

Impact of English Accelerated Learning Program (ALP) on desired proficiency of 8th grade students

Muhammad Irfan Ashraf ^a, Muhammad Arfan Lodhi ^b

^a Research Scholar, National College of Business and Administration Lahore, Pakistan

^b Higher Education Department Collegiate Wing, Government of Punjab, Pakistan

² samaritan_as@hotmail.com

Received: 7/10/2021

Revised: 2/11/2021

Accepted: 7/11/2021

DOI: <https://doi.org/10.31559/BAES2021.6.2.1>



This file is licensed under a [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

Impact of English Accelerated Learning Program (ALP) on desired proficiency of 8th grade students

Muhammad Irfan Ashraf ^{*a}, Muhammad Arfan Lodhi ^b

¹ Research Scholar, National College of Business and Administration Lahore, Pakistan

² Higher Education Department Collegiate Wing, Government of Punjab, Pakistan

Abstract: Within the context of lockdown and pandemic situation, by taking all these conditions in attention, government of Punjab introduced compact and shortened curriculum named as Accelerated learning program for 8th grade students. The accelerated syllabi are usually introduced and implemented to fulfill short term objectives. The current study aimed at investigating how efficient and effective this ALP can be in achieving estimated language proficiency of students. Furthermore, there is some need to get awareness to teachers' preference and their ALP teaching practices meeting the desired aims. The syllabus has been introduced to minimize the Covid-19-driven learning loss and expedite the teaching and learning procedures to damage control and maximize learning outputs. Therefore, current study was designed as experimental so that researchers can check the impact of ALP on students' achievements. Moreover, the effect of the independent variable ALP course was checked upon the English proficiency of the learners which is termed as a dependent variable. The 8th grade students at government schools of Bahawalpur district were taken as the population of the study out of which only 60 students were selected by using a random sampling technique and 80 teachers were also selected by using a purposive sampling technique. The findings of the study indicate that there is little or no impact on students' learning outcomes by the use of ALP course for teaching English language. It is also found that teachers face difficulty while teaching through ALP because it is too compact and it did not include all the language components and skills. In order to obtain the maximum output from ALP, it is suggested to devise comprehensive lesson planning and proper teaching strategies with revised and modified pattern of learning outcomes.

Keywords: ALP course; Formal and Lexical skills; Critical thinking skills; English proficiency.

* Corresponding author

Email address: samaritan_as@hotmail.com (Muhammad Arfan Lodhi)

DOI: [10.31559/BAES2021.6.2.1](https://doi.org/10.31559/BAES2021.6.2.1)

Received: 7 Oct 2021; Revised: 2 Nov 2021; Accepted 7 Nov 2021

1. Introduction

Pakistan is one of those leading countries who tried to mitigate the adverse effects of Covid-19 pandemic through well planned education specific response. It was an undeniable challenge to take immediate steps to prevent or minimize loss of learning during lockdown and school shutdown period of 06 months along with maintaining the safety measures and ensuring healthy and hygienic environment for students. According to UNESCO (2020) report, Covid-19-driven school closures have badly affected the education of more than one billion children in almost 150 countries in the whole world. However, at ceasing attacks of the pandemic, Pakistan like many other countries reopened its educational institutions on 15th September with step by step opening from higher institutions and gradually opening of primary schools. Where concerned stakeholders adopted remedial strategies to counter the fast attacks of the plague, education ministries of all provinces attempted to redefine educational objectives and set new academic calendars for all levels of education from school to university. To cope with and minimize the negative impact of the pandemic on education, school education department introduced compact curriculum for students from grade 1 to grade 10. This compact syllabus outline has been named as Accelerated Learning Program (ALP). The intended aim for introducing this abridged curriculum was to minimize the learning loss of the students and consequently attain maximum educational benefits in less time. However, this adjustment to the academic calendar and curriculum contents needs proper evaluation and continuous assessment to examine their effects on proficiency and performance of the students.

1.1. Background of the Study

Covid-19 affected the whole world in general and the educational system in particular. However, the 4.9+ million English learners (ELs) and their families were disproportionately affected by the abrupt change from physical to virtual classrooms (Napolitano, 2020). But these virtual classrooms and online education could not be proven to be a valid alternative of learning and teaching. So, many countries with a lot of diversity presented compact and accelerated learning programs to alleviate the learning loss happened during the closure of schools.

