Teaching The Memetic-Based IELTS Writing Task1 in an International Education Institute

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Abstract

As one of the four basic skills of IELTS, writing can not only measure the quality of students' language output, but also exercise their comprehensive ability to use language. In the actual teaching activities, there are many problems in students' compositions, such as illogical, simple sentence pattern. The researcher embarked on this study because of the absence of literature on Memetic-based IELTS writing task 1 teaching. It aims to answer the following: 1) the challenges of students for studying IELTS writing task 1. 2) The changes in students' IELTS task 1 test scores before and after the implementation of the intervention. 3) The changes in students' ability of IELTS writing task 1 before and after the intervention. The study used a mixed-method: quantitative and qualitative. It utilized a survey questionnaire and an interview guide. While paired sample t-test and independent sample t-test were used for hypothesis testing. The findings show a significant difference in students' IELTS writing task 1 test scours ($p=0.000$) and a significant difference in students' ability of IELTS writing task 1($p=0. 000$) before and after the implementation of the action. The research proves that the combination of memetic and IELTS writing task 1 teaching can effectively help students master writing methods, can improve students' writing ability.

Keywords: Memetic-based, IELTS Writing task 1, Ability, IELTS students

Introduction

International English Language Testing System(IELTS), established in 1989 and jointly administered by the British Council, Cambridge University Examinations, and the Australian Education International Development Agency (IDP), has become one of the most popular standardized English proficiency tests for students aiming to study abroad. The Academic Writing Task 1 involves graph analysis and interpretation, aiding in language skill development and expression of ideas. As globalization intensifies, Chinese college students increasingly prioritize English proficiency, leading to a rising number of IELTS candidates annually. IELTS is recognized as the authoritative English test in the world, and its structure, format, and content are enlightening for college English teaching in China. With growing aspirations for overseas education, families prioritize rapid English score improvement. The Philippines, due to its affordability and proximity, is a favored destination, offering cheap flights from its capital, Manila, to major Chinese cities like Beijing and Shanghai.

The Philippines is globally recognized for its English proficiency, with the majority of its population having some level of fluency in the language. English is an official language, spoken by over 14 million Filipinos, and serves as the language of commerce, law, and primary education instruction (Brock, 2015). Consequently, numerous ESL schools have emerged in the country in recent years, offering

various English education programs, including regular ESL, IELTS preparation, English for International Communication, Business English, among others. These programs are registered with TESDA's UTPRAS, ensuring compliance with technical vocational education and training standards.

Established in 2003, MONOL International Education Institute in Baguio City, Philippines, offers ESL courses, IELTS, TOEIC, and Business English programs. Catering to diverse student needs, MONOL focuses on building English proficiency from foundational to professional levels for business, migration, or academics. With increasing Asian student enrollment, particularly in ESL and IELTS, MONOL faces challenges in student management, notably in IELTS writing task 1. Students encounter issues such as illogical structure, simplistic sentences, and limited vocabulary, impacting their confidence and attitude towards IELTS writing.

The goal of this study is to apply memetics to IELTS writing-teaching through action research, and guide IELTS writing-teaching with the four stages of memetics communication assimilation - memory - expression - communication, so as to improve and develop students' writing ability and improve their writing attitude.

Conceptual Framework

Memetics is a pragmatic theory of cultural evolution based on Darwinian evolution. It mainly studies the replication, transmission, and evolution of memetics. Foreign scholar Richard Dawkins (1976), an advocate of neo-Darwinism, first proposed the concept of "meme" in his book The Selfish Gene. He believed that meme refers to something in which the transmission process of cultural customs, ideas, or social behaviors and this is similar to the genetic process of genes. Blackmore (1999), who made positive contributions to the development of memetics, emphasized that the way memetics is transmitted is through imitation, which is the core of cultural replication. Chinese scholar professor He (2015) was the first to apply memetics in the field of linguistics. He believes that meme is the basic unit of cultural communication. A meme can replicate any information through imitation.

Sun(2016) believes that writing-teaching is a kind of written language teaching that is different from dialogue practice. In addition to printing and recording, writing can record information that is already known. Wang(2015) believes that there are two kinds of purposeful teaching in English writing. First, teaching the process of writing is to facilitate the use of words, grammar, and sentence patterns for the purpose of proficiency. Second, it aims at helping students learn to communicate. However, the teaching which is beneficial to the improvement of students' writing ability should be between practice and communication. And he believes that the teaching of English-writing through memetics can improve students' writing performance in a short time.

Because memetics is similar to the transmission mode of genes, it is a scientific and reasonable basis for the transmission of culture from generation to generation. It emphasizes the organic combination of language input and output, which is consistent with the process of second language acquisition and lays a foundation for the study of foreign language education, including teaching and learning. Therefore, memetics can provide reasonable theoretical support for IELTS writing task 1 teaching.

