

Production-Oriented Approach to IELTS Writing Task 2

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International English Language Testing System (IELTS) writing has always been a great pain for the Chinese test-takers since they have different thinking pattern from foreigners and lack the ability of logical expression. Although there has been much research about IELTS writing, few studies view it as a major form of productive outputs. In addition, some teaching problems do exist in a vast number of IELTS training institutions. The production-oriented approach (POA) has been developed for over 10 years by Wen Qiufang, which mainly focuses on English instruction in China. Now it has become a relatively complete and mature theory and is applied in teaching English as a second or foreign language (ESL or EFL) classrooms. However, little attention of POA has been given to the IELTS writing. This paper explores the application of POA to IELTS writing pedagogy in a hope to provide test-takers a better understanding about IELTS Writing Task 2 and help them improve IELTS writing performance.

Keywords: POA, IELTS Writing Task 2, input-enabling

Introduction

International English Language Testing System (IELTS) is an English proficiency test including listening, speaking, reading, and writing skills which is set up for people who intend to study, work, or live in English-speaking countries. IELTS is divided into two types: academic and general test. Academic test is mainly suitable for students studying abroad, while general test is mainly suitable for immigration. The duration of the writing section is 60 minutes, which comprises two parts: in the first part, a 150-word summarizing essay based on a given table or chart; in the second part, students are asked to write an essay of about 250 words on a certain issue.

With the improvement of the economic level and increasing emphasis on education, more and more Chinese students choose to study abroad. More than 8,000 institutions, government departments, and vocational institutions in more than 170 countries around the world recognize IELTS as an authoritative and effective test of English communication skills. At the same time, because the ideal IELTS score (normally over band 7) can be used as one of the English proficiency certification requirements such as degree awarding, overseas exchange programs, scholarship application, and other important channels to increase the value of resumes, many college students, and white-collar workers who do not go abroad but also choose to take IELTS. It can be seen that the IELTS is gaining the popularity. However, it is not easy to get a 7 or higher IELTS score, especially for Chinese students who want to score high in writing. According to official figures, the average score for Chinese candidates in IELTS writing in 2018 was only 5.32, compared with 6.15 in reading section.

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Therefore, there is a growing demand in finding effective methods to improve IELTS writing skills.

A few studies aimed at IELTS writing, mostly based on the comparison with other English tests, such as CET6 or TEM8. However, specific IELTS writing research is rare.

The production-oriented approach (POA) has been developed over the past decade with the aim of improving English classroom instruction at the tertiary level in Mainland China (Wen, 2007). Unlike other instructional approaches for language learning, the POA starts teaching with language production and ends with production while input serves as an enabler to help accomplish productive activities, specially designed for the Chinese learners. On the basis of current situations of IELTS writing and related research, this study seeks to find whether the POA is feasible in the IELTS writing teaching. Since the biggest obstacle for most test-takers is IELTS Task 2, this study mainly focuses on IELTS Task 2 under the guidance of POA by means of POA, has a better understanding about IELTS writing pedagogy, and improves academic performance in IELTS Writing Task 2.

Literature Review

The Definition of POA

The production-oriented Approach (POA) is a foreign language teaching theory proposed by professor Wen Qiufang according to the characteristics of foreign language learning of college students in China after nearly 10 years of research and practice. It is gradually developed and improved on the basis of inheriting the tradition of good education in China and drawing on relevant foreign language teaching theories. POA is committed to solving the problems of foreign language education in China, with distinct Chinese characteristics (Wen, 2017).

Unlike other teaching approaches for language learning, the POA starts teaching with language production and ends with production while input serves as an enabler to help learners to participate in productive activities. The prototype is the “output driven hypothesis”. After years of development, the approach has gradually become more complete, with richer connotation and stronger practical operability. Three components (teaching principles, teaching hypothesis, and teacher-mediated teaching process) constitute the theoretical system. These three parts complement each other, while the above three parts contain their own theoretical basis and specific requirements. There are three teaching principles: learning-centered principle (LCP), learning-using integration principle (LUIP), and whole-person education principle (WPEP), and the teaching hypotheses include out-driven hypothesis (ODH), input-enabling hypothesis (IEH), and selective-learning hypothesis (SLH). As for the teaching procedures, there are three stages: first, motivating; second, enabling; third, assessing.

