting for their computer-based IELTS Academic, while the others signed up for the General Training versions of the test. Needless to say, all my eleven adolescent and young adult participants had been preparing for their computer-based standard IELTS Academic and their computerized IELTS UKVI Academic in 2025.

To clearly emphasize, I had searched for and obtained two interviewees at the British Council of Bangladesh; two participants from the two separate branches of IDP Education of Bangladesh; two participants at the Pi International Education (PIE) Academy; one interviewee at Mentors' Education; one participant from the Penston Academy; one participant from Luminedge Bangladesh Limited; one participant from FutureEd English; one participant from WINGS Learning Centre; three participants at the three distinct 10 Minute School outlets; and one interviewee at BRAC University's English Language Learning Centre, all in-person for my assessment research.

Additionally, the non-participants for my study were the IELTS' prospective and present candidates, who were not interviewed by me, and whom I only directly observed from a distance to the best of my abilities and partially interacted with. For my study, it was imperative for me to contact, interact with, and observe other non-participants, like the

IELTS' technical and administration staff, the institutional tutors, the invigilators, and the younger candidates' parents respectively, in order for me to collect the computer-delivered IELTS' test-takers' perceptions and experiences indirectly from a third-party angle.

3.25 Study Sampling Procedure

Grouping my participants into two distinct categories – candidates who have prepared for and taken the computer-based IELTS UKVI Academic and General Training tests; and candidates who have prepared for and taken the standard computer-based IELTS Academic and General Training tests – was important because of the sole availability of the computerized format of the UKVI versions of IELTS in Dhaka, Bangladesh as of now.

The age ranges of my participants were between 18 to 45 years, and I interviewed both men and women, as well as boys and girls. For some of my younger participants, I organized and conducted their interviews face-to-face pre- and post-classes within the IELTS-authorized organizations' vicinities during the daytime hours. For the others who were busier, I collected their contact information, co-arranged our available hours, and fixed certain dates, before either sharing links to Zoom meetings with them or calling their phone numbers during the early nighttime hours from my home. No two people's interview dates were the same. Nevertheless, I had acquainted myself and talked about my research intent – although on a surface-level – with all my participants beforehand, prior to their consent.

3.3 Data Collection Procedures and Data Analysis Methods

To conduct my semi-structured and semi-formal interviews at a natural-flowing pace, it was crucial for me to maintain a relaxed atmosphere with my participants, while uncovering the key study areas and concepts that are relevant to the computer-based IELTS in Dhaka, Bangladesh. Before performing my interview sessions on Dhaka's IELTS test-takers of 2025 and 2026, I had tabulated a list of around 29 supervisor-approved interview questions in the Appendix section of my paper. These tailored questions not only allowed me

to gather rich, perceptive, and insightful qualitative responses from my interviewees, but they were also created to encompass, feature, and include the IELTS candidates' and ex-candidates' wide range of technical experiences, perspectives, and emotional standpoints they have had with and towards the computer-delivered test format, based on my research objectives for this multiple qualitative case study. My interview questions have also been prepared to collect my participants' various thoughts and practical feedback on the current computer-based IELTS, and to touch up on all my research objectives, in a natural, conversational tone.

With the help of my carefully-constructed interview questions, I have allowed myself the flexibility to adjust my phrasing and ask further follow-up questions, depending on the interviewees' responses, in order for me to clarify a lot of the misconceptions, uncertainties, and queries that I may have had previously, and to go deeper for getting my research questions answered.

I wanted my questions to be thought-provoking for my participants, so they would self-reflect upon and recall their test preparations, test readiness, test performances, test-taking strategies, test scores (if they had received them already), and their existing English language skills and expertise. My interview questions enabled them to understand and describe to me how the computer-delivered IELTS testing format have influenced those aforementioned factors. The responses to my interview questions gave me a well-rounded understanding of the ways in which the computer-based IELTS shaped my participants' – possibly even the general Bangladeshi population's at large – English language test-taking perceptions, attitudes, and overall experiences from multiple angles, particularly when paired with my follow-up questions that explore the interviewees' feelings, opinions, and observations further. I also kept spontaneity in mind, since the potentially unplanned follow-up questions were subject to be different, depending on my participants' responses. Some of

the interview questions themselves were subject to customizations, alterations, and improvisations during the conducted interviews, based on my respondents' answers.

Furthermore, I felt compelled to ask, translate, or repeat my questions in Bengali to some of my participants for their ease of understanding and communication with me, especially since they all came from different academic backgrounds and did not all receive schooling in an EMI setting equally. All lexical and phrasal responses in Bengali have been translated to, quoted, and transcribed in this paper in English for uniformity of language information-wise.

It was easy for me to interview eight of the young respondents in-person, while I had to conduct interviews for rest of the three young adults and the four older participants via Zoom video-calls and phone calls, due to differences in their schedule with mine and their work hours. It needs to be emphasized that all my conducted interviews, be they in-person or remote, lasted for about 30 minutes to one hour respectively.

My work included observing non-participants, such as 2026's prospective and 2025's current IELTS test-takers, both in-person inside their classrooms or at their examination "workstations" and via different online portals. This required me to become a participatory observant myself by pretending to be a future IELTS' candidate, owing to the nature of my in-the-field observation. Hence, I attended three free IELTS' preparatory classes at the Moghbazar, Mirpur, and Panthapath branches of 10 Minute School to get a personal "feel" for how the students' of all ages, backgrounds, and goals prepare, and for their overall experiences with the computerized tests. I even joined two masterclass webinars on computerized IELTS preparation to take notes on the attendees' thought processes and common queries, from home. Upon much persuasion and deliberation, I was eventually allowed into the four testing rooms of Luminedge Limited, Moghbazar's 10 Minute School, FutureEd English, as well as Dhanmondi's IDP Education respectively, during several

potential candidates' ongoing computer-based mock IELTS examinations there at some time during late-November of 2025, but was not left unsupervised for security reasons. Therefore, I was able to capture and witness the "bigger picture" of candidates' test-taking readiness and soon-to-be experiences inside their hassle-free and relaxed environments, while they attempted their practice mock tests on their designated computers during the morning and afternoon hours.

Aside from all the above, I formally inquired about the fees, types of offered and the taught preparatory courses, requirements and procedures, as well as the whole test-taking processes, to the already-mentioned IELTS' test-providing and administering organizations and their authorized registration partners in Dhaka. At home, for the sake of gathering further information, even trivial ones, I had examined the official websites of all the listed IELTS-certified test centres and IRCs I had visited in-person; followed their social media pages; and joined the "10MS IELTS & Study Abroad" Facebook group to monitor all test-takers' activities incognito. Lastly, I took a few of the free computer-based skills-wise sample tests available on the IDP Education's and the British Council's official websites to completely immerse myself into the digital-formatted IELTS examination.

3.4 Data Collection Instruments

For gathering data and information sufficiently for my study, I relied on a small journal, a pen, and my smartphone's audio recording application to record my participants' interviewed responses face-to-face. However, for the interviews that I held for some of my participants via Zoom video-call meetings, I made sure to use the OBS screen-recording software on my laptop to record their responses from the comfort of my home. Likewise, for the interviews that I conducted via phone calls to a few of my participants, I recorded their responses on my notebook and via my phone's built-in call-recorder, at home. My laptop, with its built-in webcam, allowed for me to reveal my face to my participants during the

interviewing processes, and my headphones' in-built microphone made it effortless for me to speak to them clearly.

In addition to these, the free genuine computer-based IELTS' practice test materials accessed from IDP Education's and British Council's websites, including a series of relevant published literature and books, had enabled to me establish and arrive at my solid research questions and research objectives. I manually batch-processed, real-time processed, and psychoanalyzed all my findings.

3.5 Ethical Considerations

In my assessment study, it was vital for me to maintain the confidentiality and anonymity of my participants' true identities, ages, schools, and current residential addresses. Thus, I assigned fifteen different pseudonyms for each of my interviewees to maintain their trust. Only their genders, and their choices of travel destinations, dream universities, and work aspirations are disclosed in this research. Before conducting my interviews remotely and face-to-face, I had sought their permission and had earned their full consent to be recorded, and made it clear to them that they were being recorded throughout their interview sessions, so that they would not feel violated or disturbed in any way. I also assured them that they had the right to withdraw from participating in my study at any given time upon informing me first, although none of my participants opted out. By showing my face during the Zoom interviews, I encouraged my online interviewees to willingly present themselves on-camera as well. None of my participants were pressured to divulge any personal or sensitive information to me beyond their comfort zones.

Regarding some of my younger participants, I spoke to their guardians at the learning-testing institutions' and IRCs' waiting rooms beforehand in order for them to have faith in my work and good intentions, and for them to agree into allowing me to interrogate their children. I had also gained the trust and confidence of the IELTS tutors, invigilators,

administration authorities, and the technical support teams of the said organizations I had visited, into permitting and accompanying me into one of their IELTS' testing computer labs, which usually remain locked unless there are any ongoing examinations or mock tests taking place with candidates inside. Despite being merely permitted into only the above-mentioned four test centres' labs during several test-takers' ongoing mock examinations, I was granted supervised-entries into the empty testing labs of all my 18 visited venues if there were no examinations running.

All the non-participant IELTS' candidates and prospective test-takers were unaware of my silent but harmless observation of them. I ensured that my questions to my interviewees were unbiased and neutral, so my participants' responses and opinions could be objective, balanced, and honest, leading to more accurate results and trustworthy insights, without compromising the reliability of my findings and the quality of my respondents' participation. My participants were not let on the deeper aspects, inner workings, and the purpose of my assessment research, so their responses to my questions were not manipulated or entirely one-sided.

Above all, I have carefully cited all the previously published and appropriate literature that I had referred to for my research in the References section of my paper. Likewise, to avoid accidental plagiarism and to uphold the academic integrity of my work, I have duly and responsibly credited the academic literatures' and findings' rightful authors and organizations for their Intellectual Properties in the form of in-text citations throughout my own research, wherever I mentioned or applied any of their ideas and theories.

Chapter 4

Results

4.1 Test-takers' Basic Experiences with Computer-based IELTS

The 15 participants interviewed included eight women and girls and seven men and boys. Five of them had Bengali-medium schooling backgrounds, while the rest ten had completed their secondary level of schooling from English-medium backgrounds. Eleven of the participants are aged below 30 years, while the rest four are older than 30 years of age. While five of them work full-time, there are three who work part-time or run their own small businesses. Likewise, while nine of the participants have already sat for their computer-based IELTS, the rest six have not yet done so while they were being interviewed by this study's researcher.

As 12 participants have opted for the computer-based IELTS Academic, the rest three have chosen the General Training tests. A higher number of participants are pursuing undergraduate degrees in various English-speaking countries, such as the United States of America (USA), Canada, New Zealand, the five United Kingdom (UK) countries, and Australia; while fewer others are pursuing graduate or PhD degrees in several English-speaking nations. A lot of the respondents are looking to advance their careers, seek foreign citizenships, and pursuing migration opportunities to these said countries. Only one person wishes to credit-transfer from Bangladesh to any overseas' university of their choice.

Although a fewer number of participants have expressed that simply being able to achieve overall band scores of below Band 9, but no less than 7, would be enough for them, a majority of participants have dreamed of achieving a Band 9 as their overall band scores, owing to the different expectations they have of themselves, others have of them, and the acceptable minimum band scores' and subscores' requirements of their targeted academic institutions and professional organizations.

Farah Sayed, a 24-year-old alumna of BRAC University, had said, “I don’t want to disappoint myself – [more] like embarrass myself – in front of my whole family and teachers by getting a bad result in my IELTS after working so hard.”, while Sara Imtiaz, another 24-year-old participant in this research who is presently in her final year of undergraduate study at BRAC University, had replied, “I’ll be the happiest person in the world if I can manage to get at least a 7.5,” prior to her exclaiming, “I don’t necessarily need a 9, considering my current level[s] of English skills.”

In terms of paying and managing to pay for their test registrations, test preparation materials, IELTS-preparatory coaching classes, practice mock tests, – both limited sets and unlimited bundles – results-distributions, one-on-one academic or career consultations, etc. some of the participants have financially-struggled, while others have not. Whereas a few of them have willingly paid and generously invested for their own futures, many others have hesitated to pay large sums of money “needlessly,” even for high-quality and beneficial, but highly expensive facilities and services.

4.2 Impacts of Examinees’ Psychological and Emotional States on Test-Taking Experiences

In the year 2025, minutes before starting their actual computer-based tests or mock exams in Dhaka’s learning-testing centres, most of the test-takers – some have appeared well-rested or energized, while others have been burnt-out or sleep-deprived – have felt bored. However, seconds before and during their tests, more participants have experienced high levels facilitative anxiety, while the others faced stronger debilitating anxiety.

One former test-taker named Obony Das, who had recently completed her A-Levels from Maple Leaf International School, had voiced, “I could literally feel my heartbeat rising with each ticking of the clock [within] the last few minutes… before my exams started.” To quote the 20-year-old Khadija Rahman, another one of the 15 interviewees, “[The IELTS-

administration authorities] made us sit and remain silent in a quiet waiting room before our tests, so they could inspect the fitness of all the computer hardwares' and softwares' conditions [inside the computer labs] first." She had also remarked, "I felt so bored out of my mind during that time."

Most test-takers' emotional grounding techniques and nervous system self-regulatory skills have allowed them to remain in-control, confident, calm, and comfortable enough to get into the right headspace. This, in turn, supported them into becoming resilient, improvisatory, and resourceful, with quicker emotional recovery and times, during test-taking. Momin Hossain, a young man aged 20, had convinced himself and reassured his interviewer, "I got used to [the pressure]. I figured that a little bit of stress and pressure is good for me and my self-development in the long run." Although all the 15 participants have been mentally preoccupied during their tests due to attentively multitasking, focusing, processing, brainstorming, and timing their responses on-screen, some of the individuals also experienced feeling sensory-overloaded, stuck, panicked, frustrated, and temporarily stress-inducedly forgetful.

Many of the participants' post-test relief and joy caused them to feel hungry and sleepy afterwards. Rahman giggled while remembering, "As soon as I exited the building, the first thing me and my mother did [was] go to Takeout, in Satmasjid road – to grab some burgers together. I was so starving and thirsty, it was crazy! That was our lunch and dinner for the day. I took a nice long nap once I reached home."

4.3 Test-takers' Overall Readiness for, Adaptation to, and Familiarization with Computer-based IELTS

Additionally, the younger – "Late Digital Native" or Gen-Z – test-takers have had better test readiness in one or two months, including more comfortable test-taking experiences – like Rushan Tajrim – with adeptly navigating their digital-formatted tests than

the older – “Early Digital Native” or Millennial - participants, because of former’s heightened digital competence and technological skills, caused by their greater and more frequent exposures to, familiarity with, and awareness of the appropriate usages of the ever-evolving digital devices, real-time cyberspace realms, latest technological mechanisms on a daily basis growing up.

