# How to write IELTS writing task two problem-solution essays more effectively

Shahnoza Aripovna Rustamova
Doston Khayrulla oglu Sadullaev
Samarkand State Institute of Foreign Languages

**Abstract:** English as an international language spreading throughout the globe, and the number of learners is increasing day by day. Progressively higher schools are requiring language certificates such as IELTS, TOEFL Duolingo English Test (DET), as well as in many working areas. The most common is IELTS. It is not a secret that it has four sections which are Listening, Reading, Speaking, and Writing, and the most difficult one is known to be the writing section as many facts show that from that section students get the lowest scores. This article aims to help students excel at writing in the area of task two problem-solution type. The paper tries to provide some useful methods to write this type of essay more effectively.

**Keywords:** question type, task, essay, main body paragraph, paraphrasing, introduction, conclusion, planning, umbrella approach, analyzing questions

INTRODUCTION

Today in our globalized world, we can see that there is a determination of the level of languages, to increase the general level of knowledge of foreign languages, various actions have been taken to encourage the knowledge of foreign languages in Uzbekistan. Accordingly, several programs for financial incentives of pedagogues were promoted by the Presidential Decree. Due to the decree, teachers with a national certificate of a foreign language will now be paid an additional 50 percent bonus. Also, teachers with language proficiency certificates will be paid for the certificate which entitles them to a higher bonus. The fact that students have a certificate of knowledge of foreign and national languages creates facilities such as exemption from language exams in various fields of education or adding points. In the following article, there is the observation of one of the productive writing skills. Practical suggestions from the point of the learner to overcome writing barriers in the part two task.

METHOD

Firstly, it will be fair enough to divide the writing process:

#1: (The most important one) Understand the question

#2: Plan your essay

#3: Writing

#4: Proofreading

#1. THE MOST IMPORTANT ONE IS TO UNDERSTAND THE QUESTION. Explore the meaning, most students misunderstand the given task as a result their response is not adequate. The reason is that many questions start from the general topic and focus on a specific area. For instance, '*Climate Change, especially global warming is affecting negatively people's lives.*' It is a basic task to identify what the main causes of the issue are, and give solutions. Numerous students start writing immediately after seeing Climate change, as they are worried about the time, and get lower scores. They will write as much as possible general information instead of answering the question. So, the general topic is the environment (namely, global warming), and actually, the task is to give reasons for the problem and come up with some solutions. Read, analyze, and understand the task. As the saying goes understanding the task means one completed half of the work.

In Guide IELTS to General and Academic Training it can be seen analyzing the question with this method is divided into three stages: "Question Components: 1. Topic 2. Range 3. Function (Question type) Accordingly, Ambition (Topic) is a negative attribute of a person's character (Range). What are the main causes of the issue and give solutions (Function/Question type)?" [1;160] It should be given a specific focus from Topic to Range and the style which provides the answer should match to the question type.

#2. Planning an essay; One cannot write the whole essay without planning as it might decrease their coherence score. Imagine that while students are writing the main body paragraphs (MBPs in other parts of the article) one can come across a new idea, and add it to their essay. Still, if it does not mention or outline the idea in the introduction or on-topic sentence it will probably affect the coherence of an essay. While writing a Problem-Solution essay type try to connect the Problems/Solutions/Effects to key ideas:

Physical Social Cultural Educational

Mental Global Political Moral

Family Economic Environmental Historical [1;159]

Or the MESHL [2; n/a] method which stands for:

1. M - Money/Economy

2. E - Environment

3. S - Safety/ Crime

4. H - Health (Mental/Physical)

5. L - Lifestyle

This will help students to generate their ideas with accuracy and relevance at a fast rapid. After planning your ideas, the arguments that students give as possible problems/solutions/effects.

#3. Writing. Students are often supposed to give reasons, effects or solutions for GLOBAL TOPICS. It may appear in these ways:

1. Cause and effect

2. Cause and solution

3. Effect and solution

One of the simplest structures:

| 1. | INTRODUCTION |
|----|--------------|
| 2. | MBP 1 |
| 3. | MBP 2 |
| 4. | CONCLUSION |

While writing introduction one of the most common problems is giving general information or so-called background information about the topic. It is better to paraphrase the given task. There are no extra marks for good background information, examiners do not care how much learners know about the general topic, they seek the respond (answering accordingly the question). A good introduction includes:

1. Paraphrasing

2. The main points both for problems and solutions(effects).

3. Specific opinion (actually as we focus only on Problem- Solution we will not discuss it, as we are not asked for exact opinion)

Paraphrasing can be done in different ways. For example, changing word formation; using synonyms; altering grammar structure or one may use all of them. It shows the examiner how well a learner understood the question. There is a strong suggestion when a student checks the meaning it should be the same as the task.

