



An Investigation of the Students' Perceived Level of Proficiency in Speaking and Writing Skills with their Academic Performance after Remediation at University of Sindh

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Abstract: *The purpose of this paper was to investigate students' perceived level of speaking and writing proficiencies in English and their academic performance after taking remedial courses of English at University of Sindh, Jamshoro. Participants of this study were 150 male and female undergraduate students from three disciplines of Mass communication, Information Technology, and Commerce. A closed-ended questionnaire with 4 likert-scale was used as an instrument for data collection. The data was statistically analyzed through SPSS. The Kendall's Tau-b test was applied to check correlation between students' perceived proficiency in speaking and writing and their academic performance. Findings show that students perceived level of speaking and writing was at struggling point. This small-scale study has revealed that undergraduates at University of Sindh need thoughtful consideration. Remedial classes do not help students to achieve the desired and targeted language proficiency in particular skills of the English language. This paper sensitizes teachers to think about some innovative and practical ways which may help students to achieve their target proficiency.*

Keywords: *Students perceptions, Remedial English, English language proficiency, academic achievement, University of Sindh*

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Introduction

According to Crystal (2003, p.75), English had become the language ‘...on which the sun never sets’. The English language, as per recent educational demands, has become the means of communication to be promoted in various academic and professional domains of business, technology and science at national as well as international level. In Pakistan, English is an official language and medium of instruction at school, college and university level. Therefore, it makes English language the most important for students to be proficient in all the major language skills such as listening, speaking, reading, and writing, so that they can cope up with challenges in the modern world. The present study investigates “Students’ level of perceived speaking and writing proficiency and their academic performance after remediation at University of Sindh”. There are three big Public-Sector Universities at Jamshoro, which provide students, coming from diverse areas of Sindh and Pakistan, remedial courses of English at undergraduate level. The inclusion of the participants only from one university (university of Sindh) is based on the fact that the programs of the study offered by the university are extensive and in general categories, which results a huge enrolment of the students as compared to the other special purpose universities (e.g., Engineering and Medical). English language courses (Remedial), offered by universities, are considered as basic source of learning and improving English at undergraduate level. These courses are basically designed for all the enrolled undergraduates to get proficiency in all four skills of the English language (Buriro & Soomro, 2013). The remedial course is a kind of treatment for low achievers who wish to get enough proficiency in language; in fact, every student must attend these courses at their tertiary level (Arman, 2011).

In case of the Sindh University, the teachers use specific books for remedial courses, and they also face large classes due to high rate of enrolment. But here the most important question arises regarding the effectiveness of these classes to remediate the students in terms of being enough proficient in certain areas of the English language. This is the basis we for the current study.

Statement of the Problem

The aim of the present study is to explore the students' perceived proficiency in writing and speaking skills after remediation which will help us to know the relationship of their perceived proficiency in specific language skill and their academic performance and related activities. Learning English is not an easy task for most of the students in Pakistani, especially at a public-sector university with limited potentials, lack of teachers' trainings, large classes and one for all syllabus which all restrict our students to perform in accordance with what they need to expect to do (Arman, 2011). The student's low achievement level in English remedial course requires a fundamental research that investigates, diagnoses and remediates.

The Significance of the Study

This study is beneficial for students, teachers, and university management as it attempts to discover students' perceptions towards English remedial course at UOSJ and understands their needs and satisfaction towards the course. Teachers can benefit by knowing that whether students are satisfied from their teaching or not. In addition, university authorities can benefit by becoming aware of the reliability and applicability of the course.

Research Objectives

1. To find out students' perceived proficiency in English speaking and writing after taking remedial courses at University of Sindh.
2. To find out the relationship between students' perceived proficiency in writing and speaking in the English language and their academic achievements.

Research Questions

1. To what extent students perceive themselves proficient in English speaking and writing after taking remedial courses at University of Sindh?
2. What is the relationship between students' perceived proficiency in writing and speaking in English and their academic achievements?

Literature Review

English as a Global Language

Crystal says, "A language achieves a genuinely global status when it develops a special role that is recognized in every country" (1997, p.2). Global language assumes an uncommon role which Crystal describes that it is used likewise a local, second and a foreign language. The importance of global language can be observed through the fact that it is used as the language of business, science, technology, internet (a well-known source of information, communication and entrainment) and even in sports.

