

An Exploration of the Predictive Validity of the IELTS Academic Writing Task 01 in Bangladesh context: Expectations and realities



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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Dedication

I want to dedicate this research paper to my grandmother. She has been supporting me as a constant one through my every thick and thin. She has been appreciating all my activities in the field of academy. Continuing my study alongside a job was never easy. However, she did not let me feel that I am dealing with all this alone. I am grateful towards her for this support. Hence, I want to dedicate this paper to her.

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Abstract

This paper reflected the scale of predictability in terms of the academic performance of the learners in the IELTS academic writing test. Predominantly, the researcher focused on task 01 of the academic writing test as it may include some more activities where the learners might receive the opportunity to explore more while showing their skills broadly. A number of issues was discussed by the researcher that she obtained from the data analysis while conducting the research, such as, difficulties in understanding the charts, wording the statistics and ratio, producing the writing in accurate grammar and others. Moreover, this research was conducted by following the mixed method where both of the qualitative and quantitative analysis were comprised. However, the opinions were attained from both of the ends. In one hand, the test takers expressed their obstacles and requirements whereas, the respective instructors of this genre also opined about this issue. Hence, this study examined task 01 of the IELTS academic writing test elaborately to apprehend the measurement of predictability in terms of the academic performance of the learners. As a consequence, the researcher marked some substantial outcomes. For instance, the issues like grammatical weakness, bindings in using the vocabulary, being cohesive in writing, depicting the ratio duly and others were upheld by the respondents. This paper also provides a brief idea about a disruption in showing academic performance in task 01 of IELTS writing test particularly. Finally, some tasks were suggested that may increase the level of predictability in favor of the academic performance.

Chapter One: Introduction

1.1. Introduction

The English language has been ruling around the globe for a long time now. Hence, the substance of the English language cannot be overlooked or overlapped in any circumstances. From obtaining an academic achievement to securing a healthy job by keeping pace with this changing world, the English language has no alternative. Currently, the learners are choosing to settle abroad with the hope of acquiring academic degrees. IELTS is a kind of commercial test that has been developed to assess the learners' linguistic abilities. As a consequence, the learners also consider this test as a gate-entering tool to their desired universities overseas. Surprisingly, IELTS is also categorized as a test that explains the academic performance of the learners as well. IELTS is a term which explains International English Language Testing System. It deals with four basic macro skills such as, Listening, Writing, Reading and Speaking. In the context of Bangladesh, this test has its own value in terms of everything. Although it is just a test that determines the communicative abilities of the English language, it carries a great contribution while ensuring a good job or applying for overseas degrees. As Bangladesh is a non-English speaking country, the importance of this test knows no bounds. However, this test is valid only to that extent when it comes to the assessment of the English language. On the other hand, the portrayal of IELTS has become a daunting one for the learners as their first language or L1 is not English. Due to this, they inherit this language with many lacking. Therefore, the IELTS test particularly remains accountable for being a great challenge for the students. As a matter of fact, they fail to score well in this regard. Among all the components of IELTS, the difficulty level varies from one learner to another.

IELTS certainly ensures the predictability of candidates who are keen to study in a reputed university. Hence, it clearly delivers the evidence where they may prove themselves as a proficient user of English. With the development of IELTS, it has turned into a fact of someone's knowledge in the academic fields. Predictability of a test that simply clarifies the performance of any test taker academically. With this intention, it can be said that IELTS can also be categorized as a valid test that is predictable. However, it remains questionable as it deals with the further academic performance of the students particularly. (Bayliss et. al, 2006) examines the issue of the variables and aspects that put an impact on the academic performance and it also emphasizes on the hypothetical relationship between the English language proficiency and academic excellence alongside the outcome which actually predicts and justifies the real significant linguistics behaviors exposed by the pupils in the context of university and intensity of that language for the tasks regarding the respective courses. Therefore, it is very evident that IELTS only ensures someone's linguistic behavior apart from academic excellence.

A formal tone of writing eventually proves the candidates' exploratory knowledge in that particular language. While attending any of the courses, the students are mostly asked to write the answers. Moreover, it is a sort of need that every learner must meet its end. A good writing can be produced by maintaining accurate grammar, a good vocabulary range, variation, and cohesion. Hence, the IELTS test takers find themselves in a trouble when start writing in this component. We all are aware of the fact IELTS test takers mostly belong to diverse academia and official background. Hence, the capacity of them is never alike and the candidates mostly discover it as the most difficult component to attend. The IELTS writing component predominantly has two tasks. In particular, the academic genre of writing component allocates the charts as task 01 and task 02 inquires about the perspective, views and knowledge about a particular topic. Although these tasks are designed

in a way that predicts the learners' capacity, task 01 is still a remarkable one which has been failing to predict one's academic knowledge completely. Hence, this researcher has foregrounded this issue and attempted to bring out an outcome in support of this view.

One noticeable aspect of IELTS is its disadvantages that are still unexplainable in many contexts. However, the researchers often brings the advantages to light. IELTS requires all kinds of accuracy in all the components of it. In the context of Bangladesh, the base of learning the language English weakens them in most of the parts. As the teaching system of Bangladesh mostly relies on the memorization of every content, this disrupts their learning system as well. With this perspective, the researcher has decided to show at least one content of the IELTS writing component that minimizes the opportunities of the candidates to evince their academic excellence.

1.2. Goals and Objectives

It is believed that the candidates who apply for studying abroad, they even receive their major subject by being assessed on this test's band score. On top of that, their difficulties become ignored and neglected especially in task 01. This task demands a very different type of writing where the numbers and ratio are required with a separate group of vocabulary. There is a notion on behalf of every learner, they mostly feel the obstacles in wording the data and percentages. Hence, they completely become unsuccessful in understanding the data. As the word limit is not exceedingly high of this task 01, the learners put less emphasis on this task in comparison to task 02.

Considering all these strains and hassles, the researcher has become determined to conduct this research to find out the predictability of task 01 in the IELTS academic writing test. She has also put some efforts to apprehend the drawbacks and problems of the learners alongside the way to

overcome these issues. The researcher has also decided to escort some innovative tasks in the replacement of the charts, such as, pie chart, bar chart, line chart, diagram chart and table.

1.3. Research Questions

1. To what degree is task 01 of IELTS linked to predict an individual's further academic performance?
2. How valid is IELTS writing score of task 01 at measuring a person's ability in the academic writings without releasing the numerical scores and feedbacks?
3. What are the possible tasks that can be added to be improved the validity and reliability in IELTS writing task 01?

Chapter two: Literature Review

2.1. IELTS Writing Test as a Proficiency Test

IELTS is considered a language proficiency test by almost all the leading universities across the world. Hence, the candidates always remain occupied with preparing for the IELTS test. As it assesses all the macro skills of the English language, it is not associated with ensuring intellectual performance. It has been proposed that a high-stakes examination such as IELTS could have significant consequences for the collaborators, the context of academic institution, and society at large (Hamp-Lyons, 1997; Mc Namara, 2000 & Shohomoy, 2001). Bagheri & Riasati (2016) depicted in his study that an attention to IELTS writing tasks 1 and 2 that dig into the writing attributes of IELTS around 3 to 8 candidates explore three rules out of four basic IELTS assessment criteria they are coherence and cohesion, lexical resource, and grammatical range and accuracy and the findings provides an indication that the proficiency level might affect the frequency and types of writing errors. In the justification of this study, the IELTS writing test actually measures all the writing skills of a learner. Nevertheless, this test has an immense role in proving a person's writing proficiency in the English language.