Furthermore, the POA is most suitable to young adult learners with relatively high-level proficiency in English or above who have already finished learning basic English grammar and have about 2,000 or more high-frequency words. In Mainland China, university freshmen are just such learners who typically have a relatively large amount of receptive knowledge but limited experience using English for communication. Similarly, it also adapts to the group preparing for IELTS.

Research Status

POA studies overseas. In recent years, the research and practice of English writing teaching have made great progress at home and abroad. Internationally, especially in the research of English writing teaching in the United States, as early as the 1980s, the concept of “process writing” was popularized, emphasizing the

guidance of the whole process of learners' writing activities, and the assessment of learners' writing ability was more integrated and reasonable. In the 1990s, the discussion on the relationship between writing skills and thinking ability has been deepening, and more attention has been paid to the overall improvement of students' integrated quality in the writing teaching process. In terms of assessment system, the "Six traits assessment" system popular in foreign educational circles in recent years also reflects the integrated and three-dimensional development of assessment on writing level (Guo & Huang, 2018).

In terms of IELTS academic writing, Task 1 itself is one of the integrated writing tasks, which is mentioned by many scholars in their own studies, such as the review of IELTS academic writing. However, there is rare specific research on IELTS Academic Task 2 writing. What's more, no study or paper has been found to combine the IELTS writing task with POA internationally.

Domestic research. After entering the 21st century, many Chinese scholars have made fruitful research and practice in the field of English writing teaching. Representative achievements include: the teaching concept of "promoting learning by writing" and "promoting learning by continuing" proposed by Wang Chuming (2017, p. 551) of Guangdong University of foreign studies and the teaching method of "writing for long", which emphasizes the importance of context in promoting the use of language including writing ability. The national excellent course "experience English writing" hosted by Yang Yonglin and Ding Tao (2017, pp. 12-13) of Tsinghua University emphasizes the balance between writing skills and thinking expansion, and attempts to build a new resource-based and intelligent English writing teaching platform. This kind of research and practice plays an important role in the improvement of English writing teaching in China.

Based on the understanding of the combined effect of language factors and critical thinking ability on second language writing, college English teaching has become increasingly content-oriented. Content and Language Integrated Learning (CLIL), namely the teaching concept of the integration of content and language, has been paid extensive attention. This language teaching concept not only keeps the correct direction of emphasizing the basic skills of language skills, but also reflects on and corrects the previous one-sided emphasis on the instrumental characteristics of language learning.

For IELTS writing ways, many scholars are the formative assessment in the application of the IELTS writing teaching to develop argumentative essays such as Zeng (2014), or IELTS with other relative ratio, such as IELTS essay scoring criteria for college English writing teaching the guiding significance of the research (Wang, 2016).

As for the application of POA in IELTS writing task, only one paper online can be found: the application of POA in IELTS writing teaching (Weng, 2019). Therefore, more research should be done in this field to improve IELTS writing performance for Chinese test-takers.

Current Problems in IELTS Academic Writing

According to the data from Cambridge IELTS official, writing section has got the lowest score in China, averaging only 5.26 points. Compared with the other three subjects, especially listening and reading, writing has always been the most troublesome subject for Chinese examinees. So what are the reasons accounting for this phenomenon? After reading the model essays written by examiners, we will find that the examiner's scoring standards are generally from the following four aspects: content, organization, vocabulary, and sentence structure. The followings are a summary about the problems and reasons for low scores from four aspects.

Contents Cannot Be to the Point and Self-Justified

First, some examinees may have the wordless experience when they are faced with some topics they are not familiar with. That is to say, when this kind of examinee sees the topic, the initial feeling is a blank in the head. As is known to all, IELTS writing covers a wide range of topics, including science and technology, education, health, environmental protection, crime, cultural traditions, fashion, sports, animal protection, and so on. Moreover, due to cultural differences and much study workload, test-takers seldom come into contact with this topic in daily life, let alone have any thoughts or ideas on it.

Second, they lack academic expressions and collocation related to these topics. Despite the fact that some students may have accumulated a large amount of vocabulary when preparing for the test, they are less likely to use these words or even adopt it but in an inappropriate way, as a result of the lack of proper context and logic.

Organization and Structure Are Messy

With regard to organization and structure of the whole composition, there are mainly two problems. The first problem is logic confusion. When they write Task 2, many candidates do not have a writing framework of their own. Sometimes, although there is a full-text framework, the paragraph framework is missing, which is usually manifested as the logical duplication or conflict of the sub-arguments or sub-arguments within the body paragraph.