No doubt, English is a global language; we experience the use of English in various everyday situation whether it be heard through any internationally broadcasted television program, written on signboards, printed advertisements or used in restaurants (Crystal, 2003). Anecdotal evidence suggests that governments around the world are introducing English as a compulsory subject at younger and younger ages (Nunan, 2003). The pervasive view of globalization of English is termed by a few observations, in a study commissioned by British Council. English is a worldwide language also both the west and east have get to be just as pushing this language (Graddol, 1997). Graddol speaks around those obviously "unstoppable" pattern towards worldwide English utilization. (1997: 2). In business, industry and government workers are progressively projected to develop proficiency in English. As English is alleged as an essential tool to endure in the global economy, the need of English language has grown-up (Paik, 2008). Rose (2010) believes that English language has been a means of either success or failure.

Remedial English

The aim of the remedial education is to raise the competencies of students to enable them to contribute competently in their university program (Luoch, 2014). A remedial program as observed, by Bulakowski & Umisko (1997), is designed "to enable students to gain the skills necessary to complete college-level courses and academic program successfully". Remedial instruction is planned to help students who drop behind educationally to catch up to a wanted level. It has become "an indispensable module of higher education". In countries, for example the United States, Canada, or Japan (Zhang et. al, 2008). As universities are more accessible to high school graduates, the demand for students' basic academic skills has been released in admission. After entering the universities, some of the

students encounter great difficulties comprehending lectures as they lack the required academic knowledge to manage university level work (Attewell, et. al 2006). Thus, remedial programs are provided to help these students compensate for the insufficient learning in previous academic settings so that they can "gain the skills necessary to complete university level courses and academic programs successfully". (Weissman, et. al 1997).

Background of University of Sindh

After independence (1947) the only working university for the new founded Pakistan was university of Punjab. Which was providing education to only developed parts of Punjab Province. A new university was needed to fulfil the need of education in Sindh province. To fulfill the need of education University of Sindh was established in 1947, and is the second oldest University in Pakistan. It is in Jamshoro, 15 kilometers away from Hyderabad (the second largest city of Sindh province). It is a general university. The Universities in Pakistan are in two groups, (1) Professional Universities; Engineering, Medical, Law, Management and Agriculture and (2) General Universities; Arts, Humanities, Education, social and Natural science (Pathan, 2012). University of Sindh has seven more campuses at different cities of Sindh. Mehran University of Engineering and Technology (MUET) and Liaquat University of Medical and Health Sciences are the neighbor universities of university of Sindh. The university has seven different faculties: arts, pharmacy, education, islamic studies, social sciences, natural sciences, commerce and business administration.

Remedial English at University of Sindh

University of Sindh like other universities in Pakistan runs English functional/remedial classes for students of all faculties for first two years. Before 2002 the syllabus of English compulsory classes was based on literature rather than the usage of English as a way of communication, at that time students were taught simplified version of Hemingway's novella "The old man and the sea" and the book points of view that consisted different essays edited by Alderton (1980). According to Solangi, (2008) the book did not have the opportunities for participation during class. In 2002 new classes with the name of remedial English were introduced. After the implementation of new classes new course books were also introduced, the course books were published by Oxford University press under the name of "English for undergraduates" written by Howe et al. (1997). Class

duration was fifty minutes and three days in a week. (Memon, 2014). In 2016 teachers are using three books as a guide for teaching English in remedial classes at UOSJ, titled as Oxford practice grammar written by Jhon Eastwood (2005), English for academic purposes provided by British Council, English for undergraduates written by Howe et al (1997). And now students take the class for 2 hours in a week. According to (Memon, 2014) remedial classes comprises over 100 students. It indicates that the remedial classes are considered as large classes at UOSJ.