The older less “tech-savvy” participants, with the exception of the 37-year-old South Tech employee named Hamid Rezwan, faced different challenges with interacting with the electronic tools, on-screen digital layout features, hardware and peripheral device-setups, test-taking software interfaces, and the in-place operating system, so they required more formally-overseen hands-on training and consistent practice for around five to six months to prepare themselves for their IELTS on Computer. Sadia Mohammed Ishaque, a woman in her mid-thirties working at the Dutch-Bangla Bank PLC. Human Resources department, had responded, “At first, I felt overwhelmed by some of the computer tools and features, so things were tough for me.” Pausing for a moment, she speculated, “But now, I feel comfortable and confident with using the computer technologies during my mock exams. It’s good that I was able to feel this comfortable during my actual tests, too.”

“It took me a bit longer, like around five to six months, to get used to all the computer-based features and tools during my mock exams, but I’ve received plenty of support and guidance from the staff [at my testing venue],” said Rafsan Hasan, a 42-year-old Operations Director at HSBC Bank, who then also confirmed, “That’s how I did pretty well in the real final exam… without any assistance, of course!”

Although some test-takers put more emphasis and efforts on developing their digital skills over their English language competencies, all 15 former and potential test-takers have prepared similarly for their computer-based IELTS exams in terms of building language skills, in Dhaka.

4.4 Experiences with Computer-based IELTS' Digital Interface, Usability Features, and Test-taking Conditions

In Dhaka, the digitally-literate and well-practiced participants out of 15 have had an easier time with reading the test items and following their test instructions, as well as with interacting with their reading, writing, and listening modules' intuitive, innovative, user-friendly, helpful, and easy-to-grasp on-screen timer; split-screen adjustable screen size feature; text-highlighter; note-taker, text copy-pasting feature; automated word-counter; built-in autosave feature; background colour-changing options; font size-altering feature; font colour-changing feature; font-changing feature; and scroll-bar feature within their 24-inch monitors' exam-taking interfaces, using their provided keyboards and mice. The navigation bars, featuring small green circles for answered test items, tiny red squares to indicate pending questions, and tiny flag icons for "flagged" test items; including the "⟵" and "⟶" arrows; and web-page numbers, at the bottom-right, have been beneficial to most of the test-takers.

Das had brought up, "I love how I can easily edit and modify my answers on the computer whenever needed – and fast," while also stating, "so [there is] no need for me to cross out anything and make things messy."

All test-takers' keyboard shortcuts, screenshot-taking, spelling-checking, and grammar-checking features have been disabled. Neatly editing and proofreading responses on-screen has been easier for 50% of the interviewees, owing to the mice cursors, including the "backspace" and "delete" keyboard keys. All candidates have been required to log into their respective on-screen test interfaces using the provided user IDs and passwords, so their tests started and ended at different times. Some participants preferred taking notes digitally on-screen, while others liked jotting and drafting their thoughts by hand on their provided blank sheets. Tajrim has mentioned (see the Appendix section for the full transcript) that her

computer's digital interface had once lagged due to her highlighting too many words and phrases from the given texts on-screen.

Test-takers have felt the most comfortable and at ease in their respective designated test centres, where multi-socket power strips' cords, extension cables, and three-pin multi-plug adapters are neatly organized; the testing rooms' air-conditioning is balanced; the desktop monitors' brightness levels are optimal; the rooms' lighting is appropriate; the surroundings' cleanliness and hygiene are maintained; and the acoustic conditions are quiet and peaceful, specifically.

4.5 Experiences with the Listening Module of Computer-based IELTS

Firstly, most of the Dhaka-based participants have had pleasant experiences with the high-clarity sound qualities by listening more closely, individually, and directly to the pre-recorded audio samples from their wired or wireless, snugly-fitted, over-ear headphones connected to their computer setups, within the privacies of their own "workstations", during their 30-to-34-minute listening tests. A few – like Md. Mahroof Sadeeq, one of the 20-year-old interviewees of this study, specifically – have been inconvenienced by the faint, indistinct, or muffled audio recordings playing from their defective headphones, while one person – Tajrim herself – had to endure a uncontrollably blaring, loud, and harsh-sounding audio recording from her headphones, causing her to suffer from mild headache and temporary earache later.

Secondly, it was easier for all candidates to control their audio samples' volumes on-screen by clicking the speaker icon on the bottom-right. It was tough for three individuals to adjust the sound levels, even by physically pressing the "+" and "–" touchable rocker-buttons on the headsets. Only the candidates' invigilators, test-administration authorities, and technical support teams could centrally adjust the recordings' volumes, and pause or replay the recordings, if needed.

While many were unbothered by the lack of the ten-minute answer-transferring and reviewing times in the computer-based IELTS' listening modules, some of the 15 participants have felt it unfair that they are granted only two to four minutes at the end of their listening exams in order to transfer their answers from their blank sheets to their on-screen user-interfaces if needed, but mostly to review all their responses, all during the 30-to-34-minute listening tests.

4.6 Experiences with the Speaking Module of Computer-based IELTS

In addition, all test-takers took their speaking exams on the same day in the same venues as their listening, reading, and writing modules. Some have taken their speaking tests hours before the other three modules, while the others took theirs hours after. Two-thirds of the participants had their speaking tests via Zoom video-calls, where they had to speak into their headsets' microphones with their examiners on-screen. The rest had face-to-face speaking tests with their examiners. Everyone's speaking exams and mock tests were conducted privately in separate rooms.

All candidates were given cue cards to effectively note-take and jot down thoughts and ideas for one minute before speaking on their assigned topics. A few have not made good use of their one-minute speaking-preparation times, while others, like Das and Imtiaz, have. Being either audio-recorded in-person or screen-recorded on Zoom via webcams made several test-takers too anxious to speak clearly – they had mostly stuttered or sounded robotic and monotonous. Others communicated and expressed themselves clearly, easily, and naturally, despite being recorded and nervous.

4.7 Candidates' Perceptions of Test Fairness, Accessibility, and Universal Special Needs' Accommodations

Equally important, several test-takers have felt that the computer-based IELTS – including their varying-difficulty and some discriminatory or unconsciously-biased test items

– do not measure their true English language proficiencies, but rather their intellectual capacities, brainpower, composures, mental resilience, stress management skills, travel-hardiness, perseverance, and vigor irrelevantly.

Both groups of younger – 13 able-bodied; one special-needs' individual with ADHD who is Rahman; and one physically-injured participant named Zeinab Mortuza – and older candidates have considered the digitalized English assessment systems to be easily accessible and accommodating for all. All candidates have mostly appreciated the quantities and qualities of the available physical-disability accommodations, than the learning-disability or the psychological-disability ones.

Other candidates, who unfortunately experienced electrical power outages on random days, and Hossain, who experienced the 5.4-magnitude earthquake of November 21, 2025 in Dhaka respectively, have valued the quick support, urgent responses, and 5-to-15-minute extra times provided by their test centres.

4.8 Test-takers' Typing Speed and Unintentional "Typo" Errors

Categorically, the participants, who were worried about their unintelligible, slow, or poor handwritings, have preferred typing their responses in the answer fields on-screen during their reading, writing, and listening modules.

Even then, while few participants were confident about their fast typing speeds and accuracies, others have felt worried and stressed about not being able to type beyond 40 to 50 WPM (Words Per Minute) or about frequently producing too many "typos" or spelling and grammar mistakes accidentally. Amongst the latter group, the slower typists worried less about making typing errors, while the typists who made lots of typing mistakes worried less about their typing speeds.

Rushan Tajrim, as detailed in her appended interview transcript, has only recommended the computer-based IELTS for people whose typing skills are already fast,

sharp, and excellent. However, since the computer-based IELTS is becoming the default mode of this assessment system, Tajrim suggests that future test-takers practice and improve on their typing skills for several months or a year before attempting their online-based exams.

4.9 Experiencing Distractions During Test-taking and Implementation of AI in the Near Future of Computer-based IELTS

Since all the interviewed participants have willingly opted for the computer-based IELTS, very few of them have been distracted by the ongoing frequent noises or crowds of people in their exam centres, or near their allegedly-soundproof testing rooms. For most determined candidates, the computerized format of their tests produced "information stimuli", which flooded their senses, kept them single-mindedly fixated and strongly concentrated on their monitors. For others, the "intimidating" or "inconvenient" device-setups, and any other circumstances, may have caused them to become cognitively overloaded or stressed and lose focus. Likewise, a majority of the interviewees, though anxious and stressed, had sheer willpower and intrinsic motivation, so have managed to successfully perform well.

Most candidates, like the 42-year-old Rafsan Hasan from HSBC Bank's Operations' sector, and Sadeeq, have been sceptical and mistrustful about the full incorporation of AI into and the complete automation of their computer-based tests' processes, fearing the losses of data privacy, human-established objective-scoring, and fair judgments of candidates' responses by human examiners, but were in favour of the assessment systems' partial AI-automation. Only Tajrim, in particular, has been openly in favour of AI and the full-automation of the computer-based tests, as documented in her interview testimony (see Appendix). Half of the participants have been mentally prepared for the emergence of the next global disease outbreak, and did not find the current assessment systems to be resilient against any future epidemic or pandemic.

4.10 Comparison of Costs and Required Skillsets: Standard Computer-based IELTS Versus Computer-based UKVI IELTS

The seven UKVI Academic and UKVI General Training IELTS' candidates paid 31,450 Bangladeshi Takas (BDT), whereas the rest eight standard Academic and standard General Training examinees paid 28,450 BDT for their online-based tests. While the UKVI IELTS' test-takers have felt justified in paying 3000 BDT extra to have their UK student-, work-, or residential-visas' applications processed; to keeping their study, work, and migration options open in the UK-countries; and to have more secure test-taking surroundings, the others, like Rezwan, felt the additional costs to be "unnecessary", "wasteful", and a "scam". "In my opinion, [the higher prices of the UKVI versions of the computer-based tests] are just for show," Rezwan had blurted, "To give everyone the idea that the UKVI IELTS are superior in some way[s], even though they're not."

Mortuza, on the other hand, had hoped, "Since my chances of getting accepted to Canada are slim, it is good for me to have other options available to me for my higher studies."

As agreed by all participants, there are no differences in the types of test preparations, including language skills and technological competencies, required for both the computer-based standard and UKVI IELTS.

4.11 Examinees' Perceptions of Computer-based IELTS' Test Security, Privacy, and Integrity

Aside from being prohibited to take pictures or videos inside the test centres, none of the 15 interviewed participants were allowed to bring any personal belongings – that should be left in the secure storage areas or locker facilities outside – inside their test rooms. Pens and blank sheets had been provided to the nine individuals who already took their tests. All former candidates were full-body scanned via walk-in metal detectors and pat-downs before

their tests. No one has been allowed to use VPNs and personal hotspot networks, but only Local Area Network (LAN) setups. Besides the smart-NID and passport verifications, all former candidates nervously underwent face-and-ears photography for security purposes prior to test-taking.

Many of the former and potential candidates appreciated the wooden partitions or dividers between their own private "workstations" and others', as well as the higher numbers of security cameras and smoke detectors, and the fewer numbers of sealed or locked fire exits.

Being comfortable inside testing computer labs with seven to nine test-takers – instead of 20 to 25 – and two to four invigilators, all test-takers have been mandated to stay within their test session-recording monitors' frames; to not make any suspicious mouth and eye movements during test-taking; to not have other applications running in their computers' background; and to not minimize, restore, or point their cursors outside their Inspera Integrity web-browser's testing windows. Many of the interviewed test-taking individuals felt reassured, yet intimidated by these security measures.

4.12 Experiences with Testing Staff Service and Examiner Biases

Moreover, a maximum number of participants expressed their satisfactions with their individual learning-testing centres' and IRCs' professional, helpful, accommodating, and sufficient services, support, resources, test preparation materials, and guidance by their technical support teams; administration staffs; educational consultants; test-administering authorities; IELTS-preparatory classes' language tutors; and invigilators. Others felt that their received support and services could have been better and improved through staff-training meetings and sessions.

A few test-takers' speaking invigilators seemed discriminatory, impatient, or judgmental towards them, based on the former's appearances, speaking skills, accents, and

cultural backgrounds. Unlike the other participants' friendly invigilators, one interviewee's proctor made snarky and biased comments to them, which greatly upset this test-taker.

The administration and reception desk staff at most of the participants' respective centres, especially of the 19-year-old Ayan Kabir's, gave them refreshments, water, tea, and coffee, before and after their reading, writing, and listening exams, to help them relax and de-stress.

4.13 Impacts of IELTS' Cheating Scandals and Technical "Glitches" on Test-taking Experiences in Dhaka

To add, the interviewed test-takers have felt disgusted and disappointed by the non-participating dishonest candidates' involvement in the recent paper-based IELTS' cheating scandal; – where two contractual invigilators leaked questions in exchange for money – as well as worried about their own national reputations as Bangladeshis, and their future academic and career prospects, in all English-speaking countries unfairly and undeservedly being under scrutiny and threat.

Hasan had uttered in deep frustration, "These kinds of cases, especially in Bangladesh, give us all a bad name in foreign countries. People unfairly wonder 'All Bangladeshis are crooks and cheats,' even we do, too. And rightfully so, because of these few rotten 'bad apples' in our country." Equally, Kabir had also expressed, "It's very disappointing," and then he continued, "but not surprising, that something like this can happen in Bangladesh so audaciously and shamelessly."

Yet, these participants have felt sympathetic towards the plight of other Bangladeshi candidates' whose computer-based test sessions, held from August to September of 2025, had suffered from technical "glitches" in the listening and reading modules. These recently-discovered "glitches" instilled fear inside a few participants, who now worried about their scores and test sessions being invalidated.

4.14 Booking and Selecting Test Dates, Venues, and Time Slots

Some people among the 15 participants have been able to book their test dates, venues, and time slots conveniently from home by themselves, while other people had to book their test slots at their respective IRCs and test centres with the help of the administration staff.

While the easily-available and flexible test slots have suited and smoothly-fit into a few candidates' schedules well, several participants had to adjust their own plans to fit around their chosen test slots.

Overall, the four-step online test-booking procedures have been convenient and straightforward to most of the participants, while partially-confusing to the rest few.

Regardless, travelling long and short distances, through the Dhaka's road traffic, potential accidents on-street, unforeseen construction sites, and sudden road closures, to their designated test centres proved to be challenging and hectic for all the participants – who had to start two to three hours earlier from their homes – to varying degrees.