The second question is that single sentences are disconnected. There are no conjunctions between sentences. Sometimes, even if there are, logical conjunctions are used incorrectly, or punctuation is used improperly. For example, one of the most common-use mistakes is the phrase “on the other hand”. It is connected to the transition, but a considerable number of test-takers mistake it as progressive one.

Vocabulary Cannot Be Paraphrased Synonymously

As for the problem of words, examinees usually cannot use synonymous substitution while they just use the same word or phrase several times in the length of only 250 words. In some circumstances, when some candidates meet new words or difficult words, they cannot use synonyms or antonyms, resulting in the higher word repetition rate. As a consequence, this will give the examiner very serious aesthetic fatigue, who thinks the candidates are vocabulary-lacking. Naturally they will not deserve high scores in writing.

Additionally, there are too many rarely-used words in the composition. Before taking part in the writing test, some students will recite a large number of long and difficult words, who think that the more they use them, the higher their score will be. But from the model essays given by official books, you will find that examiners give very few rare words and new words. What is really convincing and important is that the words you use can express your thoughts accurately and properly. If you come across a composition full of grammar errors and a variety of rare words piling up the article, you will have no hesitation to give a low score.

Unable to Achieve the Combination of Short and Long Sentence

The first problem is that the whole composition is too long-drawn and tedious. Some candidates may take pride in their ability to use complex, long sentences. They believe that the more complex the sentence pattern is, the higher the score will be. However, the fact is that it does not fit in IELTS writing section.

On the other hand, some candidates may have the opposite problem, which is that the sentence pattern is too simple and full of simple sentence structure, such as “is/am/are subject lists and subject-verb-object sentences”.

The Problems of Current Training Institutions

In order to meet the IELTS test, a popular market, there are a large number of leading IELTS test training institutions in China. But some of these training ideas and so-called skills are wrong, such as reciting sentence model by rote. In the real classroom teaching, teachers pay much more attention to model essay or the so-called structure inputs, while they ignore students' ability of active learning and summary integration and do not combine listening, speaking, and reading. At the same time, the IELTS writing scores of many students in China are generally between 5.5 and 6, and only a small number of students can get 7 or above.

Theoretical Background

Teaching Principles

In POA, there are three teaching principles, namely the teaching principles learning-centered principle (LCP), learning-using integration principle (LUIP), and whole-person education principle (WPEP).

The first teaching principle advocated by the POA is the learning-center principle, which is that, in classroom with limited teaching time and space, the teacher should make all teaching links and activity design as much as possible to serve the students' participation and effectiveness in learning. The learning-centered principle emphasizes the active and effective learning process rather than the isolated learning, so it challenges the increasingly popular "student-centered" concept that came into China in the 1990s. Although the concept of "student-centered" breaks the long-standing practice of "teacher-centered" in foreign language teaching in China and improves students' awareness of foreign language learning needs, it marginalizes the role of teachers in classroom teaching and ignores the professional role of teachers. School education is a planned, organized, well-led, and efficient form of education. The learning-center principle stresses that teaching should meet teaching goals and promote effective learning.

The second teaching principle is learning-using integration principle, which emphasizes that learning and use of language must be combined. In other words, input learning, such as listening and reading, and output activities, such as speaking, writing, and translation, should be closely combined and mutually promoted. The aim of this concept is to change the current situation of foreign language teaching in China, which is text-centered, input oriented, and top-down. At present, foreign language teaching generally consists of four steps: first, stimulate the learners' background knowledge by "warming up", then, skim the general idea of the text, then analyze the structure and theme of the text, and finally, learn key vocabulary and language difficulties through reading comprehension. LUIP advocates the integration of foreign language learning and application, and promotes the completion of actual output tasks through learning texts.

The last teaching principle is the whole-person education principle (WPEP) since language education should pay attention to the whole person development, emphasizing that English teaching should not only realize the instrumental goal, but also need the humanistic teaching goal.

Teaching Hypotheses

POA is driven by three teaching hypotheses: out-driven hypothesis (ODH), input-enabling hypothesis (IEH), and selective-learning hypothesis (SLH).

In 2007, Wen proposed ODH to promote the reform of English professional skills curriculum. This hypothesis holds that output is the driving force for the development of foreign language ability, and foreign language learning should meet the needs of the workplace. ODH is based on the input hypothesis of Krashen

and the output hypothesis of Swain, developed in accordance with the practice of foreign language teaching in China, and started to be applied in college English teaching. However, ODH does not define the role of input in foreign language learning, which makes it difficult to properly deal with the relationship between output and input in practical teaching. Therefore, Wen (2014) added an input-enabling hypothesis on this basis, believing that input is the contributing means to complete the output task, providing relevant language knowledge for the output, and improving students' output ability and the overall level of output results.

