

## HOW TO IMPROVE IELTS WRITING TASK 2

*Ergasheva Odinabonu Ikrom qizi*  
*bonuergasheva58@gmail.com*

*Bozorova Sevinch Ravshan qizi*  
*sevinchbozorova205@gmail.com*

*Abduvoxitova Shaxnoza Baxrom qizi*  
*abduvoxitovashaxnoza@gmail.com*

*Usanova Mashhura Erkin qizi*  
*usanovumrzoq08@gmail.com*

*Student at Denau institute of*  
*Entrepreneurship and Pedagogy*

**Annotation:** *This article describes in detail why writing is a difficult part of language acquisition and what can be done to solve language problems related to this. It mostly focuses on IELTS writing task 2 and gives information about how to get a high score from writing portion of the test. Additionally, there are some sample essay in the end so that given explanation can be more comprehensible.*

**Key words:** *IELTS writing, productive skill, receptive skill, argument, task response, coherence and cohesion, band descriptive, progression , PEEL method.*

### INTRODUCTION

Writing has always been a challenging task. Many students might struggle improve their overall writing skill and boost their IELTS writing scores. Statistically, writing is the section of the IELTS which candidates tend to get relatively lower scores than other subsection. Furthermore, average writing score among Uzbek test takers is 5.5. why is this the case? What can be done to tackle this problem? Before moving to main section of this article, knowing what is writing itself is important

Writing is communicating a message on paper. In order to write something, we have to know how to write letters, how to form words and sentences and connecting them in a right order to convey a meaning. Writing is a productive skill alongside with speaking, it means that we do not simply receive information (receptive skills: listening and reading) we actively produce information. As for IELTS writing it is a bit different than any other types of writing since it has its own categories and band descriptive.

IELTS WRITING TASK 2 is the second part of IELTS academic writing test. It assesses your ability to write an essay in response to a given topic, to construct a well-organized and coherent argument, to use a variety of vocabulary and grammar to present ideas clearly and effectively.

**METHODS**

IELTS writing has two parts: Task 1 and Task 2. Task 2 is the second part of the test. Format of the test is that candidates are given an issue or a statement to discuss. They should write an essay of at least 250 words within 40 minutes. Essays should be structured with an introduction, body paragraphs (often two), and a conclusion. Candidates ought to aim to make their position clear and support their ideas with relevant evidence and examples.

Understanding the prompt is very important in IELTS writing task 2. Test takers should read the question and identify the key issues and any specific instruction. Clear and concise opinions or arguments ought to be formulated and followed by valid evidences, examples, statistics or personal experiences.

Students should organize their essays logically with a clear introduction, body paragraphs and a conclusion. Using signposting language (linking words and phrases) to connect ideas are suggested.

Language and style is another key aspect of the test. In order to express the ideas or arguments clearly and effectively using a variety of vocabulary and grammar is of a real significance. Informal language is not allowed, candidates must maintain a formal and academic style.

Task 2 response is assessed in 4 criteria :

**Task response:**

1. Are all part of the task fully addressed?
2. Is the essay is fully developed with a clear position, supported with fully extended ideas?

**Coherence and Cohesion**

1. Is the cohesion is used in such a way that attracts no attention?
2. Is the paragraphing is skillfully managed?

**Lexical resource:**

- Usage of a wide range of vocabulary with natural and sophisticated control of lexical features.
- Rare minor mistakes.

**Grammatical range and accuracy**

- Usage of a wide range of stuctures with full flexibility and accuracy.
- Rare minor errors.

**Pauline Cullen's PEEL method for paragraphing**

PEEL stands for point, explain, expand and link. Start your paragraph by giving your point (topic sentence; main idea of your paragraph). Avoid giving too long topic sentence because it is complex and not helpful signpost for a reader. Then you explain your idea by giving arguments why you believe in this idea, why you think it is good

or bad. And link your final sentence to the point. It serves as a conclusion of your paragraph which is based on evidences you give throughout. After finishing the paragraph, try to read it out loud to avoid minor mistakes and overuse of signposting language.