Bangladeshi students are highly enthusiastic about studying abroad and as a belief, it has become a must to ensure IELTS exam before applying (Aktar et al., 2021). However, the washback and the learning outcome or result rely on the linguistic performance of an individual. This test highly assesses a person's communicative abilities in terms of listening, reading, writing, and speaking that are also known as the macro skills of a language. Therefore, it defines and categorizes people on the performance of their language efficiency. Every language test has been functioning as an unsettled and ongoing business feature mostly and it creates some daunting and technological

entrap in disguise of its impressive moves for the institutions where the goals of the tests are served and every test is vulnerable to good questions (Mc Namara, 2000). However, this kind of language testing sometimes remains questionable in terms of all the aspects and tools of designing a proper language test in terms of writing. It is much needed that this testing system should address all the desired goals of one's future performance for which they are applying by considering the writing skills in the IELTS Writing test. This test has its own recognition as a major entry level requirement for all the international learners who are keen to apply for studying in overseas universities and it also ensures that the students have the knowledge of comprehending the academic courses, producing some quality articles and adapting the linguistic features in order to communicate with the teachers, peers and others. (Nsofar, 2021). This study examines the audacity of proving one's English skills while pursuing a foreign degree irrespective of academic department. Hence, it can be stated that an English proficiency test is a must concurrently, and IELTS is playing an integral role in this regard. The IELTS writing test justifies the candidates' writing comprehensibility alongside the capability of showing the grammatical and vocabulary range. However, this writing test categorizes the learners or test takers through two writing tasks. Both of these tasks require an ample amount of word exploration and sentence formation. Although these tasks demand accuracy, coherence, making arguments, lexical and grammatical resources, or range, they fail to prove one's intellect's knowledge of the world. Hence, this IELTS writing test can only be addressed as a language proficiency test by default. Focusing on the writing structures and forming rules, IELTS is believed to be described as both applied linguistics and testing models that are initiated by following a task-based approach (Uysal, 2010). This sort of testing system in writing modules delivers the task that purely defines the ability in terms of the English language. The first task of the IELTS writing test creates a chance where a test taker can

represent his/her details while writing a statistical description of charts and graphs; whereas, the same candidate shows his/her opinions and makes arguments on a certain topic. The IELTS writing test delivers the tasks in the manner of assuring the communicative goals by offering the contexts in order to pursue a specific linguistic comparability, genre, or purpose from the audience or test takers. Therefore, for both of the modules in writing, whether it is academic or general, there is no such thing as a failed or passed score. Rather, the test takers obtain their score in the form of a rounded figure. That is widely known as an "overall band score."

2.2. IELTS as a future predictor of academic performance

Pursuing a degree from abroad and ensuring a successful IELTS test are parallel in terms of grabbing opportunities. A high-stake test like IELTS was introduced to comply with the selection of learners who belong to non-English-speaking backgrounds and plan to acquire a university degree from abroad in English-speaking institutions. (Ingram & Bayliss, 2007) depicted that the scores of IELTS predict a pupil's English language capabilities by providing a gist by which universities and academic institutions can judge the fact of placing in a category where they need to improvise their English skill rather the performance of academic This study examines the aspects of requirements where the learners or pupils are meant to show their language proficiency rather than anything that deals with their respective academic subject. The researchers in this field often observe that learners who perform incredibly well in the academic sphere end up scoring poorly in the writing test of IELTS. Hence, they fail to achieve their desired goals of studying abroad. Generally, IELTS utilized the scores of each skill to determine the learners' "academic achievement" in many aspects. For instance, whilst Gibbson & Rusek (1992) explored the grade point average that is also known as GPA in the second semester, Be Ilingham (1993) used the first

semester and its academic average (Yen & Kuzma, 2008). Moreover, this exploration of the IELTS test in regard to predicting a person's academic performance mentioned the results of semesters. These semesters were completely dedicated to assessing their subjective knowledge, where the pupils wrote their answers academically. On the contrary, these tests have not engaged the writing aspects of IELTS in these tests of each semester. (Paul, 2007) described that Cotton and Conrow found that any highest score like (7.0+) at IELTS entry level does not guarantee necessarily someone's academic success, however, even a lower entry score like 5.5 is also not applicable predictor of being failed (Paul, 2007). According to this study, the IELTS test that addresses all the four skills of the English language does not need to prophesy someone's academic roots and aspects.

Investigating the perspectives of students from various institutions would provide more insight into the predictive validity of IELTS on subsequent academic performance in English-medium university courses (Dang & Dang, 2021). As the IELTS test completely relies on proving and showing one's complete linguistic ability in terms of the English language, this test is not concerned with determining any other aspects. However, if an individual shows an interest in pursuing any degree in a linguistic field where the medium of instruction is English, this English proficiency test helps and carries a good amount of value. According to this research, the preparation of IELTS tests makes the knowledge of the learners strong academically. The outcome of this study defined a hint of the positive link between the highest IELTS scores in terms of speaking and writing and students' academic performance, while reading and listening modules do not have any strong effect on academic performance at university (FAYZIEV et al., 2020). Although we are all aware of the fact that the IELTS test addresses all the four skills of language, the academic performance partially involves the result of the IELTS test. However, the writing test

displays a person's writing agility, which allows a person to deliver academic writing pieces well in terms of grammar, vocabulary, sentence formation, and others. Again, communicative knowledge is of great importance in acquiring degrees overseas. The IELTS speaking test ensures the comprehensibility and accurate delivery of speeches. Hence, the contribution remains partial and it fails to predict the academic performances of the learners.

2.3. Genres of Academic and Non-academic Writing

In general, our basic understanding of academic writing deals with the writing pieces that students write or produce for the purposes of university thesis, journals, articles, and officials. Academic writing always delivers a formal tone and style concisely. Everything you write should have a beginning, a middle, and an end. The first reaction to such advice is, of course, tell me something that's not so trivial! (Jonsson, 2006). This study shows that academic writing follows a separate outline in order to be written. These pieces have their own formal and accurate rules. However, an academic writer needs to abide by these criteria. Again, the tone should remain formal and concise. The IELTS writing test follows a certain outline to be answered. Hence, it falls under the academic genre.

"EAP" is a term has been coined since the 1970s and it broadly elaborated as a way of ensuring the improvement of someone's "communicative skills" in English which are on card for the purpose of study in formal education systems by the teachers, researchers, and students (A.D,2018). The above article examines the genres of academic writing briefly. The term that has been used here is "EAP." It stands for English Academic Purpose and contains information regarding the educational institutions. With the observation of this article, the practitioners of the education field, for instance, teachers, students, and researchers, mostly produce and follow the

academic format. By considering the academic assignments and diverse research papers, the readers may have a clear understanding of academic writing.

Non-academic writings occur where the language delivers an informal tone and it ensures less accuracy in terms of grammatical and vocabulary range. Non-academic writings cover broad topics and include the readers, such as family and friends. The basis of any non-academic writing is based on any general conversation or topic. A socio-technological perspective is essential for all who want to learn about non-academic writing because it helps new inventions emerge in this field, and new technologies reshape the concept of text and significantly impact the writing process and written products in non-academic settings (Duin & Hansen, 2015). This research work examines and relates to the understanding of non-academic writing. However, the connotation of non-academic writing refers to the fact that it follows no specific rules and criteria. The purpose of the non-academic genre lies in informing the readers. Hence, it carries value in some of the concepts, mostly in terms of writing letters. (Palardy, 2019) mentioned in his study that these result indicate that the non-academic criteria of one's school mates or fellows play an integral role in the academic performances above and beyond one's own non-academic levels. Moreover, non-academic writing often shows the loopholes of others and provides an access point to rectifying one's own academic attributes and abilities. Academic writing comes with the objective of persuading an assessment in terms of the research papers by acknowledging the concepts of textbooks. However, non-academic writing is a kind of individual text in which writers think, feel, or believe something, more broadly It doesn't include literature, personal essays, articles, or writing in popular magazines and newspapers (Ghanbhari et al., 2016). However, IELTS writing tasks demand satisfaction from the end raters. On the contrary, it also requires a person's own write-up and perception.

2.4. Validity and its aspects

Validity is widely considered as the tool or method of measurement that is used to measure the rubrics that are required to be measured (Rankin and Vadum 2001). Validity, this aspect contributes to a great extent in designing a test. It promotes the valid contents addressing the target audience. With the observance from the side perspective providers, a score becomes invalid when the test is invalid according to the contents, however, it also remains unfair and injustice for the learners as well (Murphy and Davidshofer, 2005). Validity has its own classifications that should be ensured in every test. For instance, Content Validity, Face Validity, Criterion Validity, Construct Validity, Predictive Validity, Con-current Validity.

In order to assure the content validity of a language test, the samples or contents get measured by focusing the language skills that are meant to be measured (Kabir, 2018) . Content validity can be defined by understanding the scale that a sample displays with an enough amount of interests in the contents which are about to be assessed (Delgado-Rico & et al, 2012). Content validity assures the validity of the contents for the target audience. Such as, a teacher plans to measure a learner's linguistic knowledge in terms of writing through a photo and asks him/her to answer some MCQ questions regarding the same picture. Eventually, it will not corroborate the writing skill duly. One example was collected where the scores of 155 assignment tasks from two Australian universities were stored and compared to the rubrics of IELTS, however, the outcome was that IELTS task 02 writing contains some matches to the genre of university type (Moore & Morton, 2005) . However, task 1 was not addressed accordingly in this research.

Face Validity can be equalized to Consequential validity and it can be assessed by the proofs of face validity that includes the views and perceptions of the test takers of the test (Brown &

Abeywickrama, 2019). Face validity occurs when a rater scores a candidate based on the overall performance of him/her according to the usual test contents. (Noor, 2020) depicted an example in this regard where he stated that if the learners are given a grammatical task instead of an essay writing, still their write-ups will be beneficial to measure their grammatical knowledge than the writing skill and it may lessen the face validity of the writing test. However, IELTS writing task 1 sometimes gets interrupted when it comes to ensure the writing skill due to the results that they ask by showing the percentages as every learner is not expected to inherit the same amount of knowledge in numbers.