4.15 Convenience and Speed of Results' Delivery and Shareability via e-TRFs

What is more, many of the former test-taker participants have received their provisional results and official e-TRFs (electronic Test Report Forms) quickly and conveniently at home within two to five days via emails; on the *IDP Education* and the *British Council* websites' test-taker portals; and in their *IELTS by IDP* smartphone application respectively, while a few others got their overall band scores and individual skills' subscores after over seven days.

While several former test-takers collected their results in-person at their test centres or IRCs, a select few had their e-TRFs and score certificates delivered to their homes via e-courier services. Even, several of these participants have received a single printed copies of

their e-TRFs at no cost, while a few participants had to pay to request for more than one printed e-TRFs.

Only one test-taker had paid to share their results to more than ten universities abroad – directly by themselves and indirectly with the help of his educational consultants, administration staff, and technical support employees at his test centre and IRC – while the rest others submitted their scores and e-TRFs for free to one, two, five, or ten academic institutions or corporations respectively.

4.16 Examinees' Post-test Self-reflections and Assessment Feedback

Due to feeling rushed because of time constraints across the four modules, especially the listening and speaking tests, many of the participants have perceived the difficulty levels of all the modules altogether to be moderate. Yet, because of there being no negative marking in computer-based IELTS exams, all 15 candidates have felt less anxious about losing -1 or 2.5 marks unnecessarily for any incorrect responses made.

While a huge fraction of the participants have achieved overall scores above Band 8 in their computer-based mock practice tests, many participants have rather gained overall band scores less than 8 but more than 6.5 in their actual computer-based tests. Hence, many of the participants have remained unfazed about their overall performances.

Out of 15 people, three have retaken their listening and speaking skills' tests respectively, and one has repeated their entire test out of necessity, in order to meet societal expectations and to fulfill the minimum university admissions' and corporate hiring requirements – within 15 to 60 days after their original test dates – with all four of them ending up achieving their desired scores the second time around. Initially feeling anxious about one-skill retakes because of numerous institutions' rejections of them globally back in 2023, many of the participants have only recently felt confident and relieved by the recent

acceptances of one-skill retakes' scores in international institutions and organizations worldwide.

Up to seven participants are fully in favour of the computer-based IELTS becoming the default mode of this English-proficiency assessment service, while the rest others still considered the importance and value of the paper-based IELTS equally alongside the computer-delivered counterparts in Dhaka, Bangladesh. To some of the participants, their individual subscores are more indicative of their true English language proficiencies and offer accurate judgments of their language skills than their overall score; for a few others, their overall band scores held more importance; to the rest, both their subscores and overall band scores are equally important.

Only a fewer number of interviewees promptly and instantly raised complaints about, pointed out issues with, and brought attention to any problems with their provided peripheral devices, noise levels, cleanliness, lighting, air-conditioning temperatures, etc. to the in-charge invigilators and technical support staffs before and during test-taking, while more people had hesitated or refused to do the same, out of shyness or awkwardness.

Chapter 5

Discussion

5.1 The Digitalized Test Format and Its Effects on Dhaka-based Candidates' Skills, Test Readiness, and Test Performances in 2025

5.11 Test-takers' Typing Speeds Versus Handwriting Neatness and Skills

Typically, all Bangladeshi computer-based IELTS' test-takers, who possess significantly strong and fast typing skills, speeds, and accuracies, are more likely to have an unfair advantage in their overall test performances, especially in their computerized writing modules, over other candidates with weaker or lower-level typing abilities. The Dhaka-based examinees, who are more practiced and skilled typists have been able to cut, copy, paste, and edit words and phrases from their given texts and from their own written responses adeptly with ease.

On the other hand, all slow-typing examinees, particularly the ones who produce unintentional typing errors often, have rather been at a disadvantage during their computer-delivered IELTS, because of there being no spell-checkers and proofreaders, as well as no keyboard shortcut commands, such as the "Ctrl+Z," "Ctrl+V," Ctrl+C," "Ctrl+Shift+V," "Ctrl+F", etc. enabled within the test-taking digital interfaces.

For people who are simply not habituated and accustomed to typing in English on keyboards quickly, the computer-based IELTS can prove to be challenging, because all test-takers are required to type out their responses fast and accurately.

Unlike the computer-based IELTS' candidates' mere focus and emphasis on improving their typing skills in case they have not done so already, the paper-based IELTS' test-takers in contrast are expected and required to better their handwriting skills, so that their examiners have an easier time reading their neat responses.

To all IELTS' test-takers, either their typing skills or their handwriting skills are vital for them to improve on and practice, depending on whether the said examinees would choose the computer-based mode of IELTS or the paper-based mode of IELTS, in order to boost their confidence levels and test performances in their respective exams.

5.12 Sociocultural Standpoint: Candidates' Digital Literacy and Computer Familiarity

To put it simply, examinees' overall computer-based IELTS test-taking experiences, test-performances, and confidence levels are directly proportional to their existing or priorly-acquired computer literacies, digital competencies, cyber-savviness, as well as their technological awareness and proficiency levels (or lack thereof). With that being stated, people of Dhaka, particularly of the younger generations, with higher levels of digital and computer literacies – better referred to as the "Tech-Wizards" or "Techies" that they perceive themselves to be – have a greater likelihood or tendency to do well on the computer-based IELTS, because of their dexterous swiftness and skillfulness at navigating their on-screen user-interfaces and at using the digital features and tools appropriately. Conversely, digital novices – in other words, people of usually lower-level digital competencies or from lesser technology-oriented backgrounds – are more likely to experience anxiety and may struggle to adjust to the computerized test format, which, in turn, affect their test-taking experiences adversely (Chapelle & Douglas, 2008; Gardiner & Howlett, 2008; Hasan, 2022).

According to the Washback theory of assessment analysis, the digital format and user-interface layout of the computer-based IELTS themselves are the driving forces behind how test-takers prepare and ready themselves. Therefore, the Bangladeshi candidates, who are less or insufficiently familiar with technology and electronic devices, are naturally guaranteed to feel unprepared, reluctant, stressed, and nervous (Dong & Wang, 2025; A. Hughes, 2003).

To various examinees, who are kinaesthetic learners or visual learners according to Neil Fleming's VARK model of learning styles consisting of the Visual, Aural,

Reading/Writing, and Kinesthetic learning modalities, the computer-based IELTS does not seem daunting, but rather feels easier to adapt to and familiarize themselves with. Other candidates, who possess and utilize the auditory and reading-writing styles of learning, are more likely to struggle with the computer-based test format and perceive the traditional paper-based IELTS as more convenient for them (Brown & Lee, 2015; Slavin, 2018).

Based on Howard Gardener's Multiple Intelligences Model, the Dhaka-based test-takers are more likely to become easily adapted to, as well as comfortable and familiar with the computerized mode of test delivery, if they possess stronger visual or mathematical intelligences. Similarly, candidates of Dhaka, who mostly possess strong bodily-kinaesthetic or linguistic intelligences, are more likely to be comfortable with, feel more inclined towards, and perform better than other examinees in the paper-based IELTS (Brown & Lee, 2015; Slavin, 2018).

Finally, it needs to be stated that the actual and final computer-based IELTS that are administered by the test-providing authorities and organizations on the test-takers' respective designated test days are the summative assessments or evaluations of non-native English-users' language skills, which grade and score the examinees on their linguistic knowledge, communicative competencies, and test-performances (Al Amin & Greenwood, 2022). On the other hand, the computer-based mock practice tests, as well as the IELTS-preparatory classes' on-computer "pop" quizzes and teacher-provided on-screen homework, etc. at the Bangladeshi test-takers individual learning-testing centres are the formative assessments of the candidates' language four skills, which help the said candidates learn, improve, prepare, and ready themselves for their final – summative – tests, by lowering their anxieties, while building or strengthening their digital literacies and technological competencies (A. Hughes, 2003).

5.13 Examinees' Editing Strategies and Structuring Skills

Unlike in the paper-based IELTS, the opportunities for the test-takers to copy, paste, cut, edit, and rearrange certain words, clauses, and textual phrases onto their blank response fields on-screen in their computer-based IELTS are not only effective in terms of preventing typing errors or "typos", but also time-saving. In other words, a test-taker can rapidly move their selected texts from one point to another on-screen, and also correct their typed mistakes, without feeling the need to rewrite any clauses, sentences, or paragraphs entirely from scratch. By allowing the candidates to focus on their responses' contents, the computer-based IELTS-granted editing tools and features help all candidates organize their brainstormed and jotted down thoughts and ideas better on-screen (Al-Banna, 2025; Baidoo-Anu & DeLuca, 2025; Papamitsiou & Economides, 2014; Sinclair et al., 2019).

5.2 The Impacts of Dhaka-residing Examinees' On-screen Test-taking Interface Navigation Abilities on Their User Experiences

5.21 Built-in Tools for Time Management

Aside from the helpful on-screen timer or chronometer across the reading, writing, and listening modules on the top-left side of the test-takers' computer screens, the adjustable screen-size feature; the on-screen text-highlighter; the on-screen note-taker; the test interface's autosave feature; the automatic word-counter feature; the font-changing and fonts' size-altering options; as well as the copy-pasting and dragging-and-dropping features are the noteworthy time-saving tools and attributes of the computer-based IELTS, according to most of the Dhaka-based candidates in the year 2025.

However, despite having the aforementioned time-management and stress-management tools at the ready, many of the examinees find themselves feeling rushed during their listening tests and listening practice tests, since merely two to four minutes are provided at the end of this particular 30-minute module for them to hurriedly answer-transfer and check their responses before the test window closes abruptly once their timers run out.

5.22 Test-takers' Experiences With Online-based Reading and Listening

It has been noticed that all the computer-based IELTS' examinees, who have already taken or are about to sit for their tests on-screen, have had varying degrees of different test-taking experiences with reading long and elaborate texts from their test items on their computers. While some have found the texts on their digital interfaces easy to navigate through, note-take on, or highlight on, others have experienced significant amounts of eye strain or screen fatigue – especially after prolonged periods of time – which, in turn, has made it difficult for them to concentrate on their given items and process the provided information quickly.

Likewise, although the test-takers are allowed to play their pre-recorded audio samples whenever they are ready during their listening modules, they cannot pause their audio recordings in-between at will or replay their audio files, unless permitted by their invigilators for valid reasons. Also, the audio recordings are replayed or paused centrally for all test-takers on their computers, by the test-administering authorities, technical support teams, and invigilators, only in case of any emergencies, crises, or unforeseen circumstances.

5.23 User-friendliness of the On-screen User Interface Features

All candidates who have opted for the computer-based IELTS previously and in the last few months of 2025, have mostly benefited from the integrated, built-in, intuitive, user-friendly, on-screen features, namely the autosave feature, the copy-pasting option, and the automatic word-counter feature for their writing modules; as well as the split-screen size-adjusting, on-screen highlighter, and note-making tools combined for their reading modules particularly. Not only are these features simply nice additions to the test-taking experiences, but these digital advantages also boost the candidates' test performances in the computer-based IELTS. There is a tiny "help" button on the top-right of the screens as well, which provide technical support to candidates when required.

Although the keyboard shortcuts are disabled in this assessment systems, candidates are able to copy-paste any words or phrases directly from the test items' texts or from their own typed responses, using their mice cursors. The integrated word-counter helps test-takers save valuable time, which would have been spent by them carefully counting their typed words manually.

Moreover, the examiners do not need to manually save their answers at all, since there are no "save" or "submit" buttons. Rather, the user-friendly test-taking interface automatically saves all their responses and progresses at every one to two minute-intervals, especially right before their test windows strictly shut down when their test-durations are over.

In addition, the examinees' granted abilities to highlight any important information and texts on-screen, as well as to take effective short notes digitally for quickly and neatly jotting down and drafting their brainstormed thoughts and ideas, have been useful in allowing the computer-based IELTS' test-takers to score higher on their reading and writing modules than their paper-based counterparts.

The changeable font-size, font-colour, font-style, screen-brightness, background-colour features, etc., which can all be accessed via the "settings" button on the top-right end of the user-interface, inevitably and surely enhance the test-taking experiences for examinees.

5.24 Examinees' On-screen Reading and On-Screen Navigation Abilities

A lot of Bangladeshi computer-based IELTS' test-takers feel grateful for the split-screen layout of their reading modules, which simultaneously displays the test items and the textual passages side-by-side. Similarly, the candidates have also considered the dual-screen format of their user-interface's layout to be helpful, because of how it features the test items on one side and the blank response-typing space on the other side at the same time.

Candidates are able to scroll up and down their screens to read any long or a series of texts, paragraphs, passages, or test items. Likewise, all examinees can easily navigate or teleport from one test item to another by clicking on the tiny coloured icons, i.e. dots, squares, or flag-shaped icons, within the navigation bars at the bottom of their test windows. Moreover, clicking on the "←" and "→" buttons on-screen allows for the test-takers to travel to and from different parts and questions with ease. Thus, there is no requirement for any physical page-flipping during the computer-based IELTS test sessions.

Yet, some candidates find it visually tiring, confusing, or strenuous to read long texts or passages, even their own writings, for long periods of time on a computer screen.

The test instructions, also presented or accessed on-screen, are clear and concise enough for all test-takers to proceed with their exams confidently, or continue forward with their tests if they have briefly paused or started second-guessing themselves.

In this study, all the 15 respondents have recalled interacting with the latest Dell or HP desktop monitor devices, having either the Windows 10 or Windows 11 Operating Systems (OS) installed into them, as well as with the comfortable wired QWERTY keyboards and wired mice from Dell or HP, as their test-taking peripheral equipments. Equally important, the middle-range Intel Core i5, the high-end Intel Core i7, or the top-tier and latest Intel Core i9 CPU hardware processors are officially recommended and mandated for use within the digital setups of the computer-based IELTS assessments, as mentioned by the administration and technical teams working at IDP Education.

Therefore, test centres that have incorporated the latest Intel Core i9 processors into their computers are able to grant their candidates the smoothest and the most lag-free test-taking experiences, compared to the testing venues that relied on the Intel Core i7 processor or CPU hardware processors older than i7 inside their computers.

5.3 The Roles of Candidates' Test-taking Surroundings, Test-day Logistics, Psychological Factors, and Socioeconomic Conditions in Dhaka

5.31 Noise and Distractions during Candidates' Test Sessions

While many of Dhaka test centres' ensure quiet and noise-free testing environments inside their computer labs for all test-takers, it is almost impossible for the test-administration staff and authorities to entirely regulate or control the noise caused by other people passing and chattering amongst themselves through the centres' hallways outside their computer labs; the audibility of loud vehicles on the somewhat busy streets at certain hours; or the low to deafening sounds coming from the nearby construction sites, etc. Hence, it is possible for some test-takers, especially those who become easily distracted or suffer from short attention spans, to lose their concentrations and focus briefly or for prolonged periods of time, during reading their test items and typing their responses on-screen. Fortunately for the computer-based IELTS' examinees, the smaller-sized test rooms or computer labs, which can accommodate only up to seven to ten candidates on average, with two to four invigilators proctoring their exams, make it easier for them to remain attentive to their tests, despite becoming momentarily distracted by various acoustic factors, if any.