In fact, public sector universities in Pakistan have different learners with different and diverse background, it is very hard for some learners to understand English properly or communicate in English (Shahriar, 2011). Public Sector Universities have some criteria of selection, they have their own admission process and remediation decisions. Authority plays a vital role in selection procedure; it must have some flexible culture not rigid. Remedial education is a kind of a remedy to treat low achievers or give them proper and effective cure as much as possible (Betlinger & Long, 2005). English is not a single subject at Public Sector Universities, it is present everywhere all research work is available in English, syllabus is written in English even books of other subjects are also written in English. So, no one can deny the importance of English. Students with little proficiency in English mostly fail at their major subjects and those students who have good English proficiency pass out with good marks in their overall session (Buriro & Soomro, 2013). Remedial education is a type of clinical education where students' needs are diagnosed by the teacher and then the course is altered on the basis of their needs. Needs could be communicative, educational, official, etc. Remedial classes are basically designed to fulfill the needs of low-achievers, who are poor at English. Remedial classes are helpful for those learners who enter at universities but having problem in English. They cannot understand their desired goals or cannot understand the lectures delivered by teachers in English. In Public sector universities, remedial classes provide Basic English understandings to new learners.

According to (Arman, 2011) for L2 learners learning English is not a simple task, especially with limited potentials, remedial syllabus needs fundamental research that should investigate, diagnose and give remedies for low achievers. Students in remedial classes mostly feel themselves stupid and bound in case of degree that they must attend these classes whether they want or not (Zuoch, 2014). Remedial teachers must know motivational levels of their learners, and they must know some strategies to tackle with low achievers in their classes (Ndebele, 2014). Language

teacher's responsibility is to handle all learners whether they are above average or low achievers. His abilities are checked during class that whether students are learning something or not. Purpose of remediation is to make learners able to perform well in their major fields, if the course provides enough opportunities to perform language and use it during the remedial sessions so it will benefit learners. That is the reason mostly researchers recommend communicative language teaching in remedial classes. CLT is recommended as a best approach for Remedial classes, and suggested to adopt it at University of Sindh (Soomro et al, 2013).

Students English Speaking and Writing Proficiency and Academic Performance at Tertiary Level

Many variables affect the successful learning of second language. The linguistic as well as environmental, social, economic and cultural factors must be considered when planning pedagogical materials of English (Fathman, 1976).

Academic success at tertiary level is a multi-dimensional phenomenon that includes language proficiency, learning strategies and certain personal characteristics (Stoynoff 1997:56). Gunderson (1991) noted that students at secondary level and beyond "do not have time to waste", so whatever the course program or methods are chosen to promote improvement in attitude towards and competencies language skills, that teacher must be sure that students are actively engaged in learning. The universality of low achievement and failure at formal education is thus not unique to Pakistani universities, it is a global problem that poses great concern at personal, professional and institutional levels for any country. Though, it needs to be formally addressed. Over the past few decades, a weakness in English, in oral presentations and written assignments has been noticed by various language teachers and tutors. Kong & Starr, (2012) noted that low language proficiency has been considered a barrier to language learning and academic success at the higher education level. Per Wilson & Komba, (2012) most of the universities in the world require students to enter the university with a basic level of competence in four distinct English language skills: reading, speaking, writing and listening.

Louch (2014) conducted his study on impact of remedial English on the improvement of English proficiency. It is a case study of the United States International University Africa. The study focuses on the impact of remedial English course in raising the level of proficiency of freshmen at

the university. The researcher used quasi experimental design which tracks 46 unprepared students. Researcher used pre-and post-test to collect the data, after analyzing data findings were positive, which means the remedial classes raise the English proficiency of students. Louch (2014) observed that the deeper question about how remediation affects the educational progress and completion of candidates placed on the programs remains difficult to answer. Remedial program does not have an impression about its effects on the subsequent performance of students who undergo it in a holistic sense.