In 1998, Heylighen first divided the Transmission process of the meme into the following four stages: Assimilation, Retention, Expression, and Transmission. Any language meme has to go through the above four stages and form a loop. In 2009, when studying foreign language teaching, Yang Lu found that the input of language is accompanied by the assimilation and memory of memes, and the output process is the expression and transmission of language memes. Guo and Jiang (2019), based on the life

cycle of memes and second language acquisition, generate second language writing memes through the stages of assimilation, memory, expression, and transmission, so as to improve students' writing ability.

The Life Cycle of the Memetics

Stage 1: Assimilation

In the assimilation stage, the meme needs to meet three conditions: attention, understanding, and acceptance, that is, the old meme attracts the attention of the new meme, is inducted into its cognitive system by the new meme, and is integrated with its existing cognitive system. For example, They will call us on Tuesday. Tomorrow she will be in Baguio. First, let the students discover the meme --will, and then understand and reason the base form of the will+ verb, which represents the general future tense. Finally, let the new host accept the elements, usage, and meaning of the simple future tense.

Stage 2: Retention

The retention stage refers to the time that a meme is retained in memory. The meme is in constant competition with other memes in the brain of the host. The longer the meme stays, the more likely it is to spread and influence other individuals. If the new meme is related to the old meme, it is easier to be remembered.

Stage 3: Expression

The stage of expression refers to the recording and transcoding of the meme in the host's mind and expressing it through new carriers (such as spoken expression, written expression, and behavioral expression). Some memes are used unconsciously by the host, or the host does not know how to express them. Some memes, which are deeply believed by the host, will be told to everyone and constantly express. In writing-teaching, students should be given enough opportunities to express themselves, mainly in oral expression and written expression.

Stage 4: Transmission

In the transmission stage, meme needs to have stable expression carriers and media. In writing-teaching, the meme vehicle mainly refers to pen and paper. In order to strengthen the writing meme to enter the next stage of assimilation, it is necessary to increase teacher evaluation and student evaluation to promote the spread of language memes.

This study has three aspects of significance. On the one hand, it is of theoretical significance. The application of memetics in English teaching is a new theory in recent years. Memetics is a reciprocating process, which is consistent with the process of second language acquisition. In fact, memetics is a process of replication and transmission of language memes. Language itself is a meme, so it is feasible to use it in IELTS writing task 1 teaching. At present, the research on the application of memetics in IELTS writing task 1 teaching is not perfect, so the application of memetics in IELTS writing task 1 teaching has been further consolidated Memetics, from a new teaching perspective to improve the IELTS writing task 1 teaching method. It is hoped that this study can enrich the relevant researches of memetics in IELTS writing task 1.

On the other hand, from a practical perspective, first of all, this study aims to encourage students to accumulate English writing knowledge in class, such as vocabulary, phrases, sentence patterns, and the logic of discourse, so as to strengthen students' writing ability and improve their views and attitudes towards English. Secondly, English teachers can help students master effective writing methods according to their writing level and promote the improvement of students' writing performance.

In addition, this research can also help Monol improve the IELTS writing task 1 teaching method, improve students' writing scores, and make Monol's IELTS courses more competitive.

For the study's paradigm, the independent variable is IELTS writing task 1, IELTS WT1 test scores, and the data from questionnaires to identify students' ability toward IELTS WT1 before and after intervention are dependent variables. Teacher's intervention is the control variable. is the improvement of students' IELTS WT1.

Figure 1. Paradigm of the Study
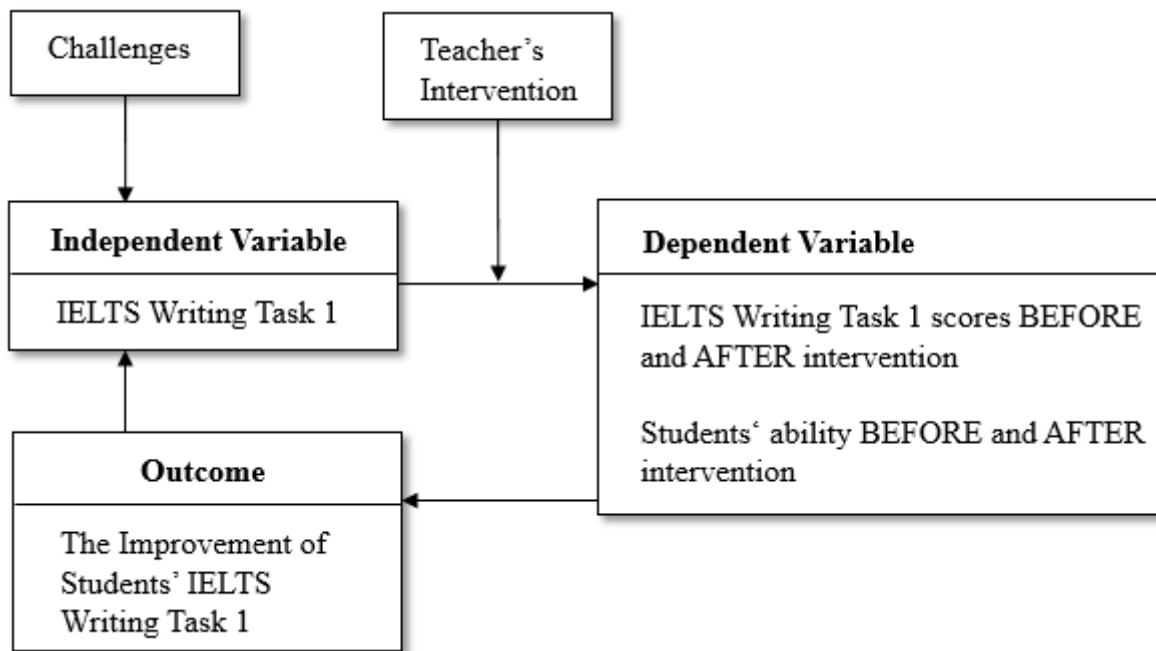
Statement of the study