It has been found that for some test-takers, the sounds produced from multiple of their co-examinees' simultaneous typing on their individual keyboards at their own workstations, have been significantly distracting within the former's test durations. As long as all the co-examinees inside a computer lab remain considerate and mindful of others, by taking plenty of care into not noisily typing by harshly pressing on their keyboard keys during their reading and writing modules, all candidates can have smooth computer-based test-taking experiences. Likewise, as long as the candidates' provided over-ear wired or wireless headphones are functional and sturdy in terms of proper audio qualities, noise-cancellation, and volume-adjustability features, and not defective or damaged, all test-takers are likely to have decent,

distraction-free experiences during their listening tests. Otherwise, faulty headphones and other external distractors are more likely to counterproductively disrupt candidates' test sessions, which may result in the candidates having to retake their whole tests or certain modules – if they do not achieve their desired scores – which further increases their existing stress levels (Hamid, 2015; Pearson, 2019b). It is advised to all candidates by the examination-administering authorities that the former should check the functionalities of all their test-taking hardware equipments and peripheral devices prior to attempting their tests.

5.32 Test Venues' Crowds

In Dhaka, it is quite common for IELTS' learning-testing centres, especially the "coaching centres," to become crowded and jam-packed with people often. Although the more organized testing computer labs – within the test venues – for computer-based IELTS are authorized to be less crowded with the intention of making the candidates' test-surroundings less stressful and distracting, the test centres themselves are not necessarily always crowd-free or noise-free. Besides there being lots of test-takers readying themselves for their official and actual computer-based tests, there are plenty of other potential candidates who are also on-site to take their mock practice tests inside the same building, but in separate rooms (Hu & Trenkic, 2021).

Likewise, several learning-test centres, which additionally conduct IELTS-preparatory classes, as well as other junior-level English classes for younger schoolgoing fifth- to eighth-grade students within their buildings, like 10 Minute School, etc. are more likely to have – aside from the students and test-takers – their respective parents and guardians inside their waiting or lounging areas.

5.33 "Typo" Errors Made by Test-takers

Candidates, who are less digitally experienced with technological devices and computer equipments are more likely to feel self-conscious about making any typing

mistakes, or “typos”, in their written responses simply because of feeling pressured or rushed due to the set time constraints of their reading, writing, and listening modules individually, and also because of the disabling of proofreaders and spell-checkers within the computerized assessment systems.

In short, regardless of the candidates’ existing technical skills or digital competencies (or lack thereof), not all fast typists produce typing errors unintentionally, but all typing errors are accidentally made by fast typists.

Similarly, not all slow typists write in English accurately by considering all the proper spellings, correct grammar, and appropriate punctuations to be used, but all typing accuracies and self-correcting tendencies are visible in slower typists’ responses.

5.34 Test-takers’ Psychological Impacts: Anxiety and Stress Levels

In 2025, both the computer-based IELTS’ and paper-based IELTS’ test-takers have equally undergone high to immense levels of anxiety, stress, and psychological pressure, which have become intensified by their families’ or their personal – prevalent and pervasive – financial struggles to varying degrees, or worse, near-poverty circumstances, which, in turn, caused all Dhaka’s examinees to view this high-stakes English proficiency test as an expensive road to better opportunities (Deb et al., 2024; Islam et al., 2017; Mulvenon et al., 2005; Ragin & Fiss, 2016).

It can be said that the test-takers’ mental stress and pressurizing anxieties are linked to, as well as exacerbated and compounded by, their impressions and notions of English being an “Inner Circle” language as explained in Braj Kachru’s Three Circles of English Model. The candidates become driven to acquire financial stability and international qualifications via socioeconomic mobility for themselves and their families, by breaking out of their “Outer Circle” country – Bangladesh – and by earning a passing score, in order to prove their English language proficiencies critically and to access global opportunities

(Crystal, 2003; Zakaria & Aryadoust, 2024). Hence, the mode of testing – be it paper-based or computer-based – itself becomes a secondary concern on average for most Bangladeshi examinees, whereas they are more highly concerned with getting higher band scores above 7 or 8 (Yucel & Iwashita, 2011).

5.35 Cognitive Load on Test-takers

This study's researcher concludes that for most of Dhaka's computer-based IELTS test-takers, their reading of textual test items, information, and instructions from their digital test-taking interfaces on-screen causes their brains to work itself harder, which, in turn, can slow their reading comprehension and textual processing speeds inside their minds only slightly or moderately, when compared to reading texts on-paper like how the paper-based IELTS' test-takers do. Thus, many of the computer-based IELTS test-takers feel more strained after sitting for their computer-based IELTS sessions or mock exam sessions, due to becoming partially or fully sensory-overloaded after a while of interacting with and typing their computers, and due to their brains exerting more effort on understanding the on-screen test items.

5.4 Comparisons of Dhaka's Test-takers' Performances and Achieved Scores in 2025: Computer-based IELTS Versus Paper-based IELTS

5.41 Test Fairness, and Equivalence and Reliability of Band Scores and Individual Subscores

As officially and priorly claimed by IELTS, the British Council, and IDP Education, and all their other owned- or partnered-organizations, it has been established that both the computer-delivered and the pen-and-paper formats of IELTS are considered to be criterion-referenced achievement tests, which means that they rely on identically set and prepared same scoring rubrics, marking standards, and grading policies to determine, measure, and evaluate all test-takers' real-world English language proficiency levels fairly and accurately,

making the two modes of assessment systems equally and statistically valid, reliable, and equivalent, in terms of assessing and scoring.

By delegating the same numbers of test items, the same categories and patterns of test items, and similar test contents in examinees' tests, both the paper-based and computer-based IELTS are designed with test fairness, test accuracy, test-retest consistency, test-taking washback effect, and test reliability in mind. This means that if a Bangladeshi candidate takes the paper-based test the first time, and then opts to take the computer-based IELTS at least three to 15 days later with the same level of test preparation and readiness, he or she is more highly likely to receive the same overall band scores, if not the same four individual subscores, in both versions of the test formats, all depending on his or her language proficiencies and not necessarily on the test-taking medium (Jeong, 2012).

Similarly, if a test-taker wishes to retake any one-skill or the full test immediately after receiving their computer-based IELTS' scores, he or she is bound to achieve the same or similar band scores and individual subscores, provided that he or she has not taken better preparations or readied himself or herself for their second try, and that he or she has not already forgotten all learned or studied concepts (Hamid, 2015).

Test-takers of the computer-based IELTS format are known to have overally performed and scored equally well on their tests – if not better or higher than – as their paper-based IELTS' counterparts.

This study's researcher has considered the importance of implementing integrated skills' subscores, alongside the existing individual skills' subscores, into IELTS, whose computer-based version would soon become the default mode of testing on February 1, 2026. This is because human languages, when occurring and used naturally, are complex and layered. In real-life, communication and language skills – both the receptive and productive ones – are integrated, meaning that people simultaneously use multiple skills to communicate

with each other or even within themselves. The integrated modalities of natural language and communication include conversation, which consists of people's listening and speaking skills; comprehension, which includes the candidates' reading and listening skills; production, which encapsulates examinees' speaking and writing skills; and literacy, which is comprised of individuals' reading and writing skills. Implementing integrated skills' subscores into the scoring rubrics and results-publication procedures would help the IELTS' testing services to provide more nuanced information on the candidates' language abilities from a different angle.

5.42 Differences in Candidates' Test Performances across Their Reading, Writing, Listening, and Speaking Modules

To begin, test-takers of the computer-based listening modules perform slightly better and differently on average, owing to the direct input of the pre-recorded audio samples playing to their ears alone from their headsets connected to their individual computers, when compared to the examinees of the paper-based listening modules, who are, in contrast, required to listen to their recorded audio samples playing centrally across their test rooms from a single device or "source" and to transfer and review their answers within a provided 10-minute time period at the end.

Secondly, the computer-based speaking modules can be conducted either face-to-face with the candidates' speaking examiners in-person or via Zoom video-call with the testees' speaking examiners on-screen at the candidates' designated or chosen test venues, inside separate, private, and smaller test rooms.

However, even though test-takers are unable to and not allowed to alter or change the modes of their available and presented speaking tests at different testing venues, they are still given the flexibilities and options to choose the test centres of their likings based on whether the centres conduct face-to-face speaking exams or they conduct Zoom video-call exams on

computers. Many computer-based IELTS' candidates in Dhaka opt for test dates and testing venues when and where the speaking tests are carried out via Zoom video-calls, despite feeling somewhat self-conscious and nervous about their faces being live-recorded – though consensually – through their computers' in-built webcams, and about their voices being recorded via the provided headsets' microphones.

Contrarily, all the paper-based IELTS' speaking modules have always been carried out solely via face-to-face interviews with the candidates' speaking examiners. For both the computer-based and paper-based IELTS' speaking modules, all candidates are required to engage in solo verbal interactions with their speaking evaluators, whether in-person or on-screen via a single computer setup.

Lastly, there are very small differences between the reading and writing test-performances of all IELTS on Computer's candidates and IELTS on Paper's candidates, because of there being no differences between their given test items, question content, and test items' structures across the reading and writing modules of both the test formats. The fact that one mode of IELTS is taken by examinees on a computer and the other mode of IELTS is taken by test-takers on-paper, is the contributing reason behind all of Dhaka's IELTS' candidates' varying test performances, as well as their levels and types of efforts dedicated, across their reading and writing modules – on-paper and on-screens (Lightbown & Spada, 2013).

5.43 Examinees' Test-taking Methods and Strategies

According to this study's researcher, the computer-based IELTS is better-suited to test-takers, who have strong extrinsic motivations, like meeting their visas', academic programmes', and professional recruitments' application deadlines online, etc. because of the quickness of its results-delivery – within one to five days. The available digital tools and efficient on-screen features of the computerized English proficiency test format improve the

authenticity of this mode of IELTS, which already reflect many common modern-day academic- and workplace-related tasks. Conversely, test-takers, who possess deeper intrinsic motivations for learning and acquiring the English language properly for their own sake, are more tolerant towards the paper-based IELTS, due to its tactile nature, which enables these candidates to physically underline or manually annotate on their test papers or booklets, while providing these said candidates the archetypal and all-too-familiar old-school academic and low-tech exam-taking experiences, which some perceive as less stressful.

Moreover, the computer-based IELTS' candidates, who regularly practice their typing skills to build their typing speeds and accuracies on-screen before their actual tests, are more likely to become accustomed to reading their test items and textual passages on-screen. This, in turn, could prove to become stressful for these test-takers, since they cannot easily flip to and from the previous and next pages physically. On the contrary, the paper-based IELTS' candidates, with their greater focus on their handwriting skills, are more likely to be nervous about neatly writing and organizing their responses on-paper by hand, while managing to finish each sections of their reading and writing modules in particular, all within their given time limits and without receiving any digital tools' or features' assistances.

In order to stay focused and calm during their test sessions, all the Dhaka-based candidates remind themselves frequently that both the paper-based and computer-based IELTS test the same four language skills, and that all they need to do is keep practicing their typing skills or typing skills daily, while keeping track of their times wisely during any practice test sessions.

5.44 Candidates' Viewpoints: Their Examiners' Perceptions Regarding the Qualities of Their Written and Spoken Languages

Many test-takers, in general, have commonly felt that their examiners would unfairly judge them by their self-expressions and thought processes, through either their typed or their

handwritten responses. While some of the test-takers have perceived that their own typing accuracies and speediness would prove to be indicative of their higher-level English language fluency and competence to their examiners, others have believed that the neatness or messiness of their handwritings on their essays can easily make their written answers appear either better or worse than they actually are.

Some candidates falsely assume that they need to develop and acquire either an American or a British-English – also well-known as the Received Pronunciation (RP) – accent, in order to be understood well and graded by their speaking examiners highly. Others have believed that being able to use and fit in as many newly-learned vocabulary as possible within their given talk-times during their speaking tests, would easily grant and secure them higher individual subscores on their speaking modules (Ghaemi & Kirkpatrick, 2025).

Unbeknownst to these candidates, all IELTS-authorized permanent and contractual examiners have been trained professionally to grade and evaluate test-takers, purely based on the latter's produced written and spoken languages' contents themselves, and not based on the aesthetics, surface-level appearances, structural formats and presentations, or the enunciations of the written and spoken languages (Ghaemi & Kirkpatrick, 2025). Hence, despite the candidates being nervous, anxious, or unsure about how their randomly-assigned examiners are judging and perceiving their English speaking and writing skills, they are, in reality, only being assessed on the articulacy, coherences, and the contents of their spoken and written languages in an objective, fair, non-discriminatory, and unbiased manner, on average.

5.45 Test-taking Inclusivity and Accessibilities

The inclusivity and accessibility features of both the paper-based and computer-based IELTS are robust. Yet, the physical and learning disabilities-related accommodations available for the computer-based IELTS' candidates are sturdy and more easily-accessible,

than the moderately less-available psychological disabilities-related accommodations and support in Dhaka, such as wheeled chairs, crutches, ramps, elevators, accessible lavatories, mobility assistants, specialized chairs, modified seating arrangements, alternate keyboards, joysticks, hearing aids, listening devices, visual aids, monitor-risers, keyboard trays, monochrome screen interfaces, 25% to 100% more extra times per test items, large 24-inch desktop monitors, enlarged texts on-screen, verbal descriptions of test items, text-to-speech test items, spellcheckers options, bionic reading text-formatted of test items, assigned transcribers and readers, frequent supervised breaks in-between modules, screen magnifiers on-screen, etc. (Geisinger & McCormick, 2016).

People who are neurodivergent typically enjoy the computer-based IELTS for the quieter environment with fewer numbers of co-examinees, volume-adjustable headphones, and the built-in stress-reducing cognitive load-reducing word-counter that this mode of assessment provides, as well as for their various other accessibility support, such as the elaborately-detailed test instructions with clues on-screen, separate invigilation in exclusively quiet testing rooms (other than the speaking test rooms), “white noise” machines, preferential seating arrangements, speech-to-text test items, test items consisting of simpler vocabulary, oral test-taking opportunities in separate low-sensory-input rooms, flexible and medication break times in-between modules, assigned typists and readers, etc.. Likewise, many individuals with physical injuries or disabilities have found the special physical-needs’ accommodations during their computer-based IELTS to be safe, reliable, and of good quality (Inoue & Taylor, 2025).