The third hypothesis is selective-learning hypothesis, which means learners can choose to learn what is useful for the assigned productive activity (Wen, 2016). The SLH assumes that output-driven learning with enabling input materials can lead to better outcomes when the input is selectively processed with a specific purpose for a productive activity (Hanten et al., 2007). The first reason to promote SLH in the POA derives from the psychological theory (Miyawaki, 2012) that in formal or informal learning successful learners always allocate their attention to making a deep analysis of the most important information rather than analyzing all the available information without differentiating the more important from the less important. Without such focus, attention would scatter on multiple tasks and learning efficiency would be low.

Teaching Procedures

As for the teaching procedures, there are three stages: first, motivating; second, enabling; third, assessing, and its intermediary function is manifested as leading, designing, and supporting functions.

In the motivating process, the teacher describes the relevant communication scenes. After the students try to carry out the output activity, the teacher should indicate the teaching goal and output task. In the enabling process, the teacher explains the output task in detail, divides the complex output task into several sub-tasks, and provides input materials for students to promote the output. Under the guidance and inspection of the teacher, students learn the input materials selectively through listening and reading, and then practice the output according to the above learning results. The last process is the evaluation circle, in which teachers and students work together to develop evaluation standards. After students hand in the output results, teachers and students cooperate in the evaluation before and after the class.

Classroom Design

Teaching Objects

Teaching objects are 10 students who are selected in an IELTS training institution in Shanghai, a boarding school with full-time IELTS training. The learners have taken part in IELTS exam, and the band scores were 5.5 (scores in writing section were also 5.5). This is in accordance with the requirement of POA that learners need to have a relatively large amount of receptive knowledge but limited experience using English for communication.

The topic chosen is about violent contents on TV, in which, on one hand, students know this topic, on the other hand, they have little knowledge about its pros and cons. Also, it is from a real IELTS test so it has much more authenticity. Therefore, this topic can inspire them to study further. The details about this topic are as follows:

The government should control the amount of violence in films and television in order to decrease the violent crimes in society. To what extent do you agree or disagree? (11.05.19/07.12.15)

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

According to the POA, there are three teaching procedures in total, namely: motivating; enabling; assessing.

Task Design

Motivating. Motivating is the initial stage of POA and Wen (2016) has proposed the basic requirements of this stage, as is shown in the Table 1.

Table 1

Tasks and Requirements of the First Stage

Tasks	Requirements
1. The teacher describes relevant communicative scenarios	Scenarios with high communicative value; the topics for communication need to be sufficiently cognitively challenging
2. Students try out the required productive activity	Make students aware of their problems in accomplishing the required productive activities and arouse their desire for learning to overcome these deficiencies
3. The teacher explains learning objectives and productive activities	Enable students to recognize both communicative and linguistic objectives; describe types of tasks and specific requirements

Motivating is the first stage of the POA and for those test-takers, they have strong motivation to attain high scores. However, it's also vital for teachers to get learners involved, which means that they need to attract learners' attention. In order to promote the discussion, the teacher needs to put forward questions like "Have you ever played violent games? How about violent films? Are you addictive to such kind of film?" to produce resonating effect. This can inspire learners to dig into details. Then, the teacher plays a video clip related to violent contents and asks learners to share their feeling. At the same time, the teacher leads them to answer the question "Will you let your own children watch this film if you are a parent?" After a set of question, learners can think further about the pros and cons of the violent movies, but still have difficulty in classifying them. At this point, the teacher needs to explain what students are expected to achieve at the end of class and the whole teaching design of this course.

In this stage, POA tries to break the traditional teaching method in IELTS writing class, which only focuses on a mere brainstorming mode to help students expand the knowledge. The accumulation of materials also enables students to get interested in the topic at the same time.

Enabling. Enabling is the second phrase, in which teachers design a series of steps leading learners from less known to better known about a specific topic. In the IELTS writing class, the teacher mainly uses reading materials and video clips, which introduce the violent films, to stimulate and accumulate learners' relevant knowledge storage. According to Wen (2015), during this enabling phase, the POA maintains that teachers should not simply or arbitrarily assign productive activities to students but rather find ways to guide students in learning step-by-step from their existing knowledge base, in a ZPD, expanding their linguistic systems and rhetorical devices gradually and progressively.