This research study intended to look into the changes in students' test scores and attitude in IELTS writing task 1 before and after the implementation of a proposed intervention. Specifically, the study sought to answer the following questions:

1. What are the challenges of students for studying IELTS writing task 1?
2. Is there a significant difference in students' IELTS writing task 1 test scores before and after the implementation of a proposed intervention?
3. Is there a significant difference in the level of students' perceived ability toward IELTS task 1 before and after the implementation of a proposed intervention?

Hypotheses of the Study

1. There is no significant difference in students' IELTS writing task 1 test scores before and after the implementation of a proposed intervention.
2. There is no significant difference in the level of students' perceived ability toward IELTS task 1 before and after the implementation of a proposed intervention?

Methodology

The following discussions pertain to the research design and methods were used in the study, including

the sampling design, procedures for data gathering, instruments used, statistical methods employed for data analysis, and ethical considerations for the study.

Research Design

This research adopted the mixed-method approach that used both quantitative and qualitative data to determine the current status of the IELTS writing of Monol International Education Institute students before and after the implementation of a proposed course of action for Writing Task 1. Primarily, surveys were used to gather the quantitative data through a questionnaire and two sets of IELTS task 1 test questions. Qualitative data were gathered through interviews. And then the relevant data were analyzed with SPSS, a statistical analysis tool.

Population and Locale of the Study

All students who are studying IELTS in MONOL were included as participants. The person who intends not to participate was not forced to answer the research questionnaire. Since March of last year, MONOL school has been affected by COVID-19. There was a total of 12 students who joined this research.

Data Gathering Tools

This study was conducted using a questionnaire, test questions, and interviews. A set of interview guides was used to gather the data to identify participants' IELTS WT1 learning status and the challenges. There are 6 questions in the interview 1, no. 1-5 questions for students, no. 6 question for both teachers and students. In interview 2, there are 5 questions all for students. Two sets of IELTS WT1 test questions were used to identify the students' scores before and after the implementation of the proposed intervention. At the same time, this research used one set 4 point scale questionnaire for students to gather the needed. It is a 8- item questionnaire to determine students' IELTS writing ability towards IELTS writing task 1 before and after the proposed intervention.

Data Gathering Procedures

The data was gathered directly from the respondents. After determining the possible number of respondents, the researcher then sent the informed consent and the questionnaire file to students through email from August to September 2021.

For a clear understanding of the research tool, students were briefed by the researcher about the purpose of the research and the survey questionnaire contents. The respondents might become cooperative, and responses were easily elicited from the respondents. The researcher then sent the survey to the students. Students filled in the questionnaire voluntarily then sent the questionnaire result to the research through email.

The questionnaire was collected then coded to create a master table of responses in an excel format and prepare the data for statistical treatment. In terms of the interview, the researchers set a time with four students and communicated one-on-one via a Messenger video.

Treatment of Data

To answer problem 1, the gathered data from the interview was analyzed to determine students' IELTS WT1 learning status and challenges. To answer problem 2, the gathered test scores were analyzed by

Paired Sample t-test to determine if there is a significant difference in students' scores of IETLS writing before and after the implementation of the action. IELTS WT1 scores range from 0 to 9 points. See appendix IELTS Writing Band Descriptor. To answer problem 3, a set of questionnaires were used to investigate participants' IELTS writing task 1 ability before and after the implementation of the intervention. The gathered data was computed for the mean value; the Likert Scale will be used to describe based on the mean values. Determine if there is a significant difference in students' IELTS writing task 1 ability before and after the implementation of the intervention by independent t-test.

To determine the level of students' level of agreement of IELTS writing task 1 ability and attitude towards IELTS writing task 1. The researcher used numerical values instead of letter choices on the questionnaire, "Strongly Agree" -4 point, "Moderately Agree" -3 point, "Slightly Disagree" -2 point, and "Disagree" -1 point. An average value greater than or equal to 3 is considered satisfactory.