On the other hand, the paper-based IELTS is still considered by many as far superior in terms of the availabilities and qualities of all the three categories of physical, neurological, and psychosocial disabilities-related accessibility needs’ accommodations in Dhaka. As a result, for people suffering from learning-related disabilities, the paper-based IELTS’ test-day

logistics and special-needs' accommodations seem ideal, because they get to avail the opportunities to physically underline and annotate any given test items or information on their test papers, in order to help themselves with their comprehension abilities and with mentally-processing all their test items faster. However, examinees, who suffer from severe physical, auditory, or visual impairments, usually prefer to opt for the paper-based IELTS, in order to access their specialized accommodations, like the Braille version of IELTS, lip-reading version of IELTS, extended test-taking times, etc. (Geisinger & McCormick, 2016; Inoue & Taylor, 2025).

This study's researcher speculates that since the paper-based IELTS is being phased out in Dhaka and across all the other regions of Bangladesh as of February 2026, the special-needs' accommodations and accessibility features of the computer-based IELTS are highly likely to be improved quality-wise and availability-wise.

5.5 The Likely Integration of AI-Technologies into Computer-based IELTS and Its Future Directions in Dhaka

5.51 Automated Scoring in the Speaking Tests

This study's researcher proposes that the IELTS examination systems needs to be overhauled and transformed into a fully-automated, digital-first, computer-adaptive, continuously-administered, highly-secure, reliable, algorithm-based, reasonably-priced, and a human-centred testing service, by integrating Artificial Intelligence (AI) and embedding Machine Learning (ML) Technologies at its core in the near future of Bangladesh, as we further into the Fourth Industrial Revolution (Gershon, PhD & Cook, PhD, 2011; Younes, 2025).

Therefore, examiners, test developers, data analysts, and assessment researchers can leverage the power of AI and Machine Learning algorithms to automatically and reliably score all the computer-based IELTS' candidates' English-speaking test sessions, by

conducting the said speaking modules online with human examiners, instead of face-to-face (LaFlair et al., 2022).

However, in order to successfully implement AI and Machine Learning technologies into the computer-based IELTS' assessment systems for the sake of remote-proctoring candidates on-screen inside their test centres' computer labs, as well as for the sake of assessing their four language skills, the teams of test developers and engineers, exam experts, and assessment scientists must equally ensure and prioritize the sufficient levels of human-centredness and anthropocentricism within the automatization processes of the testing service itself, so that the computerized test remains fair; does not cause further anxiety for the candidates; and takes into account the nuances of human language, which the human examiners and proctors would not miss or overlook (Belzak et al., 2023; Karatay & Xu, 2025).

Thus, by balancing the important need for a valid, reliable, transparent, fair, and empathetic test-taking experiences for examinees, with the effectiveness and productivity of AI-based and Machine Learning algorithms, the seamless incorporations of these technologies can be made possible (Chachoui et al., 2024).

5.52 Available and Online Test Preparation Materials' Effectiveness

The usefulness of computer-based IELTS-preparatory courses and computer-delivered mock practice tests, as well as the effectiveness of the traditional study methods and test-preparation techniques for IELTS, are hugely personal to all computer-based IELTS candidates in Dhaka.

Test-takers, who are comfortable with typing their responses on the user-interfaces, on-screen digital navigations, and on-screen reading, are more likely to perceive the computerized test-preparatory classes, learning materials available online, and online-based mock tests as the most effective for their overall test performances.

There are other test-takers, who might prefer the traditional hardcopy test-preparation materials available offline, or the old-school methods of studying and test-preparatory approaches, to ready themselves for their computer-delivered IELTS.

Owing to the recent announcement of the complete termination of paper-based IELTS' exams countrywide on February 1, 2026, the best test-preparatory approach for all Bangladeshi examinees to consider is to practice their language and digital literacy skills on their computers, the same mode or format that they are going to be tested on and with. All test-takers can choose to prepare for their computer-based exams with the help of physical books, notes, past paper-based IELTS test papers, etc. optionally and alongside, since the computer-formatted IELTS feature the same test-scoring rubrics and consist of the same test content and test-item types as their soon-to-be-discontinued paper-based counterparts.

In order for all candidates to yield the best results by receiving their desired band scores and subscores, it is recommended for them to become comfortable and familiar with using computers and interacting with digital devices on a daily basis.

5.53 Data Analytics behind Candidates' Test Performances' Predictions

To make the computer-based IELTS better, AI-technologies and Machine Learning algorithms can be implemented inside its testing systems to detect and analyze the patterns of common mistakes and frequent errors – or even plagiarized responses – made by test-takers during their test-sessions, and to guess and predict all candidates' future band scores and potential subscores accurately (S. R. Hughes & Clesham, 2024; D. Zhang et al., 2023).

This way, the computer-based IELTS would be fairer, non-biased, honest, and suit all examinees, examiners, shareholders, and third-parties well, by ensuring and improving its high test integrity, test security, test practicality, test flexibility, and test sufficiency. Likewise, by automatizing this English language proficiency testing services, it would become easier and possible for the teams of assessment scientists, test developers, and

examiners of Cambridge Assessment English to keep track of the durations of the test sessions and the longevity – or the test's sustainability – of the computer-based IELTS in the long run (Gierl & Lai, 2016).

Additionally, it would become simpler for the assessment technicians, test developers, and examiners to clearly explain how and on what basis the candidates are graded and evaluated by ensuring test transparency.

Similarly, the assessment scientists, psychometricians, and data analysts would easily be able to calculate, check, categorize, inspect, and measure the difficulty levels and ranges of the existing test items for all computer-based IELTS' candidates by relying on the Item Response Theory in removing any lingering and potential biases in the created test items after applying Differential Item Functioning analysis methods (Beer, 2004).

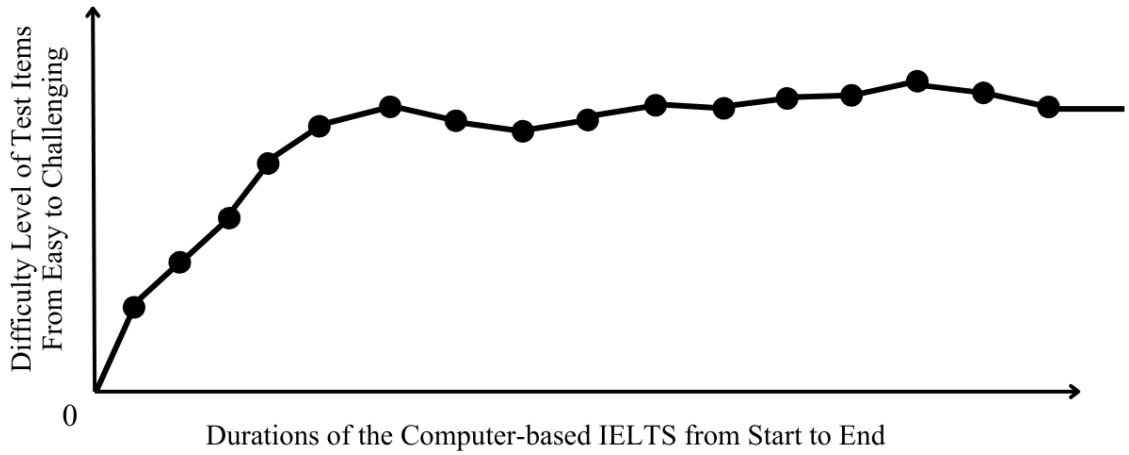
Lastly, the computer-based IELTS' assessment engineers, test specialists, and the hypothetical AI-Research scientists would find it flexible to utilize the collected biometric and psychometric data from the test's built-in AI-supported data-mining technologies during the examinees' test sessions in real-time, for the sake of confirming the true identities of the test-takers during their exams, for identifying any testees' unusual, suspicious, and malicious behaviours throughout their on-screen live-proctored test sessions, and for ensuring that the candidates' true English language abilities are assessed and scored accurately and fairly with human judgements at the final stages (Liao et al., 2020; Man et al., 2019).

As such, it would be most ideal for the computer-based IELTS to evolve into a computer-adaptive test (CAT), which would be able to adjust the test items' difficulty levels on-screen, depending on the test-takers' performances during their tests, so that the test-takers' performance predictions and evaluations are fair and accurate (Gershon, PhD & Cook, PhD, 2011). In short, all candidates would receive test items or questions across the listening, reading, and writing modules of their computer-based tests, based on how they are

performing on their exams, and on the sophistication, conciseness, articulateness, appropriateness, richness, accuracies, "correctness", and lengthiness of their open-ended or close-ended typed responses.

Figure 1

The Probabilities and Patterns of the the Approved and Bias-free Test Items Appearing During Test Sessions, Based on Test-takers' English Language Proficiency Levels



For instance, if a test-taker answers the first few test items brilliantly, grammatically-correctly, and to-the-point, they are more likely to get more challenging and trickier questions by the hypothetic algorithmic and AI-based testing systems, as their tests progress further. If they answer poorly in the first few questions, they are hypothetically bound to get accesses to the less challenging collections of questions across their three modules, in general. This computer-adaptive testing format would attempt to find and detect all test-takers' true language proficiencies and communicative competencies, in order to give all candidates questions based on their language abilities and test readiness, by simply adjusting the difficulty levels of the test items (Ling et al., 2017; Liu et al., 2019). Hence, if a candidate wishes and aims for higher band scores, they would need to try answering their test items in a more complex, sophisticated, concise, and precise way (Liao et al., 2022).

However, the computerized test would be cautious to not hand out the less-challenging questions to the lower-proficiency examinees too early or too late, and the more-

challenging test items to the higher-level English users too soon or too late – but at the appropriate or optimal times (Kara et al., 2022, 2024). For the most part, some beginner-level or intermediate-level test-takers may be too anxious, stressed, confused, or tired, to think clearly and rationally – and may not be familiar with certain test items' contextual information and backgrounds – when responding to their appearing test items on-screen to the best of their abilities, and are likely to underestimate themselves. Likewise, others may feel that the questions are too easy for their advanced English proficiency levels, which may cause them to become too bored or overestimate their abilities (Cheng & Liu, 2015).

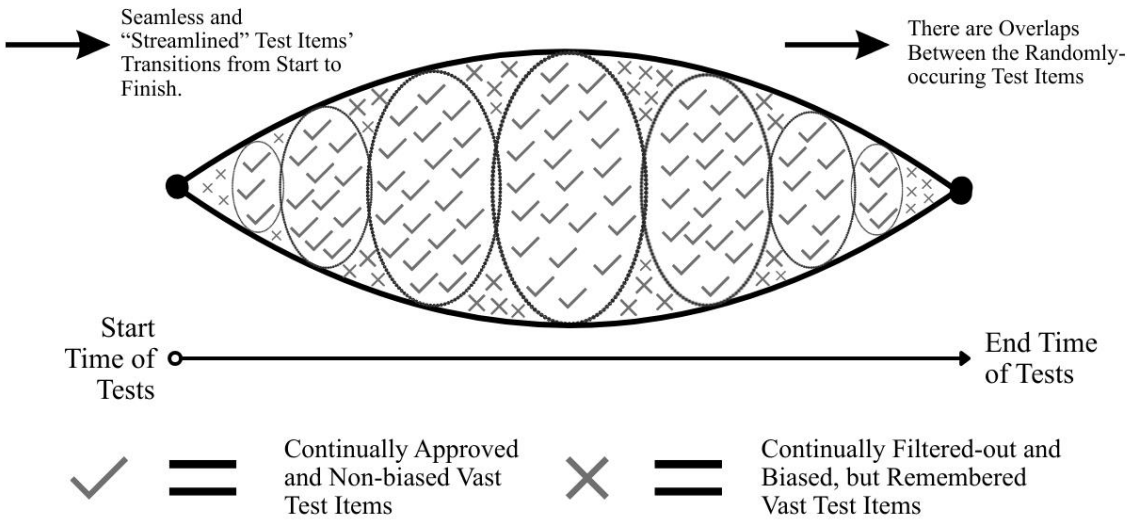


Figure 2: *The Proposed Ever-Expanding AI-incorporated and Intangible "Eye" Model of Test Items, Loosely Based on Michel Foucault's Panopticon Model of Surveillance*

Loosely based on Michel Foucault's Panopticism or Panopticon Model of Surveillance, this study's researcher has theorized an ever-expanding, three-dimensional, AI-incorporated, and Intangible "Eye" (pronounced, "/aɪ/") Model for the examiners' created test items or questions. This invisible "Eye" Model would be a test-items' "realm" or "universe", which would self-sufficiently store all the rejected and accepted test items separately within its database; continuously process all test items and simultaneously analyze all examinees' responses to these test items for finding common patterns or denominators; unceasingly filter out and reject any "faulty" or biased test items; thoroughly detect and troubleshoot any future

technical “glitches” or bugs; as well as monitor all test-takers’ faces and body languages closely and full-time during their test sessions (Belzak et al., 2024; Foucault, 1991; Isbell et al., 2023; Valkova, 2024). This Model would also be able to detect and deal accordingly with any alarming or copied responses by any test-takers on-screen (Mulder, 2025; Ormerod et al., 2023). Similarly, all instances of any malicious “question leaking” or test-item harvesting by hackers, robots, and malwares from the hypothetical AI-powered IELTS’ assessment systems can be swiftly detected and prevented by this “Eye” Model (Al Hindi et al., 2025; Foucault, 1991; Khan, 2025; UNB, Dhaka, 2025). By constantly updating itself, acquiring new knowledge, and expanding its test-items collections every day, via repeated supervised training and semi-supervised learning from human proctors, examiners, assessment developers, test scientists, etc., this “Eye” Model would ensure that no two candidates’ computer-based tests and their test-taking experiences are alike in any ways (Dai et al., 2025).

What is more, with the aid of this “Eye” Model, the computer-based IELTS can evolve into a continuously-administered assessment, which can be taken by test-takers anywhere and at any times they prefer. Although the at-home IELTS Online is not administered in Bangladesh as of yet, the computer-based IELTS can be transformed into a fully automated assessment system that can be taken by candidates from either their test centres or remotely the comfort of their homes (Dai et al., 2025; UNDP, n.d.). Hence, it would be possible to improve the resilience and flexibilities of the IELTS’ assessment systems against any upcoming disease-outbreak epidemic or pandemic, when all institutions, corporations, schools, and offices are usually mandated by all country’s respective governments to remain closed or out-of-operation (Global Desk, 2025; Tice et al., 2021; UN News Staff, 2023; Saha et al., 2021).