Richards and Schmidt (2013) stated that the base of this validity remains where a new test is equalized or coordinated with a required and discovered measurements and criteria. This kind of validity often deals with a particular criteria that predicts the further performance of the candidates. Criterion Validity sets up a subset rules that help to deliver an outcome regarding the future performance. In accordance to Fink (2010), a test is assessed in various levels alongside numerous situations in order to receive various perceptions, such as, a psychologist may intend to offer a shorter form of an assessment where it may replace the actual and longer test with the intention to assure greater time efficiency. According to this study, Criterion validity can be implemented in various aspects. It can be included in the tests for the academic purposes as well as the workplaces. Criterion Validity is of two types. For example, Con-current validity and Predictive Validity.

Concurrent validity occurs when someone's performance gets assessed continually and equally on every platform of a test. Frey (2018) illustrated that the measurement of a test remains the same in a similar time frame when another test gets established, this is the time where the concurrent validity happens. However, the concurrent validity digs the root of someone's score by checking

simultaneously. Both human raters and IEA scoring of the essays produced by PTE Academic test-takers were used to investigate the validity of scores produced by IEA (Riazi, 2013). This article suggests a different kind of language testing system that validates the concurrent validity. Moreover, the method of this testing system and IELTS share quite the same concept and scoring steps. Hence, IELTS has its own identity in ensuring concurrent validity.

2.5. Predictive Validity of the IELTS Writing test

Green (2007) stated that The International English Language Testing System (IELTS) was emphasized by the researchers that this test is used to measure the linguistics abilities of the learners who want to attend the English-medium courses belonging from non-English backgrounds . This study provides the details about the fact of a candidate's further performance particularly in the English language field academically. However, this is the main component or idea of Predictive Validity. The outcome of Predictive validity is now being used for the academic intelligence for the longer scholarships rewards mostly in German-speaking countries and explored in the psychological practices particularly for predicting their academic grades (Gygi et al, 2017). Predictive Validity suggests to the future performance of the learners on the basis of their performance through a test.

To voice out these problems and gaps, the attempts to find out the links between the IELTS scores and academic performance in Vietnamese International university learners in the UK and also the extent of acquiring skills in particular training session of IELTS in Vietnam that assisted its course learners' academic excellence at universities of the UK (Dang & Dang, 2021). With the observation of this article, IELTS test can be regarded as the sample performance that one may find through the IELTS score of the test takers. Therefore, IELTS test includes a great importance in terms of

obtaining an opportunity for the higher studies abroad. (Shakibaei & Memari, 2019) wanted to bring the fact to light that one hundred and twenty five learners who were from Egypt asked to write two individual writing tasks and two combined reading to writing tasks where their scores were seen as the reliable ones as the independent tasks. However, this research shows that IELTS writing test partially defines the predictive validity through task 02 where the candidates answer the question by following their perspective. Moreover, task 01 is still questionable in this regard that assures the predictive validity of the test as it demands to write only about 150 words and the candidates are not more likely to reflect their own wordings whereas, they require to write according to the graphs and charts which they might not have. Sometimes, this case causes a great hassle for this and they easily get measured or judged on this basis.

Chapter three: Research Methodology and Data Analysis

With the perspective of having a valid outcome of this research, the researcher has elected to follow both the **Qualitative and Quantitative data analysis**. Hence, it can be professed as a mixed method that the researcher has chosen to be followed. For regulating the survey of qualitative methods, the researcher discussed this issue with 5 participants who were working in the field of teaching the English language in one of the reputed language centers in Bangladesh. However, she has added 6 questions to apprehend the actual scenario. As it deals with a change in task 01 of IELTS academic writing component due to lack of predictability, the researcher has focused on the needs of the learners in terms of their drawbacks, desires, expectations, learning ways and others that are observed by them while forming the questions. Moreover, the questions were also emphasized on the experience of teaching the English language for IELTS to all the test takers as well. Among the participants, some of them were directly connected to the IELTS exam venue. On the other hand, the quantitative data collection procedure has engaged 10 questions in contemplation of comprehending the views of the test takers. These questions were formed to understand their obstacles, failure, and expectations of new tasks regarding task 01 of IELTS writing component. They were provided with the options as well that were interlinked to their own experiences. However, the number of the participants was 10 in total. The researcher has conducted this survey through a questionnaire. She has distributed this questionnaire to a batch of learners who were pursuing the training of IELTS with the intention of sitting for an IELTS academic test. The researcher has designed the questionnaire by ensuring the fact of having the visible reflection of the respondents.

3.1. Qualitative Data Analysis

Qualitative method is required for any survey where the explanations are to be included. Qualitative study declines the numerical data, however, it ends up producing an interpretation of the non-numerical data mainly. Moreover, this mixed method has been accomplished by conducting both the qualitative and quantitative method. For this qualitative method, there were 5 respondents who participated in the interview and they were asked 6 questions altogether. However, belonging from a common linguistic background, it was really obvious for them to share the experience of real-life trajectories and the tales of learners in this field. The participants were mostly the IELTS trainers and all of them pursued their post-graduation degree in English Language teaching on the whole. In order to produce a clear understanding of the questions and the issue and ensure a comfort zone for them, the participants and the researcher used their L1 as the medium of communication. Considering the need of the participants, the researcher has explained the questions several times to make this survey successful.

The researcher has continued this survey by maintaining confidentiality as it was demanded by the respondents. Hence, they were addressed by utilizing the initial for instance, P1, P2, P3, P4 and P5. Although the researcher was privileged to have the opportunity to work with the IELTS trainers in person, the interviews were regulated through Google Meet. For the sake of acquiring the clear analysis, the researcher has recorded all the interview sessions. Therefore, their reflection of point of views and words were depicted and scripted in this analysis by maintaining all the criteria.

1. It is believed that task 1 of the IELTS academic writing test is successful in predicting the usual academic writing of a person especially a Bangladeshi learner?

The general overview of this question emphasizes the predictability of task 01 of the IELTS academic writing test in terms of proving a learner's usual academic writing. However, all the participants were

interviewed and they shared mixed opinions in this regard. In accordance with P1, IELTS is a sort of English assessment test which covers most of the rubrics or micro skills of writing. On the contrary, it also creates fear of being limited in the case of the learners. Hence, it disrupts the usual system of learning English of the learners as they only focus on scoring a good band score. In terms of task 01 that includes charts, they invest an ample amount of time in understanding the organization of information of the charts while putting it into words. Therefore, it cannot function duly in ensuring the predictability of a learner's usual academic performance. In response to this question, P2 also agreed and showed the concerns for the learners who are taking preparations for going abroad. He also stated one vital aspect that the justification of learners' ability of studying a subject remains incomplete as they usually receive the chance of being enrolled only on the basis of a band score in IELTS. Considering task 01 of IELTS academic writing test, it fails to include some other ideas apart from the information of charts. Hence, task 01 is not appreciable in predicting a person's usual academic performance. On this similar question, P3 answered with some diversities. In her opinion, she categorized the learners or test takers into their respective subjects. According to her statement, if a person wants to go abroad to pursue any degree of English language, it may reflect the predictability of his/her academic writing to some extent. On the contrary, it performs divergently when it comes to predicting the future academic performance of the pupils from different departments. Moreover, it succeeds to ensure the predictability moderately. While answering to this question, P4 showed some disagreements regarding the predictability of the academic roles of the students. His statements projected that Task 01 declines the facts of writing out of the box rather it makes the learners rigid within the four walls of grammar and sentence formation apart from showing the knowledge regarding the subject-matter as well. In the opinion of P5, she has been working as an IELTS instructor for 5 years. Therefore, she puts an emphasis on the importance of learning this language, English. She also clarified this fact that there are several test takers of IELTS academic test who sit for this test and experience problems in generating the ideas while justifying their own opinions in task 02. As a consequence, they only obtain the success in writing task 01 where the information is already provided. Although it appears as the easier one, task 01 is still limited in showing one's own knowledge in terms of predicting academic performance.

2. “Task-01 of IELTS academic writing test is understandable for all the test takers who work for different academic backgrounds in Bangladesh”- to what extent do you agree with this statement?