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Table 1. The Interpretation of Mean Values

Scale value	Interpretation	Descriptions
3.26-4.00	Strongly Agree	The statement is very true of me.
2.51-3.25	Moderately Agree	The statement is generally true of me.
1.76-2.50	Slightly Disagree	The statement is generally not true of me.
1.00-1.75	Disagree	The statement is not true of me.

Results and Discussions

This chapter dealt with the questionnaire's data and the students' interview guide to answer the research problems. They are presented, analyzed, and interpreted based on the order as indicated in the problem statement. The mean score computed the questionnaires data to show the effectiveness and presented in tables with analysis and interpretations.

The Challenges of Students for Studying IELTS Writing Task 1

Based on the questionnaire and interview before the implementation of the action plan and the analysis of the results of the first test, the author found that the challenges of students for IELTS writing task 1 mainly existed in the following aspects:

Firstly, cultural differences contribute to students' reluctance to engage with IELTS writing, particularly Task 1 chart composition, as they lack exposure to IELTS writing training and exhibit low interest. Secondly, due to English not being their native language, students face challenges such as vocabulary limitations, grammatical errors, and structural issues in their writing. Thirdly, inadequate writing skills

and incorrect methods hinder students' progress. Many fail to practice outside of class, lack communication with peers or teachers, and struggle to incorporate feedback. Fourthly, students express interest in IELTS writing but lack confidence and satisfaction in their abilities, often attributing their shortcomings to the perceived insignificance of the writing component and difficulty in achieving high scores.

The Level of the Agreement of Students' IELTS Writing Scores Before and After the Implementation of the Intervention

After completing the teaching of one unit, the researcher conducted the second test for the students. Through the analysis of the test paper and the interview with the students, the researcher understood the changes in the implementation of the program on the students' IELTS writing. Table 1 shows the scores of the IELTS writing test before and after the implementation of students' plans.

It can be intuitively seen from the table 2 that the test scores of all students after the implementation of the intervention are higher than those before the implementation. Before the implementation of the program, student K had the highest score with "6.5" on the test, while students E and J had the lowest score with "3.0". In the interview, student K said that he had studied IELTS briefly before and had the habit of learning English at ordinary times, and now she is an IELTS training teacher, so student K got the highest score, which just proved this point. At the same time, student L also had a similar situation with student K, she also got a high score of "6.0". Student E said that he really wanted to learn English well, but he had a poor foundation and did not learn English at ordinary times, so his score was the lowest among all the students. Student J said that he had a basic knowledge of English, but had not used it for nearly 20 years, so he had almost forgotten it all. He also received the lowest score of 3.0 because he did not work or live in an English environment for a long time.

Table 2. The IELTS Writing Task 1 Test Scores of Students Before and After the Implementation of the Action

Student	IELTS Writing Task 1 Test Scores	
	Before	After
A	4.5	5.5
B	4.0	5.0
C	4.0	5.0
D	3.5	5.0
E	3.0	4.0
F	3.5	4.5
G	4.5	5.0
H	5.0	5.5
I	5.0	6.0

J	3.0	4.5
K	6.5	7.0
L	6.0	6.5

After the implementation of the program, all students' scores were increased. Student K still got the highest score of 7.0, which increased by 0.5 points. According to the interview with the grading teachers, it is relatively easy to improve the initial IELTS score from 3 to 4. After the score reaches 6, it is very difficult to improve every 0.5 points. Therefore, student K has made great progress. As can be seen from the above table, student L's score has increased from 6 to 6.5, which is also an improvement of 0.5 points. Students D and J have a large improvement, with an improvement of 1.5 points. Students A, B, C, E, F, and I all improved by 1 point. This is basically consistent with the information provided by the grading teacher. According to the second questionnaire survey and interview of students D and J, obviously found that they were more interested in IELTS writing during this semester and take seriously the evaluation of other students and teachers. Therefore, their scores improved most obviously.

The researchers used SPSS 26.0 software to test the students' first and second test scores for paired-sample t-test, in order to find out whether the students' writing level had an impact on their English writing performance. Specific data analysis is shown in Table 3.

Based on Table 3, the value of Sig. is 0.000< 0.050, then reject the null hypothesis, which means there is a significant difference in the Level of students' IELTS writing task 1 test scores before and after the implementation of the intervention. The test scores of the students after the intervention were significantly improved compared with those before the intervention. It is confirmed that Wang (2015) believes that English writing teaching through memetics can improve students' writing performance in a short time. In the process of communicating with others, learners copy and assimilate the acquired information and then spread it. Therefore, studying the replication and transmission of language memes will help improve language teaching. In the traditional sense, imitation writing emphasizes the replication of simple repetition, while imitation based on memetics, which mutates in the replication, belongs to creative imitation (Huang Jie, 2007).