Othman & Shuqair (2013) conducted their study on effectiveness of the Remedial course on improving ESL/EFL students' performance at university level in the Arab world. According to them there are many hypotheses passed by professors in the language teaching profession concerning the effects of remedial courses in enhancing the skills of students in the English language. Their research hypothesis is "remedial courses have no effect in increasing the performance of ESL/EFL students". Their findings indicated that the remedial courses in the Arab universities have been ineffective in increasing the English language skills of students learning EFL/ESL. Many students who undergo a remedial course in ESL/EFL studies finish their course work without improvement in their performance because they are not exposed to practical use of language outside their lecture halls. The main reason for this is that most of the students start using their native language as soon as they step out of the classroom (Wang et. al, 2012). The use of the English language is based on sets of rules. The tests used by the Universities to measures the skills of students in the language are mainly based on grammar. Remedial lessons acquaint the students with the rules in English on the theoretical context. They ignore the practical use of the language, where the student is supposed to interact with his or her counterparts in the presence of the professors to correct their mistakes. It is also quite inappropriate that most of the learning work is done theoretically in books. The students need to converse in the language more as opposed to writing the language (Wang et. al, 2012). Nasser & Goff-Kfour, (2008) investigated the effectiveness of the remedial English courses on subsequent English and academic performance at a private university in Lebanon. They used core rational approach in which two groups control and comparison were established. Findings revealed that remedial courses were not effective in providing better performance on general academic subjects.

Rind & Kadiwal (2016) conducted a study to examine the institutional influences on teaching learning practices within English as Second language (ESL) programmed in the University of Sindh, Pakistan. The study was case study and documentary review, observation, and responses of teachers and students were used as instruments for the study. Result shown that the quality of education is reduced with the time being, the objectives set by the Higher Education Commission is not met by university. Students are not satisfied regarding English language at University of Sindh.

Research Methodology

The study was directed by correlational research design that measures the degree of connotation among two or more scores between two or more variables that have been found from the same collection of themes. Correlation research was used to measure the degree between perceived proficiency in speaking and writing skills in the remedial classes at UOSJ and in the academic achievement in other major courses. The researcher explored the relationship between the variables to find out the degree to which they affected one another and how they caused the present problem of English language proficiency and academic achievement at University of Sindh, Jamshoro, Pakistan. Significant difference was analyzed by Kendall's Tau-b.

Research Instrument

The questionnaire is adapted by Makewa et. al., (2013) "students' perceived level of English proficiency in secondary schools in Dodoma, Tanzania". The questionnaire is divided into main two parts, firstly to get the proficiency level of students in writing and speaking skill, and secondly to know their perceived proficiency in specific language skill affects their academic achievements and activities. The questionnaire was piloted before finalization. The reliability was checked through Cronbach alpha value in SPSS (Statistical package for social sciences), it was analyzed separately for each and every variable in analysis section. And over all reliability of tool is provided in table below that is (.756). Each item in the questionnaire was scored on the bases of four-point scale with the numerical values to show the degree to which participants agreed or disagreed with the item as: 4 (strongly agree), 3 (agree), 2 (Strongly disagree) and 1 (disagree).

The reliability analysis was carried out on the perceived task values scale comprising 20 items. Cronbach's alpha showed the questionnaire to reach

the acceptable reliability, $\alpha = 0.756$. Most of the items appeared to be worthy, 04 items were deleted to increase the alpha. The Cronbach's alpha coefficient score is higher than .7 for high internal consistency. In this case, $\alpha = .756$, that shows the questionnaire is reliable.

Table 1. Reliability Statistics of complete instrument

Cronbach's Alpha	N of Items
.756	20

Population and Sample

The population to be investigated in this study is final year (B.S Hons) students at UOSJ, who have attended English remedial classes for last two years. To select the representative sample out of this population; we have selected three different disciplines (mass communication, information technology, and commerce). From these disciplines, quantitative sample representation was selected through probability sampling, and technique is stratified sampling. Stratified sampling has two stage processes; firstly, researcher must identify those characteristics that appear in the wider population that must also appear in sample, secondly randomly he selects sample from that group (Cohen et al, 2007). For quantitative data, sample size was 150 participants, 50 from each discipline.

Data Collection Procedure

Data was collected by researchers themselves. The students were given the questionnaire in each selected discipline by the researchers, and they were instructed to fill the questionnaire in the presence of the researchers. The data was analyzed by SPSS (version 20) and it was arranged in tabular form.