This question demands a comprehensible understanding of the learners regarding task 01 and engages the opinions of the interviewers through a statement. While responding to the question, most of the participants showed their disagreements with the above statement. Similarly, there were some approvals as well. In the opinion of P1, Task-01 represents the statistics and ratio of any issue through charts and tables mostly. He added, there are many learners who cannot word the information correctly. On the other hand, diverse learners fail to jot down the proper words due to lack of exact vocabulary knowledge as the charts mostly show fluctuations. Hence, for a learner who is not into the study for long and takes the preparation for IELTS, he/she gets terrified with task 01 coming across this ratio and percentages. However, the same learner may write the answer of task 02 well as it requires their own perspective and understanding. Having the similar kind of response from P2, he stated that task 02 includes their own understanding and justification. In one way, it allows them to explore a single topic. Sharing his own trajectories, he often observes the students who struggle to organize the components of any charts. He showed an example of one of his students, who had a good knowledge of grammar. However, he could not group the contents as the given table chart was provided with many elements. P3 participated in this survey and quoted that Task 01 is challenging unanimously, however, the difficulty level of writing task 02 is also implacable. In response to this question, P4 said that task 01 happens to be comfortable for the learners while answering. However, he expressed his approval in this regard. He reckon, the learners feel more motivated when they receive all the information at once in a chart. P5 gave her opinion by disapproving this statement and said that task 01 remains always difficult for the

learners and she personally feels that the numbers and percentages confuse the learners mostly while making the guess in terms of the exact number of percentages.

3. “Task-01 of IELTS academic writing test restricts the test takers while expressing their writing skills as a demand of the statistical analysis”- do you opine the same?

This question brings the limitations that a test taker experiences while answering task 01 to light. All the participants opined the same where they depicted their consents in support of this issue. In accordance with P1, he went through even a situation where the students of his were writing by using some external information that were not even given in the chart. This illustrates a failure of this task, said by him. Similarly, P2 responded to this question by saying that task 01 of IELTS academic writing test is a sort of question that completely restrains one’s own knowledge as it only allows the same range of vocabulary. Although it asks to ensure accurate grammar, one can easily answer this question by seeking help from the sample answers that are already scripted. P3 came in favor of this statement and said, task 01 usually can be exchanged with many qualified tasks that deal with grammar accuracy, variations of vocabulary and others. While expressing, he mentioned some of the tasks like describing a picture that bids to engage all sorts of knowledge where the examiner may also examine the linguistic abilities and ousted knowledge of the learners. While answering this question, P4 was quite confidently supporting that task 01 actually limits the test takers where they can prove many aspects with a different task. P5 stated that the limitations of task 01 are visible. Although the design of this task ensures a person’s grammatical skill and others, it is circumscribed and bound. Hence, predictability of this task in a certain test endures incomplete as well.

4. Do you think that the numerical figures should be disclosed in order to make the test takers know their loopholes in writing?

The substance of this question knows no bounds particularly for this research as it expresses the need of understanding the inadequacy of the test takers while improving their proficiency in English. However, the participants depicted their thoughts in this regard. In respect to the answer of this question, P1 said that the students who prepare themselves in order to study abroad or obtain enrollment in overseas universities, they mostly desire to prove their efficiency of studying. Mostly, these students are habituated to be having the scores of any test numerically in the context of Bangladesh. This is the usual way of realizing their lacking in any subject in terms of knowledge. However, it is needed highly. P2 has shown similar consent. He said, a person should know the progress about each content of a test in numbers instead of an overall score. Naturally, it boosts them up for taking the IELTS test. Hence, the justifiable option would be disclosing the scores in numbers of the test in the writing component. In reply to this question, P3 uttered that IELTS is one of the costly tests. Therefore, people attend this test cautiously by putting all efforts in order to score well. They mostly become unsuccessful in the writing component. Hence, she reckons that it would be beneficial for acknowledging the obstacles in both of the tasks. P4 has viewed the question as one of significant aspects in writing the tasks considerably task 01. Predominantly, the numerical figures change someone's writing skill as it informs that test attendee where to make the corrections. In terms of task 01, the candidates especially become confused about the words. Therefore, if they receive the corrections, they would be able to make the corrections duly. In the case of task 02, the candidates fail to produce a good write-up due to grammar, sentence formation and others. If these mistakes are marked, this would help them to improvise. Simultaneously, P5 responded with a mixed opinion. According to her, the numerical

figures certainly help the candidates to improve. However, she also believes that if a person wants to score well, he/she can improve it while practicing by making a good schedule. The candidates need to include more writings, grammar practice, accuracy and others in their practice schedule.

5. From the viewpoint of an instructor, in which area do the IELTS test takers struggle the most in writing in Bangladesh , especially in Task 01 of the IELTS academic test?

An IELTS test is mainly a language assessment tool. Hence, the sole motto of this high-stake test is to addresses all the linguistic categories and micro skills. This question was mainly created by targeting all these skills. The participants participated in this survey and released different opinions. While talking to P1, he stated that his students are mostly those people who come to him for learning the language English alongside the IELTS courses. Focusing on those classes, he mostly found that they face problems in grammar outrageously as they are used to memorising the grammatical rules rather than implementing them in their regular speeches. Eventually, the forming of sentences in task 01 to task 02 of the IELTS academic writing test seems more crucial and problematic for them. In response to P2, the learners mostly encounter obstacles in forming the sentences with accurate grammar and word variation. P3 responded by saying that her students struggle in understanding the contexts predominantly, hence, a great area to work on this. While replying to this question, he stated that considerably all the learners experience some loopholes. However, the Bangladeshi learners mostly are scared of writing in accurate grammar, she added. On the contrary, P5 described that the learners of Bangladesh extensively focus on only those tasks that will bring them a good score. In addition, the predictable tests such as IELTS fail to acknowledge academic excellence. Therefore, they learn limited and some specific micro skills. Moreover, this limited knowledge of English restricts them to pave their ways to write effortlessly.

6. Do you feel that any other tasks will justify the micro skills of writing in bringing more variations in task 01 of IELTS academic writing test?

Predominantly, this question claims an alternative task in the place of task 01 in the IELTS academic writing test that is supposed to be given by the respondents. While answering this question, the requirement of replacing task 01 was discussed. According to him, illustrative tasks may perform a great role. Regarding P2's opinion, some changes can be made. Instead of writing about the ratios only, the learners should be provided with an opportunity where they will be allowed to write their views on each content extensively. P3 said that as this test is designed to assess the test takers' linguistic ability, any task related to micro skills of writing can be included, for instance, changing the forms and others. According to P4, some commutative tasks can be included. However, he appreciated the idea of picture illustration in this regard. By focusing on this issue, P5 who is an IELTS trainer particularly reckons that task 01 is justifiable for the learners. However, it is justifiable only to that extent where it only assesses linguistic proficiency rather than a gate-passing tool for studying abroad as its capacity of predicting is low.

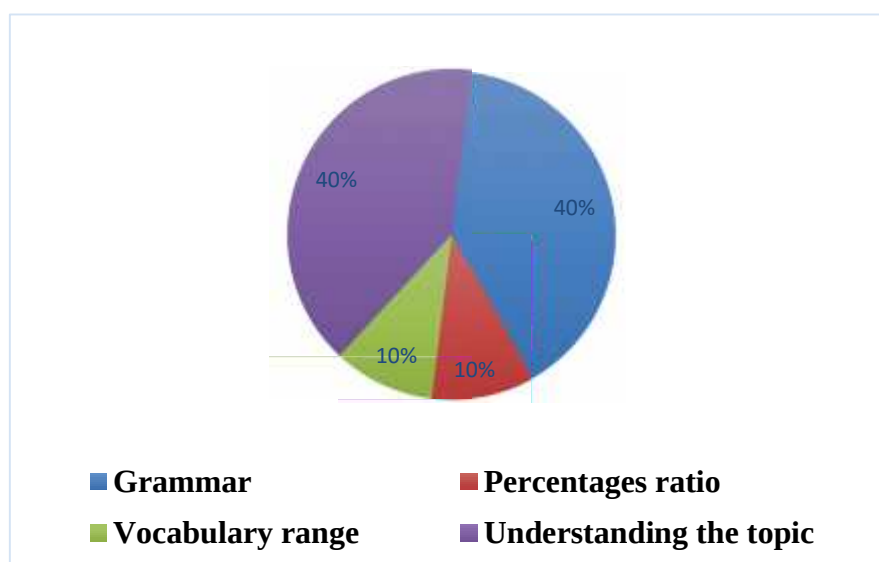
3.2. Quantitative Data Analysis

Quantitative method depicts the ratio and percentages of the queries that are set by the researcher in order to achieve their opinions and views on the research issue. Therefore, 10 participants took part in this survey that supported this research to obtain its outcome. All the participants came from different academic backgrounds although they share the same interest in taking the IELTS test. Among the 10 participants of the researcher, most of them were the students and this issue reflects the fact that they were linked to study. However, some of them were service holders as well such as, teachers, marketing executives, managers and others. Hence, the researcher has

received the diverse participants with one common aspect of need. Considering their difficulty level in terms of understanding task 01 in IELTS academic writing test, they have been asked 10 questions to conduct this research by the researcher. Their responses were duly noted and shown in the figure of charts. The researcher mostly explored the pie and bar charts in order to illustrate the percentages.