The specific steps are as follows. First, the teacher hands out a short article concerning television and video violence. That is, before each topic was presented, learners have 10 minutes for reading about a span of 500 words, and then are asked to summarize what they read based on the contents linked with the requirements of Task 2 (which may seem to be like "Think aloud protocol"). Then they will watch a lecture about the same topic, in which learners are required to take notes, such as the key points and argument since the video only plays one time. Before they write, they also need to compare the similarities and differences between the reading material and the lecture. Finally, they are given 40 minutes to complete the Writing Task 2.

Assessing. In the IELTS writing class, the assessment includes the formative classroom assessment and achievement assessment: On the one hand, after each lesson, the learners are marked according to the IELTS Task 2 scoring criteria, which has four sections, namely writing task response, coherence and cohesion, vocabulary resources, grammatical range and accuracy (specific requirements can be seen in the attachment). To ensure fairness, two other qualified IELTS teachers who have never contacted these students before scored each student and the final scores are achieved from the average marks between two teachers; on the other hand, at the end of each course, the teacher is asked to give feedback, including pre-class and post-class feedback. After class, a one-to-one interview was conducted for each student. See the attachment for specific questions.

At the end of the whole course period, students' scores will be summarized, and students are required to summarize the course (see the attachment for specific questions). Besides, they are asked to evaluate the class procedures and teaching methods to check whether this method has an effect.

Conclusion

Admittedly, there are several limitations in this study. First, the limited number of participants in this qualitative study means the results are not generalizable. Due to the lack of time and resources, two participants are chosen although they are the typical representatives in the IELTS writing which can be easily manageable. In the future, more subjects are needed to confirm the data valid. Secondly, only four tasks were used at each level of the fixed facet. Future research needs to focus on the effect of using raters from different linguistic and cultural backgrounds. Thirdly, POA is targeted with the learners with relatively high proficiency, but many test-takers are below the average level. In addition, while this study chose to focus on a reading-to-write and listen-to-write task requiring argumentation, many other enabling materials should be taken into account in the future. More research is needed about tasks requiring different modalities, such as listening or speaking, and various academic writing tasks, such as summarizing or reviewing the literature.

Although there are some limitations about POA to the IELTS writing, there is still much feasibility about this approach. On one hand, through the motivating process, learners can be strongly motivated and have the eagerness to improve. On the other hand, in the enabling process, learners' existing knowledge can be stimulated and they can also gain much new knowledge about the writing topic, which is considered the most painstaking for the vast majority of the test-takers in that they have no idea to support their argument or make their writing more logical.

IELTS writing has always been one of the most difficult sections for the test-takers. So this paper hopes, with the help of POA, learners can better understand the Writing Task 2 and gain higher score. Also, with the three-stage process, they can improve the integrated ability, namely listening-to-writing and reading-writing skills, which are increasingly regarded essential skills for language learners.

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Appendix I. IELTS Writing Band Descriptors (Public Version) (Band 9-5)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	Fully satisfies all the requirements of the task Clearly presents a fully developed response	Uses cohesion in such a way that it attracts no attention Skillfully manages paragraphing	Uses a wide range of vocabulary with very natural and sophisticated control of lexical features Rare minor errors occur only as “slips”	Uses a wide range of structures with full flexibility and accuracy Rare minor errors occur only as “slips”
8	Covers all requirements of the task sufficiently Presents, highlights and illustrates key features/bullet points clearly and appropriately	Sequences information and ideas logically Manages all aspects of cohesion well Uses paragraphing sufficiently and appropriately	Uses a wide range of vocabulary fluently and flexibly to convey precise meanings Skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation Produces rare errors in spelling and/or word formation	Uses a wide range of structures The majority of sentences are error-free Makes only very occasional errors or inappropriacies
7	Covers the requirements of the task (Academic) presents a clear overview of the main trends, differences, or stages (General Training) presents a clear purpose, with the tone consistent and appropriate Clearly presents and highlights key features/bullet points but could be more fully extended	Logically organizes information and ideas; there is a clear progression throughout Uses a range of cohesive devices appropriately although there may be some under-/over-use	Uses a sufficient range of vocabulary to allow some flexibility and precision Uses less common lexical items with some awareness of style and collocation May produce occasional errors in word choice, spelling and/or word formation	Uses a variety of complex structures Produces frequent error-free sentences Has good control of grammar and punctuation but may make a few errors
6	Addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone Presents and adequately highlights key features/bullet points, but details may be irrelevant, inappropriate, or inaccurate	Arranges information and ideas coherently, there is a clear overall progression Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical May not always use references clearly or appropriately	Uses an adequate range of vocabulary for the task Attempts to use less common vocabulary but with some inaccuracy Makes some errors in spelling and/or word formation, but they do not impede communication	Uses a mix of simple and complex sentence forms Makes some errors in grammar and punctuation but they rarely reduce communication
5	Generally addresses the task; the format may be inappropriate in places (Academic) recounts details mechanically with no clear overview; there may be no data to support the description (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate Presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on details	Presents information with some organization but there may be a lack of overall progression Makes inadequate, inaccurate, or over-use of cohesive devices May be repetitive because of lack of the references and substitution	Uses a limited range of vocabulary, but this is minimally adequate for the task May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	Uses only a limited range of structures Attempts complex sentences but these tend to be less accurate than simple sentences May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