Data Analysis

After data collection, it was analyzed in SPSS. Initially, the descriptive analysis was performed. It provides an opportunity of accurately describing and summarizing a large data sets quickly and easily (Hinton, McMurray , & Brownlow, 2014). Descriptive analysis was performed to calculate the mean and standard deviation within the group for each variable to find out overall mean and standard deviation. Secondly, correlation was used to measure the relationship between variables (perceived proficiency in speaking and writing skills and the academic achievement). For that, the

Pearson Correlation Coefficient was run initially but the test was not suitable for the available data because the relationship between variables was not linear. The points did not distribute along the straight line, which is not the assumption of homoscedasticity. Although, the Pearson correlation was not suitable for the analysis, so that, the data was analyzed in Spearman correlation coefficient because assumptions for Pearson correlation coefficient analysis was violated. However, there were a lot of tied values and the results made larger values then it should be. Finally, Kendall's tau-b correlation coefficient a nonparametric test an alternative of Spearman correlation was carried out. It is a measure of association between two ordinal variables and takes tied ranks into an account. In Kendall's tau-b, each pair of ranks on the second variables was examined.

A separate reliability analysis was carried out (Appendix 2) for the perceived task values scale comprising of (06) items. Cronbach's alpha reliability test was computed which showed that this part of the questionnaire, consisting of the items used for inquiring perceived speaking proficiency, is not acceptable with $\alpha = 0.405$ (Hinton, McMurray, & Brownlow, 2014). It shows that this part of the questionnaire does not reach acceptable reliability.

The overall mean perceived level of proficiency is **2.56**, which is not good
Table 2. Descriptive Statistics of perceived speaking proficiency

No.	Questionnaire Items	Mean	Std. Deviation
1	Our English teacher gives us topics to discuss in the classroom.	2.70	.901
2	English teacher gives students chance to speak in front of the classroom	2.70	.901
3	I need to demonstrate my ability in spoken English	2.61	.843
4	English teacher schedules debates to develop students into public speakers	2.58	.847
5	My Speaking has improved after remedial class	2.45	.888
6	English teacher engages us in classroom conversation to promote spoken English	2.32	.908
	Overall Mean	2.56	

at all. This indicated that the participants had critical problems with spoken

English language proficiency. They have not enough speaking skills to cope up with their other subjects. They have problems to discuss about their academic and real-life situations in spoken English. Students at UOSJ have problems with teacher's methodology and result also shown that more spoken activities and tasks must be promoted to encourage speaking proficiency in remedial classes at UOSJ.

A separate reliability analysis was carried out (Appendix 2) for the perceived task values scale comprising of (06) items. Cronbach's alpha reliability test was computed which showed that this part of the questionnaire, consisting of the items used for inquiring perceived writing proficiency, is acceptable with $\alpha = 0.518$ (Hinton, McMurray, & Brownlow, 2014)). It shows that this part of the questionnaire reaches acceptable reliability.

Table 3. Descriptive Statistics of perceived writing proficiency

No.	Questionnaire Items	Mean	Std. Deviation
1	I can write anything in English without difficulty	2.90	.650
2	I can write English examination script without difficulty	2.64	.797
3	My English writing has improved after remedial class	2.58	.847
4	I do not take help from internet to write anything in English.	2.48	.769
5	English teacher gives written assignments during English class to be done in class	2.38	.882
6	I am a competent English writer	2.35	.754
7	I get nervous if I have to write anything in English	2.22	.844
	Overall Mean	2.51	

The overall mean perceived is **2.51**, which means their perceived proficiency in writing is also at struggling point, participants have problem in writing their academic assignments, after remedial classes they did not improved their English language writing proficiency. They have difficulty to write their examination script as well. These results have revealed that students are not satisfied with their perceived English language writing proficiency.

A separate reliability analysis was carried out (Appendix 2) for the perceived task values scale comprising of (08) items. Cronbach's alpha reliability test was computed which showed that this part of the questionnaire, consisting of the items used for inquiring perceived writing proficiency, is acceptable with $\alpha = .792$ (Hinton, McMurray, & Brownlow, 2014). It shows that this part of the questionnaire reaches acceptable reliability.

Table 4. Descriptive Statistics of perceived proficiency in specific language skill on academic achievements and activities.