1. What kinds of difficulties do you usually face while answering tasks of IELTS academic writing test?

(10 responses)

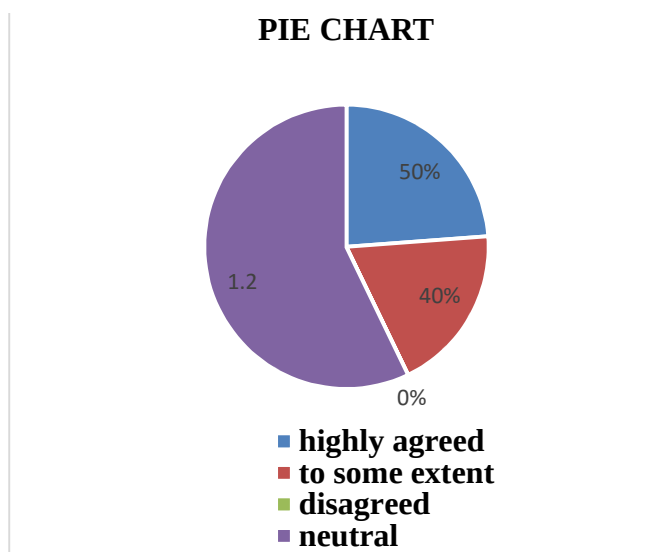


This question requires a generic response from the end of participants as it was their first question from the questionnaire. This question demands to learn about the difficulties that they come across usually while writing the tasks of the IELTS academic writing test. The question shares different aspects or rubrics of writing as options. For instance, Grammar, Statistics and percentage ratio, understanding the topic and vocabulary range. However, 10 people were asked this questionnaire through a questionnaire in order to conduct the quantitative analysis. The participants were

instructed to choose only one option from the list, as they were about to identify the most difficult area of the macro skill is writing. In accordance with the percentages, 40% of them have elected rubric Grammar. It shows that they mostly encounter the obstacles in grammar while writing. Again, 40% of the participants expressed that they fail to acknowledge the topic duly. These percentages rose as the highest percentages for this question. 10% people cannot use a good range of vocabulary and another 10% of the participants have represented their concerns in terms of understanding the ratio and percentages that are displayed in the charts of task 01 in IELTS academic writing test.

2. It is believed that “In the IELTS academic writing test, task-01 is considered as the less important as task-02 by most of the test takers while practicing”- do you agree with this statement?

(10 responses)

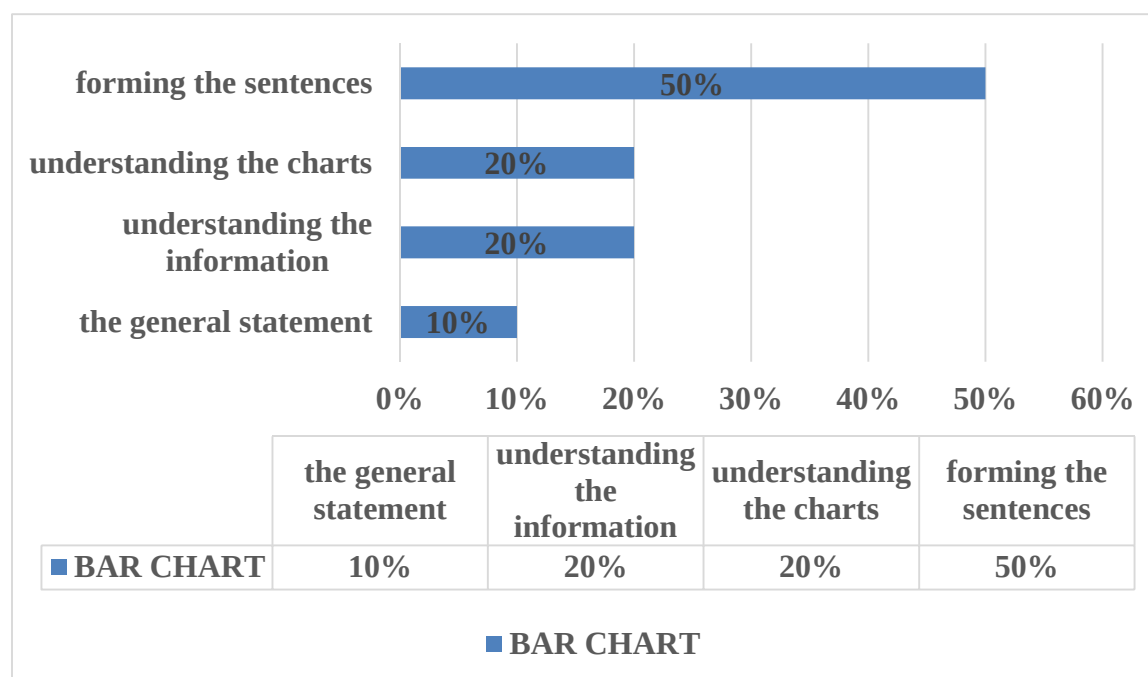


The second question from the questionnaire represents the significance of both tasks of the IELTS academic writing test. The intention of this question is to enlighten about the idea of task 01 of

IELTS academic writing test as it deals with different charts. It includes the perspective of the learners in realizing the fact that task 01 is not more comfortable than task 02 for the learners of all the academic backgrounds as well. This question was asked to 10 participants in order to acquire their opinion on this issue. However, some of them were agreed to the statement. On the contrary, some of them expressed their divergent opinions. The ratio was determined by their agreements and disagreements. Moreover, it also included options like neutral and to some extent. The highest number of responses were recorded from the people who agreed to this statement and the ratio is about 50%. Moreover, the number of people who did not agree highly with this opinion was quite well and it comprised 40%. The opinion of 10% of people was neutral whereas no one has disagreed with this statement.

3. As an IELTS test taker, I encounter major problems especially in understanding.....

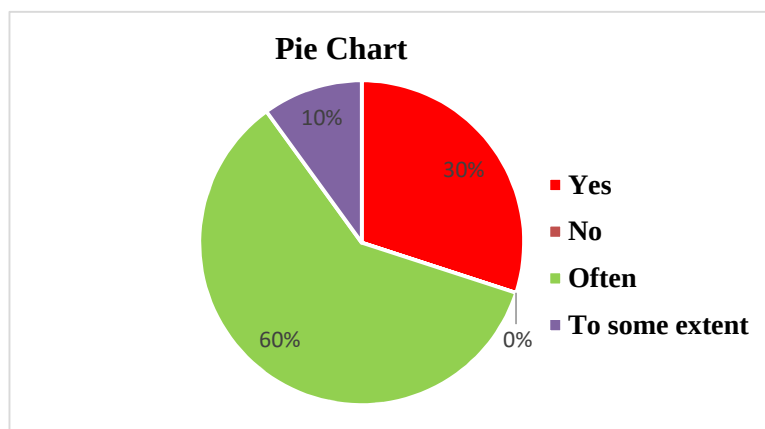
(10 responses)



This question demands to learn about the major problems that are dealt by the IELTS test takers. This question was added to the questionnaire in order to achieve some ideas regarding the actual problem of answering task 01 of IELTS academic writing test. Although different people have their own drawbacks as the difficulties, the researcher has contained the common problems that are encountered by the IELTS test takers while preparing them. However, the question was asked to 10 people in total. They expressed their opinions wholly in this regard. The options that are set for this question are- the problem in the general overview, understanding the information and charts. Lastly, the researcher also included the problem in forming the sentences. According to the opinion of the interview attendees, around 10% people encounter major problems in understanding the general statement while writing task 01 that asks to organize the given information of the charts in a paragraph. Again, the number of people who fail to understand the given information is unclear for them. However, 50% responses were recorded in support of encountering problems in forming the sentences. This is the highest ratio among the options. It explains that 50% people experience great problems in arranging the lines duly while writing task 0. Moreover, there are 10% people who completely fail to comprehend the charts in terms of writing task 01.

