**Problem-solution essay: Writing Practice 1**

- Save your Word doc in a name like this: **John\_Chan\_Practice 1**

- Upload to the OneDrive folder **before 11:59pm, Oct 8 (Thur) (Thur)**

*This activity will provide problem-solution essay practice by considering the topic of computer games. Look at the following essay question:*

**Analyse the negative impacts of playing computer games and suggest some solutions to reduce these impacts.**

Base your answer on your own ideas and further ideas from the five extracts below. Quickly read the five extracts to understand their main points. Then, organise them into paragraphs.

*Read the following extracts and summarise/ paraphrase the main ideas using proper* ***IEEE*** *format.*

* *Your in-text citations should include at least* ***three integral*** *references and* ***one non-integral*** *reference.*
* ***At least one*** *of your in-text citations should be in the form of* ***a direct quotation*** *from the extracts and the total word count for all quotations should not exceed 20 words.*

**Extract A**

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| The evidence from a study in Tokyo showed that some teenagers were playing computer games up to 40 hours a week. This addiction-like behaviour has raised concerns as to whether the social skills of the teenagers are being affected. There are some reports that teenagers are increasingly lacking the communication skills that enable them to function in face to face contexts. However, it is uncertain yet as to whether there is a direct correlation between the amount of computer game use, and the ability to socialise away from the computer. [from page 127]  G. F. Rogersand M. S. Hammers, *Computer Games and Social Behaviour****.*** New York**:** Greenfield Press, 2012. |

**Extract b**

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| The research demonstrated that students in inner London schools who frequently played online games perform less well in academic tests than their peers who only have moderate use. Teachers in secondary schools reported that students often appeared drowsy during lessons, and that this was generally due to the students playing computer games until very late at night. There were also accounts of students neglecting to complete homework and submitting assignments late; excessive participation in online games was a frequent explanation. [from page 190]  S. J. Simpson, R. K. Burnley, and K. M. Trafford, “Academic performance and online gaming**,”** *J. of Educational Research,* vol. 45, no. 4, pp. 188-195, 2008. |

**Extract C**

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| The use of new social media can assist introverted individuals to widen their social circle and experiment with communicating with others, without the risks that are associated with face-to-face communication. The study in three second-tier Chinese cities among university students showed that up to 35% had difficulties forming friendships in their first year away from home. Many of these students then started using social networks such as WeChat and Weibo were able to quickly form friendships with similar minded students. These online acquaintances sometimes became friends in real life, with face-to-face meetings arranged. [from page 888]  T. Lam, S. Cheung, S. Au, R. P. Lee, M. C. Pang, and N. Robinson, “Social media among Chinese students,” *European J. of Online Research*, vol. 65, no. 8, pp. 891-900, 2011. |

**Extract D**

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| The computer, whether it be a desktop, laptop, tablet, or smaller mobile device, is frequently becoming a common sight in the workplace and classroom. While technology is seen as a necessity in the workplace, it makes many educators feel threatened and they only see the problems that can arise rather than the solutions that can be provided. A teacher sees a student using a mobile phone and assumes they are playing a game, while instead they could be checking an unknown word on a dictionary, browsing the school’s online learning platform as a reminder of submission deadlines or researching information for a homework activity. [from page 890]  P. R. Stevens and R. K. Cheung, “Appropriate use of computers in education,” *J. of Asian Education,* vol. 95, no. 9, pp. 880-895, 2012. |

**Extract E**

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| This study has investigated the playing of online games among teenagers in Hong Kong. Students participated in a range of games including some that appeared to be excessively violent, and others that required critical thinking and collaboration with peers from around the world. The research suggests it might be too simplistic to label all online games under one category. Instead, there are multiple categories, some of which create problems through excessive use, while others are clearly beneficial. [from page 51]  J. Matthews, “Online gaming in Hong Kong,” *J. of Secondary Education*, vol. 42, no. 3, pp. 47-54, 2010. |

Negative impacts and correspondent solutions to playing computer games

As the advanced technology enables the prevalence of video games, the downside of video games addiction has caused a considerable amount of troubles. These problems are mostly among teenagers worldwide. Balancing high efficiency in education and playing online games during leisure time needs to be tackled in time.

A major negative impact of this problem is poorer performance in academic tests. According to the research completed by S. J. Simpson et al. [1], in inner London, students who properly use the internet score better than those who play online video games constantly. The educators have reported that most of the students in poor performance often play video games till late night [1]. Therefore, many teachers have prejudice when students use electronic devices during classes and thus instinctively assume that they are playing video games but not using their devices for academic purpose [2]. As a result, the reason a student is using electronic devices might have been a headache among instructors.

To address the overplaying of video games problem, immediate measures should be done. Policies regarding controlling the amount of game-playing time should be implemented to the gaming industry. To accomplish this, game producers can set a certain amount of time a gamer can play a day. In this case, it might be more efficient in regulating those students who have addiction of playing computer games. In addition to imposing policies to the industry, another solution is that central government, local government, private enterprise or charity should provide more help to those in need. Providing free diagnosis from a psychologist to those with serious addiction to online games.

Another major negative impact is the deficiency in communicating skills. G. F. Rogersand M. S. Hammers estimated in *Computer Games and Social Behaviour* that this addiction-like behaviour has raised concerns as to whether the social skills of the teenagers are being affected [3]. Based on several reports, that playing excessive video games might cause teenagers to lose a certain level of conducting face to face communication, but it is still questionable about the link between playing computer games and the skill of communication [3]. All in all, there is still space to discuss about the correlation.

T. Lam et al. proposed that the use of new social media can assist introverted individuals to widen their social circle and experiment with communicating with others [4]. Based on this context, the negative impact is basically depending on the usage of internet. Many Chinese students are enabled to expand their social network by using WeChat, this might indicate that overplaying video games is caused by wrong use of internet. Therefore, the resolution to this problem is to have correct knowledge. In order to meet this expectation, the government can fortify the education system, and examine the educators are qualified enough to look out for student that might be in addiction to computer games.

The fast pace of the technology although brings convenience to human but on the other hand, it derives numerous problems. To alleviate the negative impacts cause by playing computer games requires the public and the government alike. To address those issues, immediate action should be taken.