No.	Questionnaire Items	Mean	Std. Deviation
1	I can understand my other course text books written in English	2.87	.670
2	I can understand my other course teachers if they give lecture in English	2.80	.703
3	I can understand if teacher asks question in English	2.77	.804
4	I can write my other course Examination script in English without difficulty	2.67	.832
5	I can write other course assignments in English without difficulty	2.67	.871
6	I can easily give presentations in other courses in English	2.67	.832
7	I can easily give answer if teacher asks questions in English	2.48	.889
8	I can pass my other course subjects easily after attending remedial class	2.38	.843
	Overall Mean	2.66	

The overall mean descriptive statistics of perceived proficiency in specific language skill on academic achievements and activities is 2.66, which shows that students' perceived level of proficiency in specific skills is at doubtful point. They strongly disagree with their overall achievement in academics and classroom activities. The results have shown that Remedial English classes are not helping them to pass their major subjects. They have also problem to write their other course examination script in English. The result showed unsatisfactory condition in their major courses after attending remedial English classes at UOSJ.

Table 5. Correlation coefficients between perceived proficiency in specific skills and the academic achievements.

		Writing Proficiency	Speaking Proficiency	Academic Achievement
Kendall's tau_b Writing Proficiency	Correlation Coefficient	1.000	.245*	.149
	Sig. (1-tailed)	.	.038	.140
Speaking Proficiency	Correlation Coefficient	.245*	1.000	.200
	Sig. (1-tailed)	.038	.	.070
Academic Achievement	Correlation Coefficient	.149	.200	1.000
	Sig. (1-tailed)	.140	.070	.

*. Correlation is significant at the 0.05 level (1-tailed).

A Kendall's tau-b correlation was run to investigate the relationship between the role of the remedial courses in academic achievement and perceived level of proficiency in writing and speaking skills amongst the participants. There was no strong correlation between the role of the remedial English courses in academic achievement of students in their major subjects and perceived level of proficiency in writing skill, which was statistically insignificant ($\tau_b = .149$, $P = .140$). Similarly, there was no strong correlation between the role of the remedial English courses in academic achievement of students in their major subjects and perceived level of proficiency in speaking skills, which was statistically insignificant ($\tau_b = .200$, $P = .070$).

Findings and Discussion

The findings of this study suggest, that the students' perceived level of speaking proficiency was at struggling point. Students were having disagreement on the chances provided for discussion during remedial class. They feel they are not competent speakers of English. It is hard for them to use English in real life situations. As Ahmed et al, (2014) reported that students give very much importance to English compulsory subject in Pakistan. Likewise, students' at UOSJ also well familiar with the importance of English and they know in future they will be demonstrating their abilities in English too. They have not enough speaking skills to cope up with their other subjects too. They have problems to discuss about their academic and real-life situations in spoken English. Kong & Starr, (2012) also noted that same low language proficiency that has been considered a barrier to language learning and academic success at the higher education level. Students at UOSJ have problems with teacher's methodology and result also showed that more spoken activities and tasks must be promoted to encourage speaking proficiency in remedial classes at UOSJ. Well organized activities in the remedial program can successfully help the students to analyze the task and perform well after having enough time for mastering the needed speaking and writing proficiency (Arman, 2011). Their perceived proficiency in writing is also at struggling point, participants have problem in writing their academic assignments, after remedial classes they did not improved their English language writing proficiency. Supported by the findings of Othman & Shuqair (2013) the remedial courses have been ineffective in increasing English language proficiency. They have difficulty to write their examination script as well. The results show that students are not satisfied with their perceived English language writing proficiency.

Students' perceived level of proficiency in specific skills is at doubtable point. They strongly disagree with their overall achievement in academics and classroom activities. The result show that Remedial English classes are not helping them to pass their major subjects. They have also problem to write their other course examination script in English. The result showed unsatisfactory condition in their major courses after attending remedial English classes at UOSJ. UOSJ equally shares the issues related to weak English language proficiency of learners with the other public-sector universities in Pakistan (Shahriar, 2011). Result of perceived proficiency in specific language skill on academic achievement and activities also indicates that students' struggle in their other major courses too. The way

remedial class is not enough to pass English examination in same way it is not enough to help them to pass their other courses. It is difficult to understand their major course text books for them; mostly other course teachers use their native language Sindhi during classes but if any teacher uses English so for students' it is hard to understand the lecture. When it comes to presentations and other academic activities so students suffer in that as well. Their perceptions show that they cannot pass their other course examinations if they only rely on remedial English class. It is also found by Rind & Kadiwal, (2016) that students are not satisfied regarding the English language at University of Sindh.