4. Do you practise any grammatical tasks particularly while taking preparation for the IELTS test?

(10 responses)

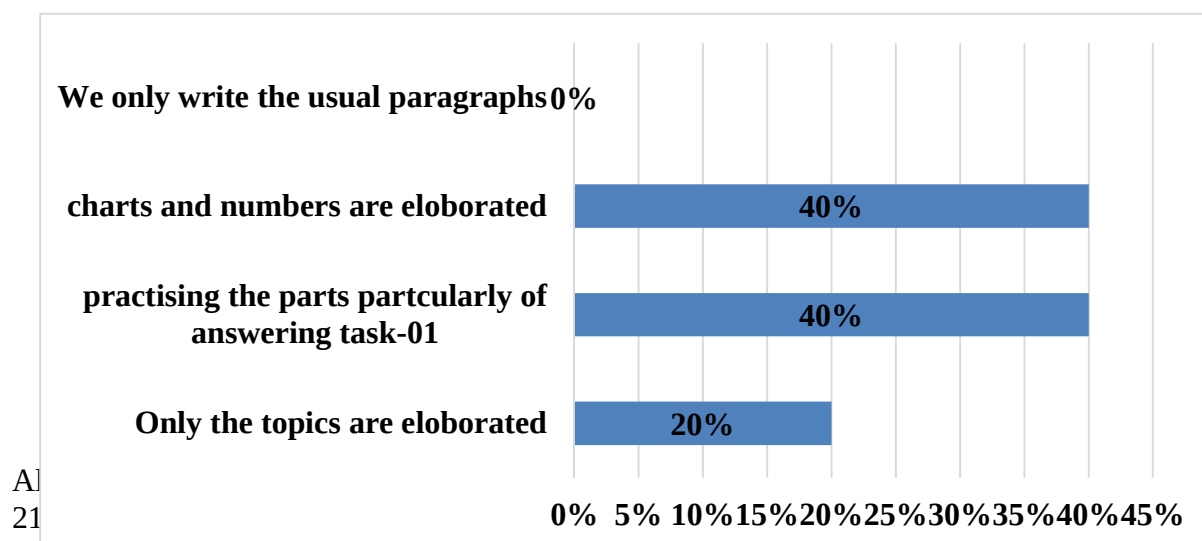


Alisha Rashid
211055030

This question requires to gain a generic response from the participants on the regular practises of grammatical tasks. This question reflects the need of practicing grammatical tasks as well that will enhance the clarity of writing. In total, 10 participants have participated and provided their response. This question includes some options like their approval and disapproval in disguise of Yes, No, Neutral, to some extent. As stated earlier, 10 people have responded. However, the number of approval consisted of 30%. It projects that 30% of people said **Yes** to this question that they practice grammatical tasks for taking the preparation of IELTS. However, no one has disagreed with the fact that they do not practice the grammatical tasks regularly as much as needed only for improving the writing in the test. Again, 60% of people agreed that they practice the grammatical tasks often. It represents that they are not regular in practicing grammar. Lastly, 10% responses were in favor of to some extent and it seems that the amount of practicing grammatical tasks is lesser.

5. While attending the IELTS training classes, what kinds of steps do you practice in order to answer task-01?

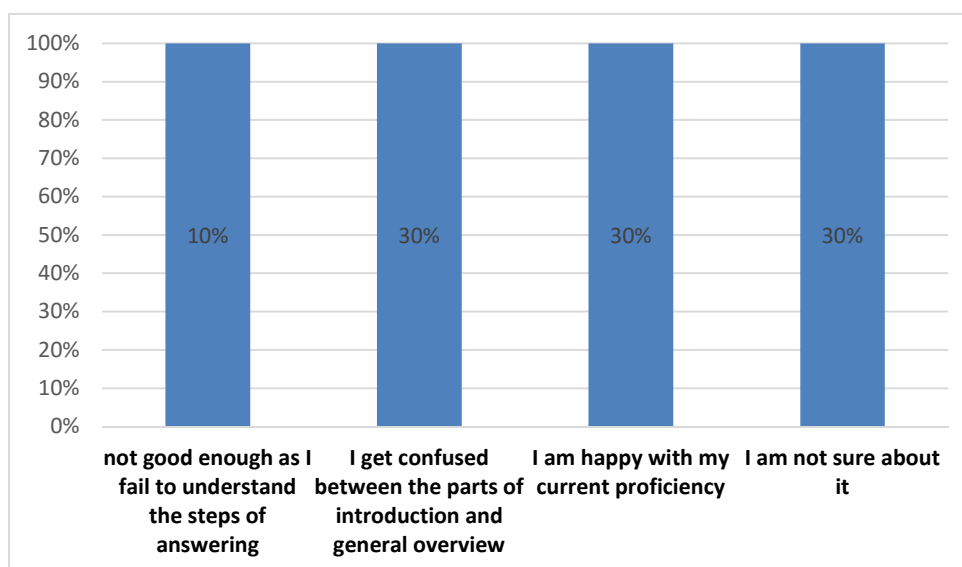
(10 responses)



This question requires to investigate the steps of writing in order to answer task 01 of the IELTS academic writing test. The intention of this question was to find out the steps that are followed in the IELTS training sessions of Bangladesh. Hence, the options were set in a way that covers the topic elaboration, practices of the parts particularly. Again, the addressing of charts and numbers was also included alongside the writing of usual paragraphs. However, 10 participants were asked this question through the questionnaire. Around 40% respondents were in favor of addressing the charts and numbers only in the classes. Whereas, no participant has given the opinion in support of writing the usual paragraphs only. About 40% people said they practice the parts particularly of answering task 01. Eventually, 20% people opined that the elaboration of topics is followed in the classes only.

6. I feel my current level of understanding task 01 of the IELTS academic writing test is.....

(10 responses)

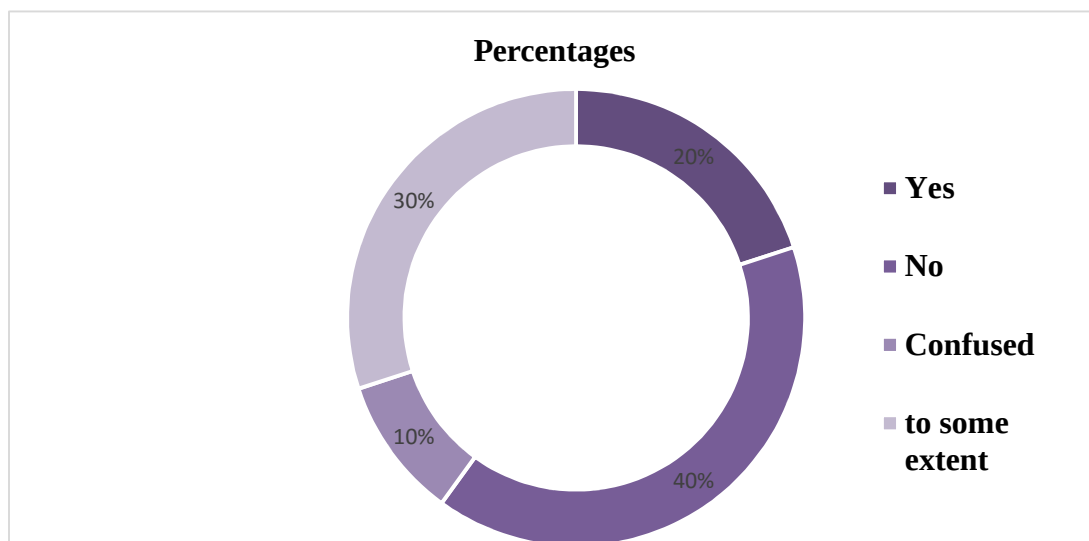


Alisha Rashid
211055030

This question categorizes the efficiency of the test takers in terms of writing the English tasks. It deals with a response where the participants are supposed to share their belief in examining their caliber in writing the task 01 of IELTS academic writing test. However, the first option that was put in the option list to understand the failure of the candidates who are not good enough to understand the steps of answering task 01. The second option includes the issue of the learners who get confused between two vital steps of writing task 01. These steps are introductory lines and general overview. About 30% respondents supported this and showed their concerns regarding the confusions between these two mentioned parts. The third option supports those participants who are satisfied with their current proficiency in English writing. Approximately 30% of people were there who chose this option and expressed that they are happy. Moreover, 30% respondents were unsure about their proficiency that they require improvements or not in writing the task 01 duly.

7. Do you think that task 02 is easier than task 01 to answer due to the information that already remains present in the charts that creates limitations while writing?