Table 3. Significant Difference in the Level of Agreement of Students' IELTS Writing Task 1 Test Scores Before and After the Implementation of the Intervention Using Paired Sample T-test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-Tailed)
				Lower	Upper			
Before - After	-.91667	.35887	.10360	-1.14468	-.68865	-8.848	11	0.000

Based on Table 2 and Table 3, it can be seen that Memetics IELTS writing Task 1 teaching can improve students' IELTS writing ability in a short time, which provides an important and meaningful method for IELTS writing teaching and even oral English teaching in the future.

The Level of the Agreement of Students' IELTS Writing Ability Before and After the Implementation of the Intervention

After completing the teaching of one unit, the researcher also conducted the second questionnaire set for the students. Through the analysis of the results of the questionnaire and the interview with the students, the researcher understood the changes in the implementation of the program on the students' IELTS writing. Table 4 shows the changes in students' IELTS writing ability before and after the implementation of the intervention

Table 4. Comparison of Students' Agreement Level of IELTS Writing Task 1 Ability According to Student before and after the Intervention

Sutdent	IELTS Writing Task 1 Test Scores			
	Before	After	t	Sig.
A	2.2500	3.8750	-7.891	0.000
B	1.7500	3.1250	-4.919	0.000
C	1.8750	3.1250	-3.901	0.002
D	1.2500	3.1250	-6.708	0.000
E	1.5000	3.1250	-7.172	0.000
F	2.2500	3.5000	-5.000	0.000
G	2.5000	3.7500	-5.000	0.000
H	3.0000	3.8750	-3.862	0.002
I	2.8750	3.8750	-5.657	0.000
J	1.2500	3.5000	-9.000	0.000
K	3.6250	4.0000	-2.049	0.080
L	3.3750	4.0000	-3.416	0.011
Overall Mean	2.2917	3.5729	-11.811	0.000

Legend: n = population, BM – Before Mean, AM – After Mean, "3.26-4.00" - Strongly Agree, "2.51-3.25" - Moderately Agree, "1.76-2.50" - Slightly Disagree, "1.00-1.75" - Disagree

Table 4 shows that the overall mean of students' agreement level of IELTS writing task 1 ability according to students before the intervention is "2.2917" which is "Slightly Disagree" level, the overall mean after the intervention is "3.5729", which is "Strongly Agree", it means the overall of students' agreement level of IELTS writing ability according to the student were improved after the implementation of the intervention. Since Sig. is $0.000 < 0.050$, then reject Ho, which means there is a significant difference in students' agreement level of IELTS writing ability according to the student before and after the intervention. The table also shows that the Sig. of students A, B, D, E, F, G, I, and J

are 0.000, which means there is a significant difference of student's agreement level of IELTS writing ability according to these students before and after the intervention. Also, the Sig. of students C and H are 0.002, the Sig. of student L is 0.011, which are all less than 0.050, which means for these three students, there is a significant difference before and after the intervention. However, the Sig. of student K is 0.80 > 0.050, which means there is no significant difference in the level of student K's ability of IELTS writing task 1 before and after the intervention. According to table 3, the mean of student K before the intervention is 3.625 which is "Strongly Agree", and the mean after the intervention is 4.0 which is also in the level of "Strongly Agree".

Figure 2. Comparison of the Mean of Students' IELTS Writing Task 1 Ability Before and After the Intervention according to Student
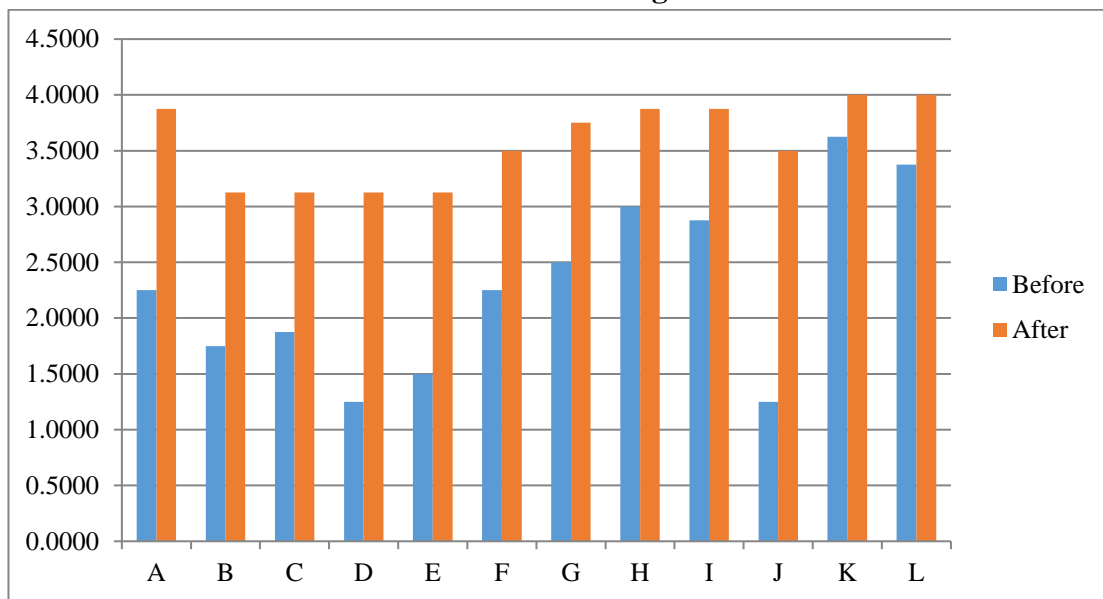