## RESULTS AND DISCUSSION

Generally, problems related to this portion of IELTS is associated with Task response and Coherence and Cohesion.

According to the band descriptors for Task response, the key problems at band 6 are:

- *Not addressing all parts of the task equally (addresses all parts of the task though some parts may be more fully covered than others)*
- *Not making your position clear (position is clear throughout from band 7) and conclusions clear (the conclusions may be unclear or repetitive)*
- *Not developing and explaining your main ideas (some may be inadequately developed or unclear)*

In Coherence and cohesion, a comparison of bands 6 and 7 shows that the main problems are:

- *Arranging the information coherently (band 6), but without a clear progression throughout (band 7)*
- *Cohesion and referencing (band 6 cohesion within and between sentences may be faulty and referencing is not used clearly)*
- *A lack of a clear central topic in each paragraph (this is present from band 7 onwards)*

One of the main problems related to **Task response** is not to have time to think and plan before starting writing. Majority of candidates think if their language proficiency is high enough, they do not need to plan which is quite incorrect. Because as a human being we do not order our ideas in a logical way in our brain. Thus, no matter which level you are in you need to make sure to find time to think and plan your essay appropriately so that you know which ideas need further development, which have to be simply left out.

In the band descriptors, there is a term “progression” that is in order to score a band 6 there has to be *overall sense of progression* which needs to *be clear throughout* your essay to get band 7. Progression refers to a connection and development of your ideas throughout your essay. If your ideas are not connected to each other and progress through one after another you are highly unlikely to get a high score from writing.

Common problems related to **Coherence and Cohesion** are that candidates simply list their ideas (often times which are not quite connected), do not support those ideas with further explanation or give reasons which do not support their argument. Key concept here is that you need to give reasons why you believe in these ideas so

that you can persuade your reader that arguments you are giving are valid and your position is clear.

For example:

*Museum authorities should provide their educational content in a way which is mixed with interactive activities, games or musical exercises, because visiting museums is expensive*

As you can see there is not a logical connection between museum's content being interesting and going there expensive.

*Museum authorities should provide their educational content in a way which is mixed with interactive activities, games or musical exercises, because it is a human nature that listening long educational lectures or reading scientific articles may seem boring.*

Now there is a evidence why museums should do so: idea is supported logically.

Here some type of arguments

#### 1. Arguing by adding information

This is a type argument in which the main idea is supported by several equal reasons. Words and phrases which are often used in this type argument is Firstly, secondly, finally, similarly, in addition, besides e.t.c

Having enough experience and great knowledge does not mean people can have satisfying working life since there are other factories to consider. **First of all**, people have to understand that not all jobs are perfect, therefore they should set realistic expectations about their job, find areas that need to be improved and work for it. **Secondly**, if there is a strong sense of connection between colleagues, it affects positively to a person's mental health because co-workers who know each other well can solve job conflicts that may emerge in work place peacefully. **Finally**, and most importantly, people should be able to strike a balance between work and life.

#### 2. Arguing by showing cause and effect

In this type of argument, reasons are not given separately, one by one. Given reasons are connected to each other differently and have an impact one another like a chain. Phrases that can be used in this type of argument is

**This means that... This causes... As a result... In turn...**

#### 3. Arguing by predicting the result and effect

You may demonstrate your argument whether the idea is good or bad by giving predicted reason; what will, would, might or could happen. The language of speculation is used in this type of argument and phrases **when or if** can be used at the beginning of the sentence.

- *If there is a strong sense of connection between colleagues, it may affect positively to a person's mental health.*

#### 4. Arguing by showing contrast

In order to provide a strong and valid argument, you can show contrasting ideas such as what will happen if not doing this, or without something

In this type of argument you can use words like

**If ... does not ... , then ; Without...**

Here are some IELTS writing task 2 sample essays:

**1. Some people think that all teenagers should be required to do unpaid work in their free time to help the local community. They believe this would benefit both the individual teenager and society as a whole. Do you agree or disagree?**

Young people work on volunteer basis to help their local neighborhood and this is believed to be beneficial for both the individual and the society as a whole. Although there are some benefits of doing unpaid work such as improving certain skills and developing a sense of community, I believe that teenagers should not be forced to do volunteering.