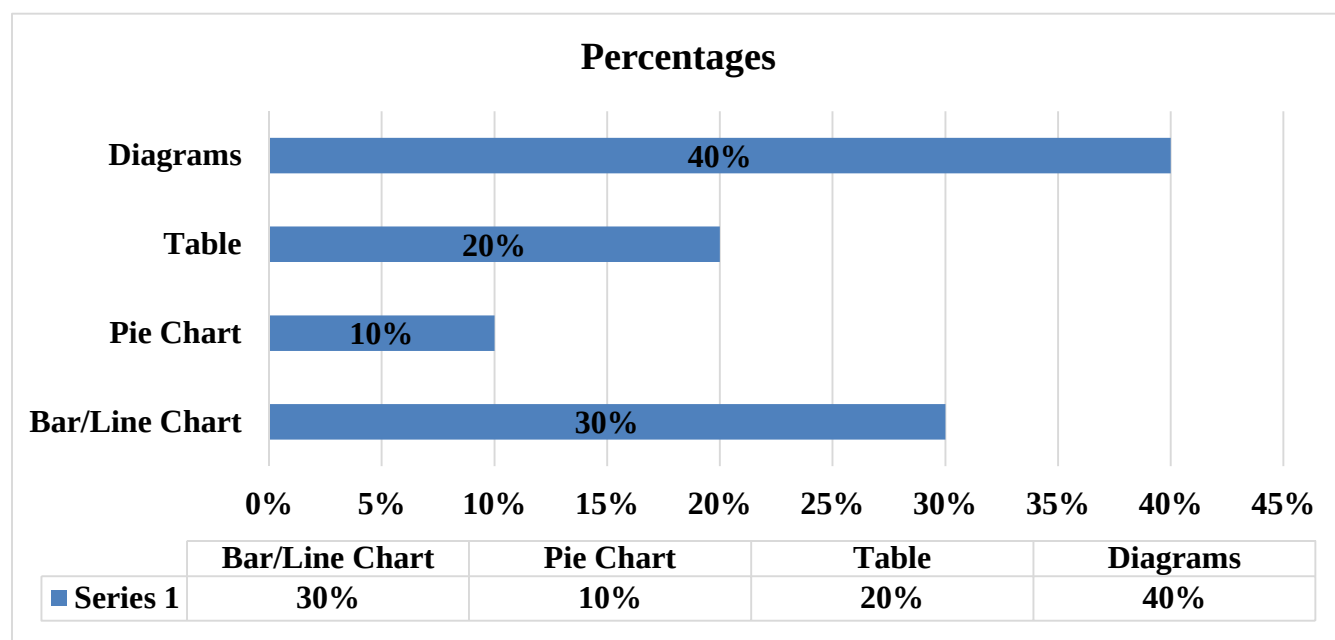
(10 responses)



This question has been created for attaining a generic response on the fact of considering task 02 as easier due to the information that remains present in the charts. Considerably, this question also expresses an aspect of creating limitations for the test takers because they cannot write any other information out of the charts. The percentage has been shown in a pie chart by mentioning all the options. However, this chart shows the approvals and disapprovals of the test takers who actually were taking the preparation for IELTS. The options were given by focusing on the key words for instance, Yes, No, Confused and to some extent. There were 10 participants who took part in this survey. Moreover, 30% participants believed to some extent that task 02 is easier than task 01 to answer due to the provided information that creates boundaries in terms of exploring the ousted ideas. On the contrary, 40% of people have denied the fact that they find task 02 easier than the other one in the IELTS academic writing test. Again, the percentage agreeing to the issue is 10%. According to the ratio, it is proven that they feel that task 01 is easier to answer. However, 10% of them were confused while answering this question.

8. Which chart seems more difficult to you comparatively?

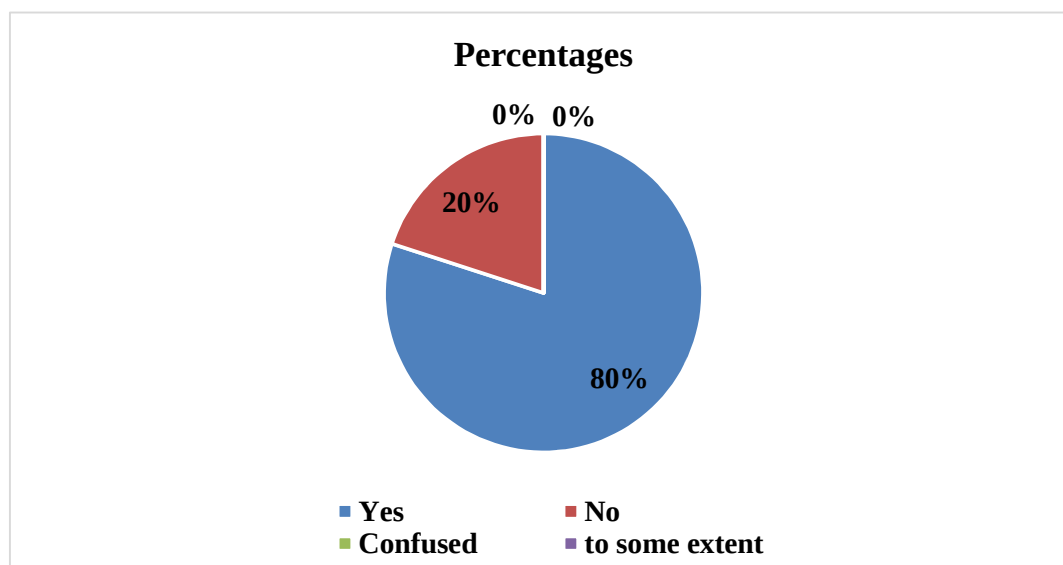
(10 responses)



This is one of the vital questions that is added to the questionnaire in order to comprehend in which chart the test takers face the difficulties mostly. This question has a demand of understanding the charts as well by the test takers hence, the researcher has included all the options by mentioning the name of charts. For instance, Bar and Line chart, Pie chart, Table and Diagrams. These are the main charts that appear in task 01 in IELTS academic writing test. Around 10 people participated in this survey and opined regarding it. The ratio of encountering difficulties in Bar and line chart consists of 30%. On the other hand, 10% participants face issues in writing the pie chart in a passage of about 150 words. “Diagrams”- is another chart layout where the information is given to answer. In this Diagram chart, 40% of people face problems and this is the highest percentage of this question. However, 20% of people experience obstacles in writing the table charts.

9. Do you think the score on each question should be released numerically?

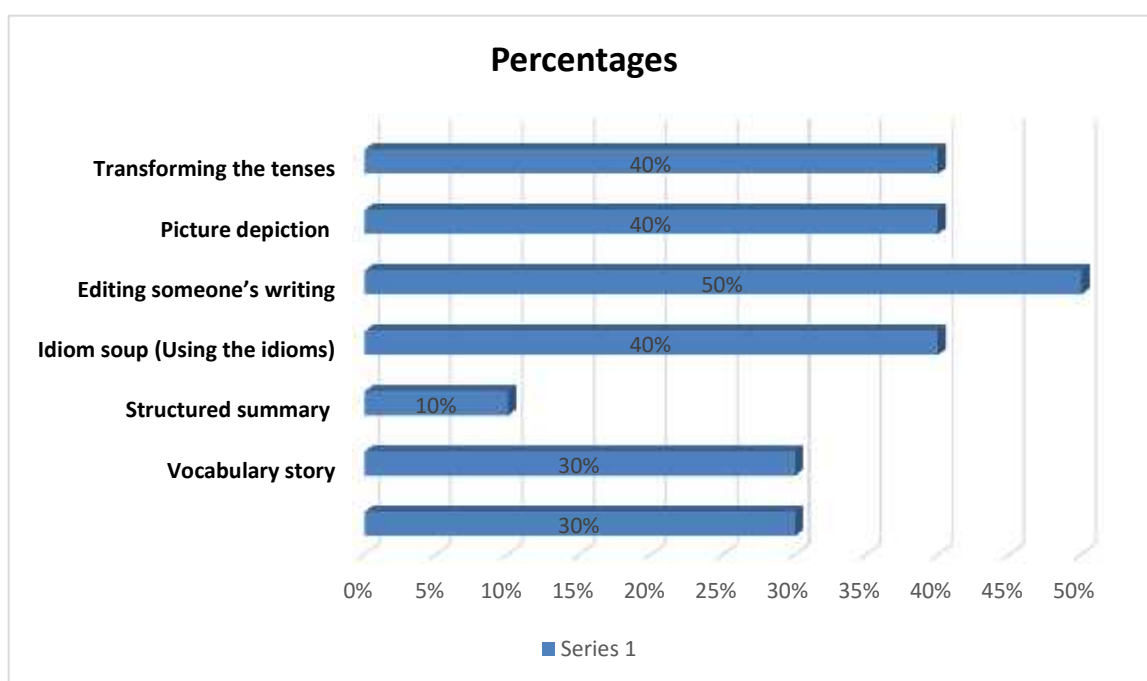
(10 responses)



In response to this question, the participants have provided their thoughts on publishing the marks on each task in the IELTS academic writing test. This question is also designed bearing in mind their improvements and investigation of their loopholes of writing by the researcher. Therefore, the researcher has included the options such as, Yes, No, Being confused and to some extent. Around 80% participants agreed to remain on the side of disclosing the marks as an integral role. On the contrary, 20% participants failed to obtain the scores numerically on each question and the percentage is very low. However, there was no one who was confused or in a dilemma of answering this question.