Figure 2 shows that there is the biggest improvement of student J's level of agreement of IETLS writing ability, followed by student D, the next is student A and E. According to Table 3, student J's overall mean was "1.25" with is "Disagree" before the intervention, after the intervention the level of agreement of students IELTS writing ability became "3.50", Which is in the highest level "Strongly Agree". The level of agreement of student D respectively from "1.25" before intervention "Disagree" improved to "3.125" in "Moderately agree" after the intervention. Student A and E have the same improvement, however student A from "2.25" to "3.875", and student E from "1.5" to "3.125", both increased "1.625". Through talking with the four(4) students in the learning process that students D, E, and J have a common characteristic is that they have graduated from university and worked in one company for a long time, and they do not use English during work and daily life, also never learned IELTS, and three people are urgent demand for IELTS, two of them want to go abroad to continue to graduate school, another student wants to emigrate. Student A said that he also worked for a long time, but he has started to learn IELTS since 3 months ago, in table 1 we can see his test score before the intervention is "4.5" already, and he said that he was very happy to improve his score from 4.5 points to 5.5 points in just over a month, and master the skills of IELTS task 1 writing during this period of study, and his writing ability has been significantly improved. Student K had the lowest improvement, followed by Student L, however, the mean of agreement of the two students before and after intervention are both highest

among all of the students. They both have "4.0" after the intervention, which is a perfect agreement. Through communication with them, we know that both of them have received systematic IELTS training before and have certain methods for IELTS learning. K is also an IELTS training teacher in an English training institution. Student L is a recent graduate of the university. He studies IELTS for studying in Australia, and his target score is 7. He had studied in other schools for a period of time and felt that he had encountered a bottleneck in his study there, so he came to MONOL to continue his study of IELTS. These were reflected in their scores on the first test in Table 1, among the 12 students, students D, E, and J received relatively low scores of "3.5", "3.0" and "3.0" respectively, while students K and L received relatively high scores of "6.5" and "6.0" respectively. On the whole, the intervention is helpful to improve students' IELTS writing ability. This also proves that the application of language meme teaching in the teaching experiment of Chen Linxia(2008) can improve college students' attitude towards English writing and their English writing ability at the same time. The data results also show that IELTS writing teaching based on memetics can also improve students' IELTS writing ability, which has a positive impact on improving IELTS learners' writing ability.

Table 5. Overall Mean of the Level of Agreement of IELTS Writing Ability Accounting to Each Item before and after the implementation of the Intervention

		BM	AM	t	Sig.
Students' IELTS writing task 1 ability	I usually read some articles to accumulate writing materials.	2.5833	3.4167	-3.421	0.003
	I keep on learning more phrase and sentence patterns to improve my writing skills.	2.1667	3.6667	-5.361	0.000
	I organize my idea in my mind before I start to write.	2.8333	3.9167	-4.851	0.000
	I pay attention to standard writing which includes correct grammar and organization.	2.2500	3.8333	-5.270	0.000
	I take the initiative to do writing exercises after class.	1.8333	3.0000	-3.626	0.002
	I discuss with my companions the compositions that I wrote.	1.9167	3.4167	-5.496	0.000
	I carefully revise my work based on the feedback of my teacher.	2.5000	3.6667	-3.386	0.004
	I ask my teacher for advice on how to improve my English writing.	2.2500	3.6667	-4.214	0.001

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	Overall Mean	**2.2917**	**3.5729**	**-11.811**	**0.000**

Legend: n = population, BM – Before Mean, AM – After Mean, "3.26-4.00" - Strongly Agree, "2.51-3.25" - Moderately Agree, "1.76-2.50" - Slightly Disagree, "1.00-1.75" – Disagree

The overall mean of the level of agreement of IELTS writing ability accounting to the item before the implementation of the intervention is "2.2917" which is in the level of "Slightly Disagree", the Overall mean after the intervention is "3.5729" in the level of "Strongly Agree", there is a significant improvement. Since Sig. is 0.000 < 0.050, then reject Ho, which means there is a significant difference of the level of agreement of IELTS writing ability accounting to the item before and after the intervention. The Sig. of item "I keep on learning more phrase and sentence patterns to improve my writing skills", "I organize my idea in my mind before I start to write", "I pay attention to standard writing which includes correct grammar and organization", and "I discuss with my companions the compositions that I wrote" are 0.000, which there is a significantly different of the level of agreement of these items before and after the intervention. Although the Sig. of item "I usually read some articles to accumulate writing materials", "I take the initiative to do writing exercises after class", "I carefully revise my work based on the feedback of my teacher", and "I ask my teacher for advice on how to improve my English writing" are "0.003", "0.002", "0.004", and "0.001", which are all lesser than 0.050, means there is a significantly different of the level of agreement of these items before and after the intervention.