Appendix II. Reading Materials

Television and Video Violence

Virtually since the dawn of television, parents, teachers, legislators and mental health professionals have wanted to understand the impact of television programs, particularly on children. Of special concern has been the portrayal of violence, particularly given psychologist Albert Bandura's work in the 1970s on social learning and the tendency of children to imitate what they see.

As a result of 15 years of "consistently disturbing" findings about the violent content of children's programs, the Surgeon General's Scientific Advisory Committee on Television and Social Behavior was formed in 1969 to assess the impact of violence on the attitudes, values and behavior of viewers. The resulting report and a follow-up report in 1982 by the National Institute of Mental Health identified these major effects of seeing violence on television:

Children may become less sensitive to the pain and suffering of others. Children may be more fearful of the world around them. Children may be more likely to behave in aggressive or harmful ways toward others.

Research by psychologists L. Rowell Huesmann, Leonard Eron and others starting in the 1980s found that children who watched many hours of violence on television when they were in elementary school tended to show higher levels of aggressive behavior when they became teenagers. By observing these participants into adulthood, Huesmann and Eron found that the ones who'd watched a lot of TV violence when they were 8 years old were more likely to be arrested and prosecuted for criminal acts as adults.

Interestingly, being aggressive as a child did not predict watching more violent TV as a teenager, suggesting that TV watching could be a cause rather than a consequence of aggressive behavior. However, later research by psychologists Douglas Gentile and Brad Bushman, among others, suggested that exposure to media violence is just one of several factors that can contribute to aggressive behavior.

Other research has found that exposure to media violence can desensitize people to violence in the real world and that, for some people, watching violence in the media becomes enjoyable and does not result in the anxious arousal that would be expected from seeing such imagery.

Advertising Promotes Violent Games and Videos

Thousands of studies have shown that there is a link between watching violence on television and desensitization to violence, as well as increased aggressive behavior, according to the University of Michigan Health Services (see References 3). Today's advertisements aimed at children promote violent movies and video games. The APA says, "three reports by the Federal Trade Commission found considerable support for such charges, and while studies have not directly assessed the impact of such advertising, it is highly likely that such ads do affect children's media preferences".

雅思学术写作任务二真题

The government should control the amount of violence in films and television in order to decrease the violent crimes in society. To what extent do you agree or disagree? (11.05.19/07.12.15)

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Appendix III. Guidelines for Learners' Interview

Stage 1: pre-protocol

1. Please introduce yourself. (General background)
2. Describe your educational background. (General background)
3. Talk about your experiences in IELTS.
4. Share your experiences about writing.
5. How do you feel about writing?
6. Which task is easier: task 1 or task 2?
7. What is the most difficult thing in terms of task 2 writing?
8. What is your expectation in this writing class?
9. How do you feel about reading? (Reading experience, only for student B)
10. How do you feel about listening? (Listening experience, only for student B)

Stage 2: post-protocol

1. How do you feel about this writing class?
2. Have you got any new understanding about IELTS writing?
3. Do you think you have improved in writing through this class?
4. Did the task show your writing ability?
5. How did you use the reading texts in the task?
6. Was this task similar to any writing you have done before?
7. Did the materials provided affect your writing?
8. Whether do you benefit from enabling process?
9. Do you think the teacher provide professional help for you?
10. Is there any improvement in POA? If there is, give some advice.