On the one hand, there are obvious positive sides of doing unpaid work to improve the local environment. First of all, during the volunteering activities, a child can develop important life skills such as teamwork, responsibility and communication, and this is believed to be useful for a child's later life. In addition, those activities improve the overall quality of community. For example, in Japan school children clean their schools on their own. By doing so, school authorities build a sense of responsibility that pupils should treat their school as their second home. Therefore, there are obvious benefits of implementing such a requirement of doing unpaid work.

On the other hand, obliging teenagers to work for free can lead to some bad outcomes. Firstly, volunteering can be a burden to a child who has enough responsibilities such as schoolwork or family chores. Obviously, schools are as demanding as a full-time job. Teachers require their pupils to attend their courses every day and to do home assignments as excellent as possible. In that sense, making teenagers do some extra work for the local community may sometimes interfere with the learning process. They have many years of work ahead of them when they finish their studies. Additionally, if teenagers are compelled to do work for free of charge, it may lead to a sense of resentment amongst young people who may think that they are being used. As a result, they may hate their country for the rest of their life. Currently, nobody is forced to volunteer and this is the best principle.

In summation volunteering can be advantageous in terms of developing certain necessary skills as well as improving local conditions, I believe that we should not make it compulsory for different reasons.

**2. There are many different types of music in the world today. Why do**

**we need music? Is the traditional music of a country more important than the international music that is heard everywhere nowadays?**

It is true that there are many sorts of music styles around the world. Music is vital part of all human cultures for various reasons such as healing, entertainment, and advertisement. I believe that both traditional music and international music play a crucial role in a country's musical repertoire.

Music can be used for many ways. First of all, it is believed to have therapeutic benefits because it reduces stress, improves sleep and boosts immune system. Secondly, many people use music as a means of entertainment. It is an easier way to relax and have fun. Obviously, it can be enjoyed by people of all ages and backgrounds. Finally, most business campaigns make use of music in order to advertise their products. They believe that it creates positive associations with a product or a service making them more appealing and desirable. In short, music has always been a part of our lives and life would have been boring without it.

Another side of the issue is that there has been an ongoing debate whether traditional music is more vital or international. On the one hand, traditional music can preserve cultural heritage. Usually, traditional musical styles are passed down from generation to generation, and it can provide insights into country's history, values and beliefs. On the other hand, international music can help to promote cultural exchange and understanding. It means that international songs expose people to different cultures, traditions breaking down barriers between nations. In that sense, both types of music play an important role and cannot be put one over another.

In summation, music is made use of several different reasons and it has to be noted that both traditional music and international music is equally necessary for a country and its people.

### CONCLUSION

Writing is the most difficult part of language learning. Producing information has always got its own challenges rather than just receiving the information. IELTS is one of the most common tests which checks students' knowledge and obviously it has writing part as well. There are some ways to improve IELTS writing alongside with overall language proficiency. First of all, knowing the format and how essays assessed is important. Then some methods in order to manage the paragraphing skillfully should be learnt;

- Arguing by adding information;
- Arguing by showing cause and effect;
- Arguing by predicting the result and effect;
- Arguing by showing contrast.

Working on different grammar structures and trying to use a wide range of vocabulary has the same importance as there are criterias called "Lexical resource;

Grammatical range and accuracy". And finally, practice makes perfect. In order to be the master at something, enough amount of practice should be done.

### **BIBLIOGRAPHY**

1. Key to IELTS writing task 2 ( Pauline cullen 2020)
2. [www.IELTSTutorsteam.com](http://www.IELTSTutorsteam.com)
3. IELTS writing advantage ( Richard Brown; Lewis Rechards)
4. [www.E2IELTSteachers.com](http://www.E2IELTSteachers.com)
5. [www.IELTSdaily.com](http://www.IELTSdaily.com)
6. IELTS Maximiser