Before the implementation of the intervention, the lowest overall mean is the item "I take the initiative to do writing exercises after class" as 1.83 which is "Slightly disagree". Through Appendix H, among 12 students, there are 5 students who gave 1 point which is "Disagree", 4 students gave 2 points which are "Slightly disagree", only 3 students gave 3 points with "Moderately agree". Through communication with the students in the teaching know that most of them did not stick to the habit of learning after class, and some of them were busy with their daily work schedule, even though they were learning IELTS, there is almost no habit of reviewing after the class. Others have no such concept and do not learn English at ordinary times. On the other hand, students H, K, and L who gave 3 points were in the habit of practicing writing after class, which was also reflected in their scores of 5, 6.5, and 6 in the first test. It is certain that exercises after class are of great help to improve students' writing ability. Even the item "I take the initiative to do writing exercises after class" is still the lowest rate after implementation of the intervention, but it already increased to "3.0" which is "Moderately agree". The memetics teaching method is helpful to cultivate students' habit of practicing after class. Followed by the item "I discuss with my companions the compositions that I wrote" as "1.92" which is in the level of "Slightly disagree". According to the interview of students, most of them are working people, they have little time to practice after class. And it is difficult to discuss with their companions the compositions that they wrote. Students only learn in class. In the previous class, most of the time is taught by the teacher. After the teacher explains, students are left with some time to practice in class, and there are few opportunities for discussion. After class, students begin to be busy with work and family, and there is basically no time for review and preview. The mean of item "I keep on learning more phrase and sentence patterns to improve my writing skills", "I pay attention to standard writing which includes correct grammar and organization", and "I ask my teacher for advice on how to improve my English writing" are "2.17", "2.25" and "2.25" which are all in the level of "Slightly Disagree". Through the interview, most students seldom keep on learning phrase and sentence patterns, so they are not in the habit of paying attention to

standard writing which includes correct grammar and organization when they take exams. Since the teacher's previous teaching method rarely gave students the opportunity to discuss and ask questions, students were also shy to ask teachers for advice on how to improve their English writing. It also confirmed what Wang (2015) believes that English writing aims at helping students learn to communicate. However, the teaching which is beneficial to the improvement of students' writing ability should be between practice and communication. And he believes that the teaching of English-writing through memetics can improve students' writing performance in a short time.

Figure 3. Comparison of the Mean of Students' IELTS Writing Task 1 Ability Before and After the Intervention for Each Item
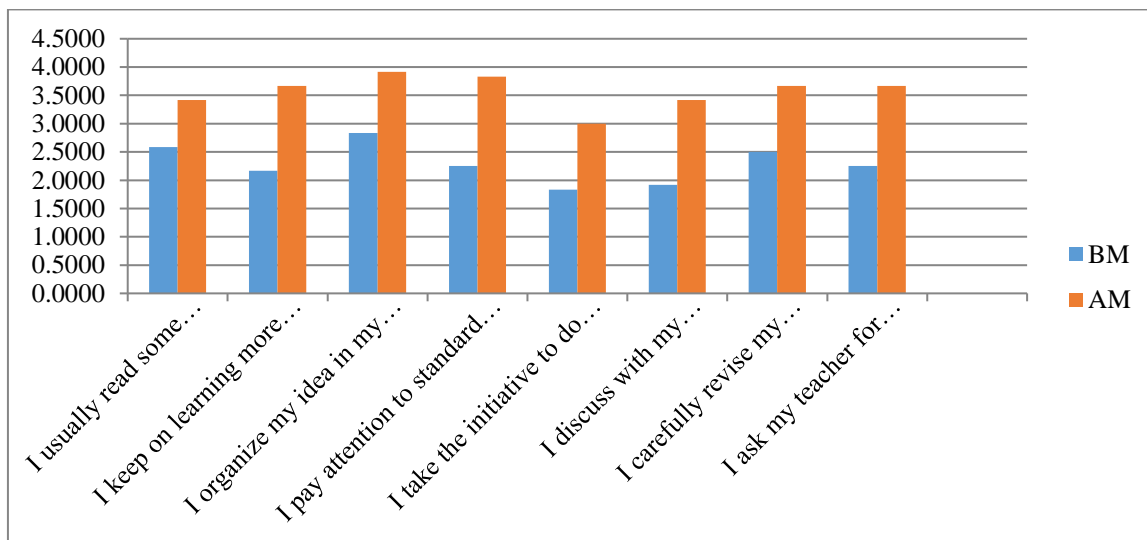
After the implementation of the intervention, the mean of item "I pay attention to standard writing which includes correct grammar and organization" was increased "1.5833" from "2.2500" to "3.8333" which is the highest one among all items, followed by item "I keep on learning more phrase and sentence patterns to improve my writing skills" and "I discuss with my companions the compositions that I wrote", both were increased "1.5", the next is "I ask my teacher for advice on how to improve my English writing" was increased "1.4167", and all of the four (4) items from the level of "Slightly Disagree" to "Strongly Agree". In the interview with students, student J said that he started to learn English in grade five and liked English very much, but his writing performance was not good. He felt that since childhood, teachers did not spend much time teaching students writing, so his writing performance could not be improved. When he first came into contact with IELTS Writing Task 1, he was in a hurry to finish writing the ending within the allotted time, and he didn't know how to write the ending. In class this semester, the teacher taught the patterns of memes in a special way, which was easy to understand. In class, they also interacted with groups of students and learned from each other, so they were deeply impressed by memes. After reviewing and practicing them at home, he could remember them and use them easily in writing. He feels the harvest of this semester is very big. Student A said that although he used to see another model, it seems to understand, but really to their own writing time and feel that there is no word available, always thinking about looking up words, thinking can write the composition better, but the total feeling is not up, do not know how to improve. Simple sentences can be written, but complex ones can't. Do not write complex points, the score is not high, write complex, and easy to

