KẾT QUẢ CHẤM WRITING IELTS CỦA

WRITE&IMPROVE WITH CAMBRIDGE

Giao diện chấm chữa của Write&Improve:

- **Màu vàng sọc:** Câu có thể được cải thiện.
- **Màu vàng đậm:** Có lỗi sai trong câu.
- **Không tô màu:** Câu viết tốt.
- **Ngôi sao kèm dấu hỏi:** Từ này có vẻ chưa đúng.

> **&** *Your new score is 6. Look again at the changes you made. Think about what went wrong. Can you improve this writing? Keep practising.*

Điểm số của bạn là 6. Hãy xem lại và thay đổi bài viết của bạn. Suy ngẫm về những lỗi sai. Bạn có thể cải thiện bài viết này không? Hãy tiếp tục luyện tập nhé!

The debate on whether children should use mobile phones during school hours reflects a deeper tension between traditional educational values and technological modernity. Proponents of prohibition argue that mobile phones corrode cognitive faculties and disrupt learning. Cognitive research highlights "digital dependency," where reliance on devices diminishes problem-solving and attention spans. Notifications and curated content fragment focus, undermining sustained intellectual engagement. Additionally, these devices foster superficial digital interactions, replacing authentic social bonds and stifling emotional intelligence critical to interpersonal development.

Conversely, advocates assert that banning mobile phones reflects an inability to adapt to a digitised world. Mobile phones, far from mere distractions, enhance education through interactive tools and personalised learning platforms, such as virtual laboratories or collaborative apps. They also provide security, allowing communication between pupils and families during emergencies, a necessity in today's climate of heightened safety concerns. Their utility extends beyond ☆? academics , equipping students with technological fluency indispensable for modern life.

The solution lies in a balanced framework. Rather than imposing outright bans, schools can regulate usage, integrating mobile technologies into classrooms while restricting them during social and recreational periods. For example, devices could support lesson plans through educational apps, with designated "phone-free zones" fostering interpersonal connections. Simultaneously, schools must prioritise teaching digital literacy, empowering pupils to utilise technology responsibly and effectively.

Ultimately, the debate underscores the need to harmonise technology with humanistic education. By adopting a nuanced approach, educators can nurture students who are both technologically adept and emotionally grounded, ready to navigate an increasingly complex world.