Furthermore, this “Eye” Model would eventually be able to come up with unlimited combinations and endless possibilities of test items, upon being inspired by the current OpenAI and GPT Models. Yet, all the auto-generated test items, whose information or contents are inspired, sourced, or borrowed from other sources, authors, writers, creators, organizations, artists, etc., need to be properly credited and cited, in order for the computer-based IELTS’ assessment systems to avoid facing public backlash, prosecutions by the creators for illegal theft, and copyright violation lawsuits from third-parties and independent organizations (Brittain, 2023; Corbin et al., 2025).

Chapter 6

Conclusion

6.1 Abridgement

Akin to all foreign candidates' test-taking experiences with the computer-based IELTS on average – based on what I have gathered from the 101 relevant resource materials I referred to – within the recent years in other parts of the world, all Bangladeshi examinees' – with a focus on Dhaka's examinees specifically – in-general test-taking experiences with their computer-delivered IELTS have been comparably alike in 2025, but with a few exceptions, as I have firsthand investigated from interviewing 15 consenting participants, as well as from observing other non-participating but key individuals on-site, for this study.

The particular and unique infrastructural, environmental, geopolitical, sociocultural, economic, and psychological aspects of the Dhaka-based IELTS' test-takers play huge roles in influencing and affecting their overall test-taking experiences slightly differently, in terms of the examinees' cognitive load intensities; their computer literacies; their test readiness; their test-taking conditions; their English language competencies; their accommodation facilities; their academic integrities; their test-registration conveniences; their tests' securities; and their test performances, etc. to name a few factors.

6.2 Recommendations

Since the computer-delivered format is set to become the default mode of IELTS starting from February 1 of 2026 in Dhaka, all potential and future test-takers are advised by the researcher to practice their typing skills; familiarize themselves with their computerized interfaces; practice their skills with available learning materials and sample tests online; prepare for their listening modules specifically; work on improving their time-management skills; choose test venues that offer high-quality accessibility features and accommodation facilities; check their testing equipments ahead of time; follow their on-screen instructions

carefully; and to take brief breaks in-between sections across three modules to remain stress-free.

If the computer-based IELTS is to be transformed into a fully-automated testing service, with an integrated Humans-on-the-Loop (HOTL) feedback and decision-making system, then the test-taking experiences would be drastically improved equity-wise and equality-wise for all candidates, even in Dhaka and in Bangladesh as a whole.

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Appendix A

Table of Prepared Interview Questions

The Key Interview Questions (IQs) Only (Excluding the Warm-up Questions, Follow-up Questions, and Closing Questions)	**RQ1**	**RQ2**	**RQ3**	**RQ4**	**RQ5**
1. What would you say about your experience with the overall format and layout of the computer-based IELTS (mock) exam(s) that you've taken? Do you feel they impact/impacted your test-taking performance in your (mock) test(s)?	X	X		X	
2. Do/did you notice any differences in how you approach(ed) and attempt(ed) your (mock) exam(s), because of their computer-based format? I want to know if the equipment setup and digital layout affects/affected your writing, reading, or speaking performance in the test(s).	X	X		X	
3. Do/did you think the digital interface of the (mock) test(s) is/was user-friendly? Are/were there any areas of the (mock) test(s) where you face(d) challenges in understanding the test instructions clearly or navigating?		X	X		
4. When it comes to usability, does/did the computer-based IELTS provide you any tools and features that improve(d) your test-taking experience? Or do/did	X	X	X		X

you think there are things that could have been better in the computer-based (mock) test(s)?					
5. Tell me about how comfortable you are/were with typing your answers using the keyboard in the writing module of the (mock) test(s)? Do/did you believe your speed of typing has/had any effect on how much information and content you are/were able to write, or on how fast you complete(d) your (mock) test(s)?	X	X	X		
6. How familiar are you with using digital devices or computers in general? Do you think your comfort level and confidence (or lack thereof) with the latest technology help/helped or hinder/hindered your test-taking experience with the (mock) computer-delivered IELTS?		X	X		
7. In terms of proofreading or editing your written answers, do/did you feel it's easier or more difficult for you to make changes on the computer when compared to your usual paper-based tests?		X		X	
8. Do/did you feel that the digital and computerized format of your (mock) test(s) makes/made it easier to organize, convey, and structure your ideas, or do/did you face difficulties in doing so?		X		X	
9. What would you say are/were different about reading the test questions and texts on a screen when		X		X	

compared to reading them on paper? Do/did you feel it is/was harder or easier for you to focus on or retain information from your screen?					
10. Do/did you experience any fatigue, headaches, or eye strain from reading the texts and questions for an extended amount of time on the computer?	X		X		
11. Do/did the adjustable volume headphones affect your test-taking experience during the listening module of your (mock) exam(s), and how so, or how not so? Are/were they beneficial to your performance or are/were they causing problems during your test(s)?	X	X		X	
12. Would you say that the sound and audio quality of your listening module meet/met your expectations? Why, or why not?		X		X	
13. In terms of distractions, crowding, or noise levels, what do/did you think of the test centre environment? Do/did you find that the format of your computerized (mock) exam(s) makes/made it harder or easier to focus when compared to the usual paper-based format?			X	X	
14. Is/was your test centre welcoming, well-organized, orderly, and conducive to a better test preparation and a smooth test-taking experience for you? Does/did the computer setup help or slow down	X		X	X	

your (mock) test-taking experience and performance, overall?					
15. By any chance, do/did you make any typos or accidental spelling mistakes while typing out your written responses on-screen using your test lab's keyboards? How often, and how difficult or easy is/was it to correct your typos?	X	X			
16. Do/have you encounter(ed) any glitches or technical issues, such as the computer system freezing or lagging, while test-taking? If so, how does/did that impact your test performance?	X	X		X	
17. Would you agree or disagree that the computerized IELTS (mock) exam(s) affect/affected your stress and anxiety levels to a certain degree? By how much? Is/was it harder or easier to control and regulate your nervous system?		X	X	X	
18. Do/did you recall feeling overwhelmed or anxious at any certain moments during your (mock) exam? If yes, how does/did the computer-based format of IELTS either relieve you or make your circumstances worse?	X	X	X		
19. Do you believe that reading, understanding, and processing any information presented on a screen requires/required more mental effort (or cognitive load) when compared to reading any text on paper?		X	X		

20. What are your thoughts on the fairness of the computerized IELTS exam(s)? Do you feel that the computer-based testing service by IELTS grants all candidates an equal test-taking experience, no matter their level of technological competence and proficiency, i.e. their tech-savviness?			X	X	X
21. How do you feel about the possibility of AI-automated skills-assessment, skills-scoring and test-proctoring being implemented in the computer-based IELTS in the near future?				X	X
22. Tell me about your experience with booking your choice of available test date, venue, and timing on the *British Council* website or the *IDP IELTS* website, if you have already done it. Is/was the process quick, straightforward, and user-friendly, or is/was it tedious, lengthy, and challenging in any way?			X	X	X
23. Tell me about whether or not it will be/was easy for you to find and choose test slots for your computer-based IELTS. Do/did you think that the available dates, test centres, and times will meet/met your requirements, or do/did you experience any technical difficulties with securing your convenient test slot?		X	X	X	X
24. How do/did you feel about receiving your test's band scores once you (have) complete(d) your				X	X

computer-based IELTS? Do/did you think the process would be speedy or time-consuming in any way? Are/were your results (going to be) delivered fast and efficiently?					
25. How helpful is/was the online accessibility of your band scores when it comes to planning your next steps ahead (e.g., applying to universities, immigration, visa applications, etc.)? Do you think the quick availability to your results is one of the advantages of the computer-based test format when compared to the IELTS paper-based version?		X	X	X	X
26. What are your opinions on the speaking module of the computerized IELTS (mock) exam(s)? Would you still prefer to have your speaking skills assessed in-person by an examiner, or via video-call by a human examiner? Whichever method you decided to choose, do/did you feel that your speaking module is/was easier, more difficult, or of the same level of difficulty as that of the paper-based counterpart, in terms of your own test-taking experience and comfort?		X		X	
27. How confident are/were you regarding the integrity and security of the computer-based IELTS exam? Are/were there any concerns about cheating,			X	X	X

plagiarism, data privacy issues, or the general security of the computerized test?					
28. One last question: If you were given the chance to provide your suggestions on improving IELTS' test security, fairness, and remove any potential biases in the examination processes, what would you recommend?				X	X
29. So, would you like to share anything else regarding your experiences with the computer-based IELTS that we haven't touched up on yet?	X	X	X	X	X

Appendix B

Consent Form for Participation in Research

Researcher's Primary Study Intent: To explore and gain insights on the test-taking experiences and perspectives of Dhaka's prospective, current, and former computer-based IELTS' examinees in 2025.

Researcher's Full Name: Mayeesha Taasmiyah Masud

Researcher's Affiliated Institution: BRAC University

Researcher's Email Address: mayeesha.taasmiyah.masud@g.bracu.ac.bd

Researcher's Phone Number: +8801756203297

Research Overview

You are being invited to participate in my undergraduate research project and to share your wide-ranging experiences with, thoughts on, and overall perceptions of the computer-delivered IELTS exams. This research aims to probe into and examine in-detail the personal preferences, recent concerns, and individual challenges faced by the Dhaka-based candidates with the digitalized exam format in the year 2025. Please read this research consent form carefully. If you have any questions for me, please feel free to inquire with me before you agree to participate in this study.

Research Aims

The purposes of this study are to:

- Understand the experiences and struggles with test preparations, test-taking strategies, and test performances, faced by Dhaka's computer-based IELTS candidates, in general.
- Collect data to help improve the test-taking experiences for future examinees.
- Consider participants' viewpoints on the differences between the computer-based IELTS and the paper-based IELTS.

Requirements and Necessities of Participation

If you decide to participate in this study:

- You will be required to participate in an interview with the researcher. Your one-on-one interview session will last for approximately 30 to 60 minutes.
- Your interview will be conducted face-to-face, via video-call on Zoom or on Google Meet, or over a phone call, depending on whichever of the three you prefer as per your convenience or schedule.
- You will be asked to talk about your experiences with the computer-based IELTS in-depth. You will also be asked a variety of and series of open-ended questions about any challenges you faced, benefits you received so far, and suggestions, if you have, for improving the digitalized testing service.
- Your interview session will be audio-recorded or video-recorded by the researcher for transcription, quotation, pattern-recognition, interpretation, and analysis purposes in this study.
- The researcher alone will have authorized accesses to your recorded interview in her digital storage.

Voluntariness of Participation

Your participation in this study is entirely non-compulsory, consensual, and voluntary. You may decide to not participate if you wish. You are allowed to withdraw from your participation in this study if you have to at any point in time, free of consequences, but only after informing the researcher of your decision beforehand. If you choose to opt out of this study, all your provided data and information up to the point of your withdrawal are going to be excluded from this research, solely upon your request.

Post-Interview Data Confidentiality, Semi-disclosure, and Erasure Policies

- All your provided information, including your personal or sensitive data, will remain strictly confidential and private.
- Any data collected from you will be kept anonymous; your real name, age, current academic and institutional affiliations, residential addresses, and other identifying information will not be revealed or disclosed in the published findings and finalized report. A randomly-generated pseudonym will be assigned to mask your real full name in this study. On the contrary, only your real desired band score; achieved band score (if received); version of computer-based IELTS selected; travel destination(s) of choice; as well as study, career, and migration plans abroad, etc. will be partially unidentified and partially publicized in this study's findings and analyses.
- Your provided data will be securely stored until January 11, 2026, after the completion of this research. Once this study is concluded, the collected data will be destroyed and deleted from the researcher's personal electronic devices.
- The data collected for this study will be published in BRAC University's Institutional Repository (IR) online as an academic dissertation report. You will be entitled to access and view your anonymized data and camouflaged information, as well as those of other undisclosed participants, once this study is approved and published in the stated institutional repository.

Potential Benefits and Risks of Participation

- **Benefits:** Although you will not benefit directly from willingly participating in this study, your participation and feedback will not only be helpful in contributing to the current academic knowledge and understanding of test-takers' all-encompassing experiences with their computer-based IELTS, but also be impactful for bringing about any necessary improvements to this digital mode of English proficiency test in the future.

- **Risks:** You will face no significant risks by agreeing to participate in this research. However, you may feel a little or somewhat uncomfortable or self-conscious about sharing your personal experiences and discussing your struggles related to your computer-based IELTS exams and mock tests.

Freedom and Liberty to Ask Questions and Clarify Concerns about Participation

You are given the right to ask any questions you may have or seek further clarifications about this research, prior to and during your participation. If you have additional queries or concerns related to your rights and privacy as a participant for this study, or if you feel any uneasiness during and about your participation, please contact the researcher, Mayeesha Taasmiyah Masud, at +8801756203297.

Participant's Granted Consent

By placing your name and signature below, you demonstrate that you:

- Have understood this study's purpose and research procedures fully.
- Have had the chance(s) to ask questions and address your concerns, while also having had received reassuring and satisfactory responses from the researcher.
- Have understood that your research participation is voluntary and optional, and that you are allowed to opt out of your participation on any occasion, without penalty.
- Have consented to your anonymized and disguised data being used for this study's research purposes.

Participant's Full Name: _____

Participant's Signature: _____

Date: _____

Appendix C

Sample Transcribed Interview of Rushan Tajrim

Sequence	Speakers	Questions and Responses
1.	I	Hello, and welcome to my interview session for my university course's research project. I want to humbly thank you so much for giving me your time. It is an honour, Api.
2.	RUSHAN	It's my pleasure. I'm honoured to be a part of your project.
3.	I	Thank you. May we begin our interview?
4.	RUSHAN	Yeah sure!
5.	I	So, may I know your full name, please?
6.	RUSHAN	It's Rushan Tajrim.
7.	I	Okay, so… how old are you, if you don't mind me asking?
8.	RUSHAN	I'm 25.
9.	I	Which university do you study in currently?
10.	RUSHAN	Well, I am from IUB, in my last semester, actually. BBA department.
11.	I	I see, so are you from a Bengali-medium, English-version, or an English medium academic background?
12.	RUSHAN	I studied, first in Scholastica… of Gulshan, and then at Academia in Lalmatia, so my school background is fully English medium.
13.	I	Me too, so… how well do you think you know English, aside from Bengali? Like, please specify how you would rate yourself on your own English skills.