In the second part, it requires the provision of the main points (thesis). Students are suggested to do only what the question ask them to do, if the question asks an examinee to give problems and effects, one cannot give solutions as it may considered out of topic.

Let us look at the example: '*Climate Change, especially global warming is affecting negatively on people's lives.*' It is essential to analyze the main causes of the issue, and give solutions. Most students may paraphrase in this way: *"Individuals' lives are being affected by the changes of the weather patterns namely temperature increasing.* The main reasons for that may include cars emitting toxic gases, factories producing pollutants and some feasible solutions are reforestation, using eco-friendly cars, increasing green areas, putting heavy fines for factors limiting their gas emissions, and increasing people's awareness. Everything is good with paraphrasing, but while giving points it should not be listed like this it is better to use the umbrella method. This method helps to give the main point of the answer which later can serve

as a topic sentence, it makes it much easier to expand and explain in MBPs. In this example it can be done in this way:

cars emitting toxic gases, factors producing pollutants - all these can be taken under one name as human activities

reforestation, using eco-friendly cars, increasing green areas - Environmental preventing programs

putting heavy fines for factors limiting their gas emissions, increasing people's awareness - governmental support.

Let us look at the same paraphrasing, but with different points:

*"Individuals' lives are being affected by the changes of the weather patterns namely temperature increasing.* Both human beings and ecosystem are becoming endangered due to the pollutants which are often caused by human activities and practical solutions need to be done which may alleviate the situation. These are environmental preventing programs and governmental support." It helps a student a lot while writing MBPs one can easily explain and expand both MBPs.

MBPs are the most important parts, as it will be marked mainly for these parts.

Things should be done on this part (first main body paragraph):

1. The topic sentence/ outline the first mentioned reason for the problem

2. Expand what a writer means by this

3. Explain/what this the reason is / why this can be the reason (or one of reasons)

4. Example/give an example of the situation

5. Mini conclusion restate the main point/summary of a paragraph. Let us see the example body paragraph:

One of the major contributors to searing heat is *hazardous pollutants which are being emitted by using fossil fuels* (Topic sentence). The pollutants are known as the main trigger for the greenhouse effect. They are produced by cars and factories whose main sources are fossil fuels. *Carbon dioxide and carbon monoxide are examples of these pollutants* (Expanding). As the level of greenhouse gases rises in the atmosphere it blocks the ozone layer. *In other words, the heat that normally releases outwards from Earth to space is blocked by carbon dioxide ($CO_2$), and it causes the global temperature to rise* (Explaining). *In America, 65% of pollutants are carbon dioxide which has been produced by automobiles and industrial processes as it is the most one in the atmosphere among other pollutants according to Global-Greenhouse-Gas-Emissions US.* (Example). *As global warming is becoming a great concern because of pollution in the atmosphere, some necessary steps should be taken to prevent potential threats before it is too late.* (Mini conclusion) The last part (mini conclusion) is connected to the next part. It increases coherence between two

separate paragraphs. The second main body paragraph is just the same but instead of problem/s it should give solutions (or effects; should give what is asked in the task):

a. Topic sentence/ outline the solutions for the problem

b. Expand meaning

c. Explain the solution, why can this be the solution (or one of the reasons)

d. Example, give an example to a specific situation

e. Mini conclusion restate the main point/summary of the paragraph.

#4. Conclusion. The summary of the whole essay. This part, it involves restating the main points from MBPs. Students cannot give new ideas or examples. It is supposed just summarize the whole essay and point out the key ideas. One should paraphrase them to avoid repeating them.

#5. Proofreading. After finishing the essay, a writer should give some time to read to correct the mistakes, however, it is suggested to check after each sentence, while reading try to identify some common problems such as punctuation, articles, subject-verb agreement, and singular/plural.

CONCLUSION

The paper aims to share the practical experience of writing part two essays; however, it is important to keep in mind that some other factors should be improved before the exam such as grammar, spelling, and topic vocabulary. This article can only help with the structure, and increase self-confidence, self-assessment and with some writing methods, it is better to practice regularly according to individuals' knowledge.

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