appear grammatical errors. By the end of the semester, the previous problems had been improved and it now felt less difficult to write. It is confirmed that student B said IELTS writing teaching based on memetics is helpful to improve students' writing ability. Student E said that after the teacher's explanation of language memes and the study of model essays, his writing for IELTS was no longer scattered, but gradually formed a logical and systematic article. Student G said that the IELTS writing teaching based on memetics also helps to improve students' writing ability and skills. From being at a loss about writing at the beginning to completing it independently now, he has greatly enhanced his sense of achievement in writing. After more than a month of practice, He formed his unique way of writing by learning model essays and accumulating reading after class, and learning to use new memes in writing. Luo and Yan (2013) stated that the memetics writing teaching method can improve their writing ability more than the traditional teaching method, such as the ability to use rich words, diversified sentence structures, and clear logic. Therefore, compared with traditional teaching methods, the memetics IELTS writing Task 1 teaching method can improve students' IELTS writing ability and enhance their information and interest in IELTS writing. It is especially helpful to improve students' vocabulary, sentence patterns, and grammar, and develop their ability to communicate and share with others.

Conclusions and Recommendations

The goal of this study was to determine the challenges of students for studying IELTS writing task, the changes in students' IELTS task 1 test scores before and after the implementation of the intervention, and the changes in students' ability of IELTS writing task 1 before and after the intervention. The findings and recommendations based on the collected, analyzed, and interpreted data are provided and briefly discussed in this chapter.

Conclusions

The researcher found that:

1. There are some problems in writing, such as the lack of accuracy and diversity in vocabulary application; grammatical errors, and lack of consistency and variety in sentences; the main problems in the structure of a chapter lie in the arrangement of paragraphs and the integrity of the whole chapter.

2. There is a significant difference in students' test scores of IELTS task 1 before and after the implementation of a proposed intervention.

3. There is a significant difference in students' agreement level of IELTS task 1 ability before and after the implementation of a proposed intervention.

4. Although the researcher carried out a careful teaching design, he conducted a and a half months of action research on IELTS writing teaching based on memetics, which provided a new teaching idea for IELTS writing teaching. However, due to the limitation of the researcher's research time, personal experience, and practical ability, there are still many aspects to be strengthened and improved in this study. First, the sample is small, and the research object is not universal. Only 12 students participated in this action research, which could not represent all students, and the research results were limited to a certain extent. Second, the period is short, and the research time is limited. This study was conducted for only one and a half months, while writing is a long-term accumulation process, which requires long-term research and analysis to further explore the effect.

Recommendations

Based on the conclusion the researcher proposes the following recommendations for consideration:

1. Develop and implement an intervention plan based on the current situation of IELTS Writing Task 1 and the problems students face (see Appendix G). The researcher applies the four life cycles of memetics to the teaching of IELTS writing task 1 and conducts IELTS writing teaching through assimilation perception, memory absorption, creative expression, interaction, and transmission of language memes.

2. It is necessary to study the teaching of IELTS writing task 1 based on memetics for more samples. Expand the sample size and study time to make the study more reliable. Under the premise that the number of students allows, the study results will be more convincing through the way of experimental group and control group.

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