14.	RUSHAN	I mean, my English is quite good, you can say. I studied in English for more than ten years at school and even in my university. Maybe, I'll rate myself 9 out of 10.
15.	I	Hm, did you enjoy your English language or literature studies during your academic life, Api?
16.	RUSHAN	I sure did. Like, I didn't focus much on literature… maybe in school days, but not in higher level. But English was always compulsory. That's why I used to read so many novels in English, and watch so many English movies at home for practice. I still watch Hollywood movies in my free time, but don't have much time for books, unless they are books for studying. I think, I got back to reading since I'm preparing for my IELTS test.
17.	I	So Api… do you speak in English or use English in your daily conversations?
18.	RUSHAN	With my sister, yes. Everyday mostly. Like, we speak both English and Bangla at home with each other and our parents. In university, it's the same, and in school, I used to speak in English often with my friends because of my schools' "No Bangla" rules.
19.	I	Any foreign friends?
20.	RUSHAN	I think I have two from university.
21.	I	Well, do you have a habit of writing things in English, like journaling or creative writing, maybe?
22.	RUSHAN	Why, yes, absolutely. I journal every week… but maybe not creative writing, but I guess my journaling sessions can be my creative writing practices, ha-ha. It helps me relax and unwind

		after a long day… and gets the creative juices flowing through my mind.
23.	I	So Api, you said you are preparing for your IELTS. So, are you sitting for the computer-based Academic test, the General Training test, or any of the UKVI tests?
24.	RUSHAN	I'm taking the computer-based Academic IELTS. And no, not the UKVI ones.
25.	I	So, which country or university do you plan on going to?
26.	RUSHAN	I'll move to LA next year. I'm applying for UCLA in the Business Economics graduate programme. I just need to finish my IELTS and get my certificate and my TRF quickly for my admissions and visa processing. I learned a lot more about the opportunities in the business space at IUB. That's also when I learned about investment, banking, the finance world, and consulting. I mean, if I'm in Dhaka, it makes sense for me to study medicine or engineering, but I don't want to do that. So, America it is! Plus, I love the location of UCLA… not too cold and gloomy like the UK. The weather is good in LA, as far as I've heard. I think it's a great metropolitan city.
27.	I	I see. I can see why you would choose UCLA for your graduate studies. UCLA is a good choice! Oh, so… uh… from here onwards, I'm gonna need you to answer honestly and to-the-point to my queries, if that's okay, Api.
28.	RUSHAN	Oh, okay. Sure, Apu.

29.	I	So, what would you say about your experience with the overall format and layout of the computer-based IELTS mock exams that you've taken? Do you feel they impact your test-taking performance in your mock tests?
30.	RUSHAN	Well, first of all, I found it really easy to understand the questions on the screen. I mean, like you, I also did the first to second years of my university life online, so I got pretty used to the online learning and exam platforms. And my university took lots of quizzes and exams online for us. And I did so many assignments for my courses online. So… computer-based IELTS… I am already pretty used to it – the style of online tests – already. And besides, I did watch online tutorials on the layout and format of the computer mode, so I'm actually… used to this. It's like, I find it easier to understand and answer the test questions in this format.
31.	I	Do you notice any differences in how you approach your mock tests, because of their computer-based format? I want to know if the equipment setup and digital layout affect your writing, reading, or speaking performance in the mocks.
32.	RUSHAN	Uh… so I, personally… I do feel nervous at times, since this is still a mock test I'm giving. But… uh… I did practice many paper-based IELTS questions at home, so the computer mode mocks don't scare me much. The reading and writing sections are still challenging in their own ways, but I think I can manage a little bit of pressure before my final test. The layout seems fine and familiar to what I'm used to. And, uh... I'm not sure if my

		speaking test in the real exam will be done face-to-face by an examiner… or maybe on video-call in the testing centre. Let's see what happens. But I do know that my speaking mock tests will be taken by my teachers face-to-face here soon.
33.	I	Do you think the digital interface of the mock tests is user-friendly? Are there any areas of the mock tests where you face challenges in understanding the test instructions clearly or navigating?
34.	RUSHAN	So… yes the interface is good and easy to catch. So far, I see no difficulties with the format or understanding any questions. Even if there were any difficulties, the invigilators do instruct us on the rules and regulations, so we catch on quickly. I think… it's hard to go back and forth from one page to another sometimes, because I tend to forget what the left and right icons on the screen do, and also we have the scroll feature, so I tend to forget which… uh… if I should scroll down or click the left-right icons. The instructions are still written clearly on the screens, so I think, I'm okay. And after taking multiple practice mocks, hopefully it'll be easy for me to take the final exam. I love the intensive care from the teachers' panel… plus the one-on-one counselling, that I'm getting from 10 Minute School before I sit for my real exam. They also give you lots of practice materials to help you get used to the computer-based test.
35.	I	Ahem… now, when it comes to usability, does the computer-based IELTS provide you any tools and features that improve

		your test-taking experience? Or do you think there are things that could have been better in the computer-based mock tests?
36.	RUSHAN	Personally, I like the highlighter option and the dark mode feature. Oh, and also the note-taking small icon. I like to draft my thoughts out first, before I organize my ideas in the answer section. I can just simply highlight some words and phrases in the texts, in yellow colour… and I find it helpful because I'm more of a visual person. Colouring the important parts of any text helps me process and get to the gist of the questions before answering. Also, like, I like the note-taking feature for jotting down my brainstorming ideas. I love how I can edit my answers and organize my answers easily from my keyboard during the mocks. I can also quickly copy-paste some of the words from my text to my answers, so I can save some time. But… there are some things that can be improved, like… uh, actually no. I like the features the way they are.
37.	I	So Api… tell me about how comfortable you are with typing your answers using the keyboard in the writing module of the mock tests? Do you believe your speed of typing has any effect on how much information and content you are/were able to write, or on how fast you completed your mocks?
38.	RUSHAN	I like to think I'm a fast typer, ha-ha. So, I've always used keyboards to write in my computer. For me, I'm used to typing with keyboards, that I even memorized which alphabet key is where on the keyboard. I basically can type with my eyes closed, I

		think. So, time limit is not an issue for me in my writing mock tests… because I can finish writing everything I need to.
39.	I	Well, now, how familiar are you with using digital devices or computers in general, Api? Do you think your comfort level and confidence with the latest technology help or hinder your test-taking experience with the mock computer-delivered IELTS?
40.	RUSHAN	Like I said, I'm a very technology-savvy kind of person. Plus, my mocks are helping me get trained on the answering and question patterns for my upcoming exam. So, yes, I'm quite comfortable with this format of IELTS.
41.	I	Now… in terms of proofreading or editing your written answers, do you feel it's easier or more difficult for you to make changes on the computer when compared to your usual paper-based tests?
42.	RUSHAN	Yes, I'll say it is… for me at least.
43.	I	Hm, what would you say are different about reading the test questions and texts on a screen when compared to reading them on paper? Do you feel it is harder or easier for you to focus or retain information on your screen?
44.	RUSHAN	Well, my experiences so far has been pleasant… no issues whatsoever. I think my nervousness about getting a good score kind of hampers with my focus, and not my lack of technical skills. Sometimes, I just need to take a deep breath and calm myself down, before I can concentrate and understand an intimidating question or any texts. I feel like my anxiety

		sometimes gets in the way of my focus. But once that passes, I think my understanding ability is just fine.
45.	I	Also, Api… do you experience any fatigue, headaches, or eye strain from reading the texts and questions for an extended amount of time on the computer?
46.	RUSHAN	No, not really, no. Thankfully. Oh wait, I think I remember I… my ears hurt one time… that day, I had my headphones' volume too high so I could listen carefully. I didn't want to be distracted, so… big mistake actually!
47.	I	Right… so, do the adjustable volume headphones affect your test-taking experience during the listening module of your mocks, and how so? Are they beneficial to your performance or are they causing problems during your tests?
48.	RUSHAN	So, I think the headphones provided by 10 Minute School in the mock exams is okay. So far, I didn't find any huge disturbances or issues with them. I just wish the headphones were fully noise-cancelling. Sometimes, when the volume is too high, I can simply decrease the volume from my computer's speaker icon. But still, I can focus better on my listening mocks with the headphones on. No other sounds can reach my ears… unless I can hear the traffic noises coming from outside, or other people typing.
49.	I	So Api… would you say that the sound and audio quality of your listening module meet your expectations? Why, or why not?
50.	RUSHAN	Yes, the sound quality is absolutely fine. I thought that there might be buzzing noises through my headphones, but nope!

		Everything's smooth and easy to hear. The sounds from the headphones are not harsh or distorted either.
51.	I	So… in terms of distractions, crowding, or noise levels, what do you think of the 10 Minute School test centre environment? Do you find that the format of your computerized mocks makes it harder or easier to focus when compared to the usual paper-based format?
52.	RUSHAN	Well, 10 Minute School usually has a lot of crowd with parents, younger kids, and teachers here and there in the waiting area and classrooms. Still, once I'm inside the mock exam room, I don't hear them anymore, and I think that's a good thing. The room is sound-proof. No disturbances. I can focus more easily, plus I do have my headphones on during my listening mocks, so I don't face any unnecessary disturbances. There are a… only five to seven people with me during our mocks, so it's more peaceful. We have wooden partitions between us – between every computer spaces, so no one can see each other. No distractions.
53.	I	Ha-ha… so… is your test centre welcoming, well-organized, orderly, and conducive to a better test preparation and a smooth test-taking experience for you? Does the computer setup help or slow down your mock experience and performance, overall?
54.	RUSHAN	The computer devices have no issues, as far as I've seen. So far, I've been performing well in my mocks, and I've mostly been getting 7.5s and 8s from my teachers here. Let's hope the score stays that way in my final TRF! I'm really grateful and fortunate

		to have 10 Minute School's organized and supportive authorities to help me fulfill my dreams. If needed, I may do some of their bonus workshops before my exam… if I can.
55.	I	By any chance, do you make any typos or accidental spelling mistakes while typing out your written responses on-screen using your test lab's keyboards?
56.	RUSHAN	I did, maybe once or twice. But I fix them as soon as I notice them.
57.	I	Did you encounter any glitches or technical issues, such as the computer system freezing or lagging, while test-taking?
58.	RUSHAN	Nope. The internet is also very fast, and I still haven't experienced any power failures and load shedding yet. Uh… actually, no… I did face an issue before. I think, one time, as I was highlighting a lot of stuff on my text in the reading module… my screen started to lag, so I had to pause any activity during my mock… because my computer hanged. I was so worried at that time. I'm hoping this is not the case in my real exam. So… no highlighting in too many places in the questions.
59.	I	Um… Would you agree or disagree that the computerized IELTS mock exams affect your stress and anxiety levels to a certain degree… and by how much? Also, is it harder or easier to control and regulate your nervous system?
60.	RUSHAN	I mean, this is still a life-changing exam after all, so there will be anxiety and stress surrounding my test preparation and mocks. But I know my English skills and technology skills already give

		me an extra advantage. I practice deep breathing and recite some Duas, and treat my mocks like the final test to overcome my anxiety. Like, what's the worst that could happen in my mocks? I fail. But then, I'll try and practice again until I improve.
61.	I	Well… um… do you believe that reading, understanding, and processing any information presented on a screen requires more mental effort when compared to reading any text on paper?
62.	RUSHAN	Well, yes, or maybe because I try too hard to focus and understand the questions at first before answering. At the beginning, I used to look for the instructions, timers, and important tools on the screen, but now that I know where they are, I'm already familiar with those things about the exam.
63.	I	What are your thoughts on the fairness of the computerized IELTS mocks? Do you feel that the computer-based testing service by IELTS grants all candidates an equal test-taking experience, no matter their level of technological competence and proficiency that is… their tech-savviness, like you said?
64.	RUSHAN	So… I've been talking to my fellow mock examinees, and most of them shared similar experiences with mine. I know that some of them don't have the same level of computer skills and technical knowledge like I do. But even then, I see them doing well in their mocks. So you can say… everyone is treated fairly here, and if anyone doesn't understand something about the test, we have trained invigilators to help us out. Oh… and we even have support for candidates with disabilities to support their needs. They can

		even receive extra writing time and technical support from the admins here as per their special needs and convenience.
65.	I	Now… how do you feel about the possibility of AI-automated skills-assessment, skills-scoring and test-proctoring being implemented in the computer-based IELTS in the near future?
66.	RUSHAN	That's a tough one. Ha-ha. So… personally, I think it's a great thing to happen to IELTS computer mode. Why not! Imagine an AI robot marking your answers and giving you grades! Even though I know that AI is still not fully developed and complex yet, it's still advanced enough to create amazing artworks, short films, music, and more. Even students cheat using ChatGPT AI answers, so why not use the AI that we currently have for exam invigilation and marking, am I right?
67.	I	Please tell me about your experience with booking your choice of available test date, venue, and timing on the *British Council* website or the *IDP IELTS* website, if you have already done it.
68.	RUSHAN	No, I still haven't booked my exam date yet honestly. I think I might do it next month. I don't need to worry, because I know I'll get so many available dates and locations to choose from and fast. I'll simply focus on my IELTS preparation and performance for now, and once I think I'm ready, I'll book my dates quickly. Plus, I can simply book my slot at home… or maybe with the help of 10 Minute School's admin. They can book for me from the *British Council* or *IDP* websites, too. No need to travel anywhere just to find a test date.