Conclusion

This small-scale study has shown that undergraduates at University of Sindh need thoughtful consideration. Remedial classes are unable to give students target the English language proficiency. Teachers must teach students with modern technology, they should apply diverse methods to promote students' interest towards the English language.

Recommendations

Teachers should promote practical usage of the English language rather than theoretical practice. Classroom activities must be conducted in English remedial class. Teachers must use material related to their major subjects so that students can pass their major courses with the help of remedial class. Teachers must use activities which can help students to use English in their major subjects. Teachers must use different activities in remedial class related with four skills of English, in order to enhance their abilities in all aspects of language learning. University administration must provide all the Learning recourses which are needed in the English language class. Teachers must use audio visual aids to teach the English language (multimedia, videos, games). Interactive teaching aids and materials must be used by teachers to promote language learning. Teachers must design their own teaching plans in order to handle the class. Content should be selected by the teachers after analyzing needs of students. University must conduct placement test for placing students in language classes. Every student must be placed in different level of classes in order to get the exact medicine of his or her disease. Classroom environment/ climate must be comfortable so that language learning can be successful. Classes should be divided into small groups not in large classes. Teachers must give quick Feedback to promote language learning.

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APPENDIX: 1 Questionnaire for students' perceptions

An Investigation of the students' perceived level of Proficiency in Speaking and Writing skill with their Academic Achievement after remediation at University of Sindh

QUESTIONNAIRE FOR STUDENTS' PERCEPTIONS

I assure that I am able to understand and read the simple language of this tool and I had been given the chance to ask the queries. I assure that my contribution in this study is voluntary and I am liberated to leave this participation without showing any reason. I assure that I understand that my grades will not be affected after participation. I know my information and name will not be exposed to anyone else other than the researcher. I agree to take part in this study.

Instructions

- A. Answer each statement truthfully, in other words be honest.
- B. The responses you provide will be treated with confidentiality.
- C. Please answer **All** questions in the questionnaire
- D. Draw Circle around one of the four numbers following an item to indicate your choice. Do so for all the items.
- E. The following is the key to the numbers used in rating:

4	Strongly Agree (SA)	3	Agree (A)
2	Disagree (D)	1	Strongly Disagree (SD)

General Information_____

Name of the Department _____ Region _____

Gender: Male_____ Female Age: 18____20 years Over 25 years _____

Codes	NO	QUESTION	D	SD	SA	A
SS1	1	I can talk about academics at university in English without difficulty				
SS2	2	I am a competent English Speaker.				
SS3	3	Our English teacher gives us topics to discuss in the classroom.				
SS4	4	English teacher schedules debates to develop students into public speakers				
SS5	5	English teacher gives students chance to speak in front of the classroom				
SS6	6	My Speaking has improved after remedial class				
WS7	7	I can write anything in English without difficulty				
WS8	8	I can write English examination script without difficulty				
WS9	9	I do not take help from internet to write anything in English.				
WS10	10	I get nervous if I have to write anything in English				
WS11	11	I am a competent English writer				
WS12	12	English teacher gives written assignments during English class to be done in class				
AA13	13	I can easily give presentations in other courses in English				
AA14	14	I can easily give answer if teacher asks questions in English				
AA15	15	I can write my other course Examination script in English without difficulty				
AA16	16	I can write other course assignments in English without difficulty				
AA17	17	I can understand if teacher asks question in English				
AA18	18	I can understand my other course teachers if they give lecture in English				
AA19	19	I can understand my other course text books written in English				
AA20	20	I do not use dictionary while reading other course subject books.				

APPENDIX: 2 Reliability Tables of separate variables in research instrument.

Table 1.1. Reliability Statistics for perceived speaking proficiency

Cronbach's Alpha	N of Items
.405	6

Table 1.2. Reliability Statistics for item measuring perceived writing proficiency

Cronbach's Alpha	N of Items
.518	6

Table 1.3. Reliability Statistics for item measuring Academic Achievement

Cronbach's Alpha	N of Items
.792	8