10. Tick the type of activities that can be introduced in order to improve the abilities of the learners for answering task 01 and of IELTS academic writing test

(10 responses)



This question engages the tasks that can replace task 01 of the IELTS academic writing test. However, it includes a wide range of tasks in order to know the requirements of the test takers. This question generally projects the needs of test takers. Here, the participants were requested to choose the multiple tasks that they feel to include. As expected, the participants have chosen multiple tasks in the place of task 01. However, most of the participants voted in favor of the task “Transforming the tenses”. A very high percentage of test takers supported the task of depicting the pictures and the ratio stands for 40%. Similar responses were noticed in the support of tasks where the idioms should be used and the name of this task is Idiom Soup. The rate was about 40%. Again, there was a strong response that was observed in terms of the task where the test taker will be asked to edit others' writings for improving their own writing. However, the rate was around 50%. This is the highest percentage for this question. Around 10% participants demanded the task of structured summary. Again, 30% people shared their opinion that they desire to have the Vocabulary task in task 01.

Chapter four: Findings and limitations

4.1. Findings

1. From this survey, one important aspect was proved that most of the learners encounter obstacles in understanding the charts that are given as task 01. The learners find the information of charts over-loaded. Hence, they fail to word them duly most of the times. In actual, it is justifiable to opine that task 01 has failed to bring out the actual performance of the learners.

2. The analysis has also represented the fact that all the charts do not contain the same difficulty level for the learners. However, pie chart is one of the hardened ones to answer. Alongside this view, it was found out that the test takers curtail their thoughts and writing as it stipulates to write about the information only in their own words.

3. The researcher has inquired the area of having problems where they stumble predominantly. Moreover, the grammar and having the knowledge of good vocabulary range are the two aspects that generally disrupt writing of the pupils. According to this research, the learners who actually have a good understanding of grammar, they mostly blunder in transforming the sentences due to lack grammatical errors accordingly.

4. This research has also manifested that the learners practice the grammatical tasks very slighter in proportion to the writing paragraphs. Hence, the learners do not feel motivated and confident in producing their answers with accurate grammar. Again, the test takers of the IELTS test usually face problems in writing as they only follow steps of writing rather than the micro skills of the language. Therefore, their scores deteriorate in the writing test apparently and it ends up with having some issues in their academic achievements as well.

5. It is found out from this survey that learners mostly put more emphasis on task 02 as it claims to be written with words. It engages more justification, cause and effects and others. Hence, the learners take it seriously. On the contrary, task 01 remains unpracticed comparatively to task 02.

6. After analyzing the data of this survey, it is very evident that the learners feel the need of having the scores in numbers. It may help them to understand their own loopholes and drawbacks where they can work in order to improvise.

7. This study has also proved evidently that IELTS includes diverse candidates from different levels and academic backgrounds. Therefore, the understanding of ratio and percentages of task 01 is not on the same scale. Hence, it gives birth to a disruption for the learners while proving themselves.

8. With the collection and analysis of data, it was determined to state that task 01 of the IELTS academic writing test certainly performs a great role in terms of drawing the test takers back as it remains unsuccessful in predicting a learner's academic writing performance. However, the academic writing test may predict the linguistic abilities of the learners mainly. Particularly, task 01 unanimously creates obstacles in expressing for the learners as well.

9. The outcome of this research clearly portrays the test-takers of the IELTS academic test showed their concerns for changing task 01 of the writing component with some other tasks that will allow them to explore and present more knowledge alongside the aspects that will help to predict their future academic performance as well.

10. The result of this survey evidently showed that task 01 of the IELTS writing test narrows down the capacity of the learners where they do not gain the opportunity to express their mind as a whole.

11. From this data analysis, it is also visible that the IELTS instructors also encounter problems while teaching as the understanding level of all is not the same. Hence, it becomes impossible sometimes make the training sessions effectively.

4.2. Limitations

1. While conducting this research, the researcher has come across some significant stumbling blocks. The first and foremost drawback that the researcher has encountered in the sample size. As the intention of this research was to search for the assurance of predictability and an alternative task for task 01, the researcher should have some more respondents for the quantitative data survey that would make the requirement clearer. Hence, the minimum sample size of quantitative analysis was a major limitations for the researcher.

2. The quantitative analysis could not include the actual scenario of the diverse test takers fully as there were mostly the academic students alongside a few test takers who were from different working backgrounds. Here, the researcher experienced a massive failure in this regard.

3. While conducting the interview sessions of qualitative analysis, the participants who were the IELTS instructors from the same institution by profession answered the questions confidently. However, the researcher had the intention to collect the views from the instructors of other institutions as well so that this research could receive some more portrayal of different learners with different teaching style.

4. However, time constraint was the major loophole that this researcher encountered. Although the researcher intended to dig a bit more to explore some more tasks instead of task 01, due to shortage of time, it failed to happen. Hence, time limitation is another aspect that caused troubles.

5. After completing the analysis of data, the researcher felt the need of exploring some other aspects. Although the researcher was successful to bring the problems that the test takers face to light, she could not suggest some proper solution to eradicate these problems.

Chapter five: Conclusion

The recognition of the IELTS test cannot be denied when it comes to ensure the language proficiency of the people. Hence, it can easily be professed that the IELTS test is a predictable test in terms of understanding the linguistics capacity of the learners. The trajectories of people often come out in the concerns of people how they encounter them. Therefore, it also disrupts the opportunities for showing the learners academic skills. IELTS writing task 01 fails to succeed in this field massively as it requires some specific knowledge of vocabulary and grammar.

The aim of this study is to investigate the predictive validity of the IELTS academic writing task 01 alongside some suggested tasks in improvising the fact of validity and reliability. Since the language English is not our native tongue, the grammatical tasks are the other elements that should be practiced more as the structures are needed to good writings. Another important aspect is that a learner should not be judged on the basis of their linguistic proficiency test rather it has been proved that many candidates really perform well. However, they fail to clear the IELTS test successfully. Task 01 of the IELTS writing test ensures the categories of language, however, it also creates opportunities for getting scared of this test. This research has also depicted that IELTS certainly helps to inherit some fears where the candidates get trapped. Hence, IELTS ensures predictability rather than academic success of the pupils.

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Appendix (A)

A Survey Questionnaire on

An Exploration of the Predictive Validity of the IELTS Academic Writing Task 01 in Bangladesh context: Expectations and realities

Demographic Information

Age:

Designation:

Years of Experience:

Academic Qualification:

A Survey questionnaire for the test takers

1. What kinds of difficulties do you usually face while answering tasks of IELTS academic writing test?

- a. Grammar
- b. Statistics and percentages ratio
- c. Understanding the topic
- d. Vocabulary range

2. “In IELTS academic writing test, task-01 is considered as the least important than task-02 by most of the test takers while practicing”- are you agreed with this statement?

- a. highly agreed
- b. to some extent

c. disagreed

d. neutral

3. As an IELTS test taker, I encounter major especially in understanding.....

a. the general statement

b. understanding the information

c. understanding the charts

d. forming the sentences

4. Do you practise any grammatical tasks particularly while taking preparation for the IELTS test?

a. Yes

b. No

c. often

d. to some extent

5. While attending the IELTS training classes, what kinds of steps do you practice in order to answer task-01?

a. Only the topics are elaborated

b. practising the parts particularly of answering task-01

c. charts and numbers are addressed

d. we only write the usual paragraphs

6. I feel my current level of understanding task 01 of IELTS academic writing test is.....

a. not good enough as I fail to understand the steps of answering

- b. I get confused between the parts of introduction and general overview
- c. I am happy with my current proficiency
- d. I am not sure about it

7. Do you think that task 02 is easier than task 01 to answer due to the information that already remains present in the charts that creates limitations while writing?

- a. Yes
- b. No
- c. Confused
- d. to some extent

8. Which chart seems more difficult to you comparatively?

- a. Bar/line chart
- b. Pie chart
- c. Table
- d. Diagrams

9. Do you think the score on each question should be revealed numerically?

- a. Yes
- b. No
- c. confused
- d. to some extent

10. Tick the type of activities that can be introduced in order to improve the abilities of the learners for answering task 01 and of IELTS academic writing test

- a. Vocabulary story
- b. Structured summary
- c. Idiom soup (Using the idioms)
- d. Editing someone's writing
- e. Picture depiction
- f. Transforming the tenses

Appendix (B)

A Survey Questionnaire for the Instructors

Open ended questions

1. Do you feel that task 1 of IELTS academic writing test is appreciable in predicting a person's especially a Bangladeshi learner's usual academic writing?
2. "Task-01 of IELTS academic writing test is understandable for all the test takers of all departments in Bangladesh"- to what extent do you agree with this statement?
3. "Task-01 of IELTS academic writing test restricts the test takers while expressing their thoughts on the graphs"- do you opine the same?
4. Do you think that the numerical figures should be disclosed in order to make the test takers know their loopholes in writing?

5. As an instructor, in which area the IELTS test takers struggle the most of writing of Bangladesh especially in Task 01 of IELTS academic test?
6. Do you feel that any other tasks like illustration tasks or communicative tasks will justify the micro skills of writing than charts in task 01 of IELTS academic writing test?