VU LEARNING HUB

ENG503 Assignment 1 Solution

Fall 2026

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ENG503 Assignment 1 Solution

Fall 2026 | Total Marks: 20 | Due Date: 15 November 2026

Name: VU Learning Hub

Question

Developing speaking skills is often considered one of the most challenging areas in ELT classrooms in Pakistan. Discuss the major challenges teachers face in teaching speaking skills and suggest practical classroom activities that can help learners improve their oral fluency and accuracy. (10+10=20)

Challenges

Speaking is hard to teach in Pakistan. Most teachers focus on reading and writing. Speaking gets little time in class. The exam also tests only reading and writing. So teachers and students both ignore speaking.

Classes are very large. One class has 40 to 60 students. The teacher cannot give speaking time to each student. Most students sit silent for the whole lesson. Only a few confident students speak. The rest never get a chance to practise.

Many teachers are weak in spoken English themselves. They can read and write English but they cannot speak it with ease. They are not trained to teach speaking. Teacher training in Pakistan gives little focus to speaking skills. So teachers avoid speaking tasks and stick to grammar rules.

Students are afraid of mistakes. They feel shy to speak in front of the class. They fear that other students will laugh at them. This fear stops them from speaking. They prefer to stay silent even when they know the answer.

The mother tongue is a big problem. Students think in Urdu or Punjabi and then translate into English. This makes their speech slow and full of errors. They use Urdu word order in English sentences. They also mix Urdu words in English speech.

The grammar translation method is still common in schools. Teachers explain grammar rules and ask students to translate sentences. Students learn rules but they do not learn to use English in real talk. There is no focus on fluency or on real communication.

Most schools have no language labs and no audio visual aids. There are no tapes or recordings for listening and speaking. The classroom has only a blackboard and a textbook. Teachers have no material for speaking practice.

Classes have mixed ability. Some students can speak a little English. Most students cannot speak even one full sentence. The teacher cannot plan one activity for all. The weak students stay behind and the good students get bored.

Students get very little English exposure outside the classroom. English is not spoken at home or in the market. They hear English only in the English lesson. So they forget what they learn and

they cannot practise on their own.

Teachers face pressure to finish the syllabus on time. Speaking activities take more time than reading a lesson. So teachers skip speaking tasks to save time. They focus on the course book and on exam preparation.

Classroom Activities

Pair work is the simplest activity. The teacher divides the class into pairs. Each pair talks on a familiar topic for a few minutes. Every student gets a chance to speak. This builds fluency because students speak without fear in a small group.

Group discussion works well in large classes. The teacher gives one topic to each group. Students share their views in the group. The teacher moves from group to group and listens. This helps fluency because students speak more and listen to others.

Role play makes speaking real and fun. Students act out a market scene or a doctor visit. One student is the shopkeeper and the other is the buyer. They use real words for real needs. This helps fluency and accuracy because students use full sentences in a real setting.

Picture description is easy to use. The teacher shows a picture and asks students to describe it. Students say what they see in the picture. They use new words and full sentences. This helps accuracy because the teacher can correct wrong words at once.

Storytelling builds confidence. The teacher tells a short story. Then students retell the story in their own words. They do not copy the teacher word by word. They use their own sentences. This helps fluency because students speak in a long flow.

Information gap activities make students talk. Each partner holds part of the information. They must ask questions to get the missing part. They cannot finish the task without speaking. This helps fluency because speaking becomes a real need.

Short class presentations give real practice. Each student speaks for two minutes on a simple topic. The class listens and asks one question. The speaker learns to stand and speak with confidence. This helps fluency and accuracy because the speaker plans and speaks in front of others.

Debates on simple topics make students think and speak. The class is divided into two sides. Each side gives reasons for its view. Students learn to speak fast and clear. This helps fluency because students must speak without long pauses.

Pronunciation drills improve accuracy. The teacher drills stress and intonation with short lines. Students repeat the lines after the teacher. They learn the music of English speech. This helps accuracy because students learn correct sounds and stress.

Speaking clubs after class give extra practice. Students meet once a week and talk only in English. They discuss films and sports and daily life. There is no exam pressure in the club. This helps fluency because students speak freely for fun.