69.	I	How do you feel about receiving your test's band scores once you complete your computer-based IELTS? Do you think the process would be speedy or time-consuming in any way? Also… are your results going to be delivered fast and efficiently?
70	RUSHAN	That's what I've been told. Ha-ha. No, but seriously, I'm aiming to get an 8.5, or at least an 8, for my UCLA admissions. My mock results are starting to look like what I'm hoping to get, thankfully. And I think I already told you… the reason why I'm taking the computer mode IELTS is because of getting my result faster online so that I can apply for UCLA before my admissions deadline. Oh, and it's really helpful that I'll be able to access my band score online and fast.
71.	I	What are your opinions on the speaking module of the computerized IELTS mock exams? Do you feel that your mock speaking module is easier, more difficult, or of the same level of difficulty as that of the paper-based counterpart, in terms of your own test-taking experience and comfort?
72.	RUSHAN	Ha-ha. I've been reading up on articles to see how to ace my speaking test. I haven't sat for a speaking mock yet, but I think I'm ready. I've been speaking in English more often lately to help me prepare. I talk to myself in English when I'm alone, and even with my family… as much as I can. Our teachers here say that accent doesn't matter in IELTS, but I still want to try my best, right? It is important for us to sound natural, they said. Uh… I can predict that my speaking mocks with my examiner face-to-face

		will be challenging for me, because of my anxiety issues, but I'm trying to familiarize myself with the possible topics to know what to expect during the real exam. I heard from my friends who took the paper IELTS… that the speaking exam was face-to-face for them… so I guess our speaking tests might be similar by patterns and questions for both paper and computer modes. I just hope that my real speaking exam… that I get the option to choose my speaking test on video-call. Then my anxiety will be less because of hiding behind the screen, ha-ha. I think I might choose my speaking part after the other 3 tests, so I can have time to mentally prepare.
73.	I	I see... so how confident are you regarding the integrity and security of the computer-based IELTS exam? Are there any concerns about cheating, plagiarism, data privacy issues, or the general security of the computerized test?
74.	RUSHAN	This, I'm not so sure about… now that you're asking this. I myself faced no security issues with my mocks, so I think the same can be said about my real exam. I don't think I noticed anyone around me cheating during their mocks, but I wouldn't be surprised to hear of a few cases like that. Like… I did notice a few penciled scribbles on some desks and walls sometimes. For computer-based mocks, I think cheating here is less possible, because we are not allowed to take our own pens and paper with us in the exam rooms. They give us pens and papers. I feel that the monitoring of our exams is strict and most of us don't dare to

		copy from each other, even if our questions are the same! We are not even allowed to take pictures or videos inside the halls, so yeah…
75.	I	I see… so, if you are given the choice to provide your suggestions on improving the security, removing any biases, and ensuring the fairness of IELTS in computer mode processes, what would you say?
76.	RUSHAN	Well, I don't really know much… but, uh… maybe the security needs to be improved in some areas, like… not handing out the questions to the invigilators… beforehand, I mean. Actually, I think there won't be an issue like that with the computer mode, since all the questions will be given inside the computer, on the test day! Maybe examiners need to be more open-minded to all candidates' needs and not judge them at first for their abilities or difficulties, because these people need support and comfort. They're people too, right? Like, I know the admin teams here are very supportive… but some of them may have had a bad day, or they try hard to not be biased. But the thing is, we are all humans, and we do have favoritism towards certain people or things… so I guess this makes – causes an issue with fairness to some extent. So… maybe CCTV cameras in the test hall can be added to detect any cheating going on… oh, and I think… by having invigilators from other mock exam centres in one centre, and exchanging our ones to the other 10 Minute School branches can be a good idea… you know, to avoid biases towards some candidates, I think.

77.	I	May I know if this is your first time sitting for IELTS, or have you taken the test before?
78.	RUSHAN	Nope… this is my first time.
79.	I	So, Api… after completing your mocks, do you think that you get sufficient amounts of time for each module, or do you think that you're rushed?
80.	RUSHAN	Uh… I do think that the listening module's time needs to be increased… like, I feel kind of rushed in these mocks… but I don't worry much about my writing and reading modules.
81.	I	Also Api… do you believe that the computer-based mocks test your true language skills better than the paper-based test would?
82.	RUSHAN	Well, I… it's… maybe we are both tested on our English ability and computer skills at the same time, if you really think about it. But… I think the computer mode tests our English quite well, since the tough questions in my mocks are quite challenging, and forces me to practice more at home to improve myself. They alone give me feedback on my skills, so I guess, in a way, it's helpful for checking your own language skills too, if you're serious enough. For computer mode of IELTS, the only extra thing you have to know is how to use the features and tools given on the screen… and how to type fast. That's all.
83.	I	Is there any moment during your mocks that make you unsure or frustrated about the whole testing process?
84.	RUSHAN	Um, the opposite actually. I feel more confident as I take more mocks.

85.	I	Right, so… I want to know your opinion on something. Do you feel that in the future… the computer-based format of IELTS will become the norm, or do you believe that traditional paper version would still exist?
86.	RUSHAN	I… I think, yes! I mean, the COVID pandemic made online learning popular, for both you and I… so, there's a possibility that this format will continue. Oh, and I heard that the paper format will not exist anymore in Bangladesh… because… for those, for updating to a more technology-rich era. Like, many people are saying that in 2026, paper-based IELTS will be removed, so… we will all have to take the computer-based IELTS exams. It's good, in a way. I want to see how the current students are doing in their exams and take their reviews before I book my dates, you know? Since this is still pretty new. But I know that some people, who aren't much technologically-savvy... I know a lot of people who might struggle with this format, so they're in a hurry to take the paper test before it gets stopped. So… uh, they need to get lots of practice in the computer format, before registering.
87.	I	Okay, so… do you feel that the computer-based mocks makes the test seem more or less "authentic and official"' than the paper-based IELTS?
88.	RUSHAN	I mean, of course, this format gives off a serious vibe to it, so yes… also it's IELTS at the end of the day. So… my mocks feel authentic, too. Like they are the actual exam!

89.	I	In your opinion, do you feel that your test experience is more modern and aligned with worldwide technological advancements because of using a computer during the mocks? Or does the computer mode feel very "disconnected" from the traditional testing techniques?
90.	RUSHAN	I do believe that the exams use the latest technologies and updated softwares. Our computers have the latest Windows 10 operating system installed… when we start up our monitors, it shows. I know that our mocks are quite similar to the mocks of the paper-based IELTS' candidates… except we take ours on the computer! Maybe the softwares in the real exam… may be different, not sure!
91.	I	Hm… what is your opinion on the features of being able to review, edit, and structure your answers in the reading and listening modules of your mocks? Do these features increase or decrease your confidence levels?
92.	RUSHAN	Aside from the time constraints of the listening tests… I do enjoy the editing and self-correction options that we get. Reading is super easy. About my confidence, that's a different story. But yeah… I hope I'm confident on the day of my real exam, even in the listening and speaking parts. The computer format solves some issues, but it also brings with it other set of challenges, you know? Uh… let's see what happens, and I'll let you know my updates soon…

93.	I	Yes, please do, Api. So… Is there anything within the computer format of your tests that distracts you?
94.	RUSHAN	Um… so far, nothing. Rather, I can focus better.
95.	I	Do you feel that your results would be different if you had chosen to sit for the paper-based IELTS format, rather than the computer mode?
96.	RUSHAN	I thought both the formats mark your skills equally, right? I think so, yes… So… no, I believe that whatever score I get in my computer-based exam, I'll get the same for the paper one if I took that… since I remember that the markings for both formats are done by examiners behind the scenes. Like, if they're the ones marking us, shouldn't our scores be the same for both the paper-based and computer-based IELTS' candidates?
97.	I	Well, I guess you're right about that… so, what's your advice for someone who is going to sit for their computerized IELTS for the first time? Do you feel that there are some things you wish you had known or could have done differently about your mocks?
98.	RUSHAN	Uh, um… so before I started preparing for my mocks, I asked the teachers here about the differences between the computer format and the paper format of IELTS, and after hearing of my plans… he – one of our teachers – recommended that I take the computer IELTS, as it is faster, and I'll get my results faster. I think he's the one who told about the paper format disappearing soon…
99.	I	Was there any pressure on you to finish your exams on time? Like, do you think that your stress levels increase because of the

		time taken to navigate the computer interface and type your responses quickly?
100.	RUSHAN	Uh, it did… at first. When I sat for my first mock. I didn't know what to expect. I mean, I knew, but I didn't experience it for myself before. So, now… the feeling of uncertainty is gone. I'm now aware of the features and interface, so I don't have to waste any more time finding and understanding the instructions in my real exam. I can just… jump straight to the exam questions! I just need to do more timed practices, that's all.
101.	I	Uh… how fast can you process all the provided information and questions on the screen?
102.	RUSHAN	Pretty quickly, I think. Reading the questions and texts is not a problem, for me at least.
103.	I	Also… how else are you prepping for the computer mode of IELTS? Do you take a different approach? I mean… do you do some things differently from those who are sitting for the paper-based mode?
104.	RUSHAN	I mean, it's still an exam and I have to prep for it, right? So, basically… now that I have familiarized myself with the format and interfaces, I can now focus on the question patterns and types, instead of focusing too much on my typing skills, since I can type fast anyways. You can say, that I prepare just like those other batch of students – the paper-based candidates. I think… uh, our classes are still the same, like, all paper and computer candidates are in the same coaching classes here. Our lessons are the same,

		so yeah… no differences in the syllabus or content of our – both formats. At first I thought that maybe the question types for both formats are different… Then our teachers told us no. Just… one test is on paper, the other one is on a computer. Question patterns are the same. So, I can benefit from all IELTS mentoring classes that happen here.
105.	I	Well, I wanted to know something else. I know you're not sitting for any of the UKVI tests… but still, do you believe that there are any differences in the difficulty levels or preparation required for the computer-based UKVI IELTS, compared to the regular computer mode of IELTS? I also found out that all the UKVI exams are computer-based only, so…
106.	RUSHAN	Um… I don't know much about the UKVI, but I heard they charge a higher amount of fees for registration. From what my teachers have told me, the UKVI exams are still the same – the same four modules are there. But this version is for those who want to go to the UK countries. That's why… the high price. But regarding skills… the same as the one I'm taking.
107.	I	Interesting… now, cost-wise, how do you feel about the additional expenses needed for those taking the UKVI versions? Are the extra and higher prices justified, considering the UKVI tests' purposes for visa applications in the UK countries?
108.	RUSHAN	I actually don't think the prices should be this high, to be honest. It feels like a scam, no offense. I mean, it's the same exam, judging the same four language skills, after all! But… if the high

		cost is for the processing of UKVI visas, then… I don't know how that works… I think for extra security reasons, most likely… maybe that's why it's more expensive. But still, I think it shouldn't be.
109.	I	So… do you believe that your motivation to do well and study hard for your final test has anything to do with the high fees of your computer-based test?
110.	RUSHAN	Ha-ha, absolutely. My life is on the line, I'd say. I better get a good score the first time around.
111.	I	Oh, and… uh… have you heard about the recent IELTS' cheating scandals in Bangladesh?
112.	RUSHAN	No, I don't think I have.
113.	I	Well, so what happened was… a few months ago, IELTS' test papers were leaked by two invigilators across the country to potential candidates for worth lakhs of money… right before the paper-based IELTS official test dates! I think two to three months ago, this happened!
114.	RUSHAN	What? Seriously?!
115.	I	Yes, I know right?! The news even appeared in the *Daily Sun* and *The Daily Star*! Journalists from the *Daily Sun* kept updating readers on how the perpetrators were being caught… and the testing loopholes they found through which the questions were leaked in Bangladesh!
116.	RUSHAN	That sucks! This is so horrible for us!

117.	I	So now… In light of this recent scandal, how do you feel about all the measures that are taken currently to make sure that your final exam will be secure and fair?
118.	RUSHAN	Now that you mention it… our exam halls need to do better to stop such incidents from happening again. Though I think our exam halls are safe and secure, things like this shouldn't be ignored, and I'm glad those question leakers didn't get away with it. Imagine the hard work of those who actually took their exams honestly! Now everyone who took their tests at that time will be suspected… unfairly. I just hope something like that doesn't happen during my exam.
119.	I	Well, I agree with you. So… do you suppose that there are sufficient checks and balances within the exam halls to avoid cases like that in the future… especially in the computer mode of IELTS?
120.	RUSHAN	There are, I know that. But these security measures need to be updated frequently… because there will be cheating candidates who will find new ways to cheat, even in the computer mode of the exam, I know that. Bangalis are good at anything… when it comes to anything bad.
121.	I	Ha-ha, exactly! This is a serious concern for us at this point in time. So… right now, what are your experiences with the invigilation and administration teams of 10 Minute School during your mocks? Are they helpful and accommodating when you need support with anything?

122.	RUSHAN	I find them very helpful and very sweet, based on my experiences. One time, I asked them to give me a sharpened pencil for my note-taking work during one of my mock tests, and he sharpened my pencil within two seconds and gave it back to me. They're always alert… all you have to do is just raise your hand, and they're at your service! No one else gets disturbed in the background.
123.	I	Do you think that the invigilators and teachers are sort of biased towards or against some candidates, depending on their academic backgrounds, English abilities, appearances… or digital skills? Or are they fair to all in terms of treatment and assistance?
124.	RUSHAN	Um… not that I've seen myself. I noticed they were being fair to everyone. They were nice to everyone, and at the same time… strict with everyone. So, I didn't notice anything unpleasant during my mocks. More like… I've seen them try to motivate everyone always, so no one feels nervous. When someone from my mock exams was thirsty, they gave him a bottle of water without much thought.
125.	I	I see. Do you feel that any of the invigilators' and examiners' existing biases, if there are any, might affect your scores?
126.	RUSHAN	I mean, definitely! I just hope that this is not the case for me.
127.	I	So, would you like to share anything else regarding your experiences with the computer-based IELTS that we haven't touched up on yet?

128.	RUSHAN	Well… that would be all. I think I've shared with you everything there is to know about my experiences with the computer mode of IELTS… ha-ha.
129.	I	Oh wait, I have a few more questions left for you! So… thinking about your experiences until now with the computer mode, what do you think are some of the advantages of this format?
130.	RUSHAN	Didn't I already mention this? Uhm… the quick result publishing, the nice environment, which is not so crowded, more available dates… I don't have to stress about finding a suitable date. So… yeah!
131.	I	Okay, and uh… on the downside, are there any disadvantages to the computer format of IELTS… according to you?
132.	RUSHAN	Not anything I can think of at the mom– oh wait, I… the time limit is one reason for me. Nothing else at the moment.
133.	I	Hmm… Api, are you ever going to recommend the computer mode of IELTS to anyone in your family or your friends? Or do you think it's best if they choose to register for the paper-based IELTS?
134.	RUSHAN	Oh, that's a good question… so, that obviously depends on the candidates' preparation and… if they have a good grasp over computer skills or not. Like, if you're on a tight deadline, like me, with your university and visa applications, then go for the computer mode! Also, if you're good at using computers and the latest technology, then also a yes! Make sure you trust your own technical skills and typing speed first before taking this format.

		But… uh… if you're taking your sweet time… or if you're used to the traditional pen-and-paper mode, then obviously, you should take the paper mode of IELTS. A safer option for you to write by hand and read from your question sheets, if you don't like staring at the screen for too long. But actually, I think if you take the paper IELTS, you should take it as soon as possible because it'll be cancelled in the future! It's better to now prepare for the computer format now, I should say.
135.	I	One last question, Api… now, when it comes to your own test prep, do you feel that your exam experiences with the computer mode might affect the ways in which you sit for any of your exams and tests in the future?
136.	RUSHAN	Ha-ha, yes, and for the better. I know that studying abroad is rigorous, and your professors will expect you to be proactive with your studies. Unlike here, students over there are fully responsible for their own academics and exam prep. So… like, since I'm taking full responsibility over my IELTS prep now at 10 Minute School… I sense that my preparation now will help me become more proactive enough for my Masters'. Plus, I'll have gained the technical skills needed for future computer mode or online exams in the future, especially if there are any online exams held for UCLA courses, like at IUB. So…yeah! I guess…
137.	I	Alright, so… thank you, Api for your time. With that, this interview ends, and I'm pressing "stop" on the recording…