The term accelerated learning came into practice during World War II when soldiers were taught languages to make them prepared to fight in foreign lands. The methodological perspectives of audio-lingual method originated from the diagnostic accelerated teaching technique to teach language to American soldiers. Quite similarly, other subjects were introduced to achieve fast and rapid learning outcomes. In any unforeseen situations, many historical traces can be found where countries adopted different shortened and compacted curricula instead of teaching already fixed and defined syllabus to the students. The ultimate goal of accelerated syllabus in a fast and rapid teaching plan is to obtain learning goals within the least time and lesser efforts. However, as far as English language teaching is concerned, compact and shortened syllabus may lose its effectiveness due to the lack of sufficient theoretical and practical input (Baenen, Yaman, & Lindblad, 2003).

According to Bellan (2019), Covid-19 situation brought sudden and unexpected deterioration in the physical, mental and domestic lives of the individuals. Most specifically, kids are more vulnerable to this disastrous disease which has been affecting many people. Their mental growth and psychological stability have been affected badly in an attempt to save them physically from the pandemic. Different countries adopted various ways of incorporating online education to the students at schools and universities. However, online education couldn't prove as effective as face-to-face traditional education especially in the developing countries (King 2020). A study conducted by Lazarin (2020) on online education to the immigrant students indicates that there are many problems that English language learners faced during getting instructions from their teachers and institutions. The online education proved very costly too in low-income homes of developing countries. The parents were forced to buy costly gadgets and provide internet connections for their children in demanding conditions and challenges of the lockdown. Little (2020) mentioned that the financial liability of online education is as more adverse as the lockdown itself in low income and poor families. So, online education system couldn't be proven as the best alternative of traditional face to face education system during school's shutdown period.

By taking all these conditions in attention, many countries like Pakistan introduced compact and shortened curriculum for schools and universities where students are meant to meet the educational objectives. The short and compact syllabus was named as ALP (accelerated learning program) in Pakistan. The schoolbooks of grade 1 to 10 were examined critically and later the syllabus was condensed by removing additional material from the schoolbooks. A wide majority area of the country is marginalized economically and socially. The ALP syllabus doesn't require any additional financial burden on the part of students and their parents. However, it became a challenge for the teachers to teach compacted syllabus by adopting new methodology and teaching techniques. Quite apparently, the ALP has been introduced to minimize the learning loss which students encountered during the shutdown period of schools in the pandemic.

1.2. English Curriculum of 8th Grade

English textbook of grade 8 consists 14 chapters which are taught in all government and private schools of Punjab except some elite schools who follow oxford or Cambridge syllabus. The textbook has been designed to obtain some learning outcomes in the following components of English language proficiency. Each chapter

mentions the learning objectives with regards to mastery in sub-skills of English language learning. Except oral proficiency skills, all chapters address proficiency-based drills and exercises in Reading, Writing, Formal and lexical skills, and thinking skills.

English Proficiency Skills	Chapters
Reading skills	1,2,3,4,5,6,7,9,10,11,12,13,14
Thinking skills	1,2,3,4,5,6,7,9,10,11,12,13,14
Formal aspects of language	1,2,3,4,5,6,7,8,9,10,11,12,13,14
Lexical aspects of language	1,2,3,4,5,6,7,8,9,10,11,12,13,14
Writing skills	2,3,4,5,6,7,8,9,10,11,12,13,14
Oral communication skills	1,3,5,7,8,9,10,12,14

To reduce the learning loss which occurred due to school closures in the pandemic, education stakeholders introduced accelerated learning plans for students of grade 1 to grade 10. Previously, English textbooks are designed to be implemented in 09 academic months, whereas ALP syllabus has been introduced to be implemented in 06 academic months. The comparison between the English textbook and ALP syllabus has been given as below:

No	English Textbook Grade 8	ALP Grade 8
1	Tolerance of the Rasool (PBUH)	Tolerance of the Rasool (PBUH)
2	A Dialogue	A Dialogue
3	On the Ocean	
4	An Exhibition	
5	Magic Show	
6	The Twins	
7	Clever Mirchu	
8	Hockey	
9	Prayer	Prayer
10	Hazrat Umar (R.A)	Hazrat Umar (R.A)
11	A Great Virtue	A Great Virtue
12	Weather is a lovely thing	Weather is a lovely thing
13	The Telephone	The Telephone
14	Let's make our roads safer	Let's make our roads safer

The textbook is divided into 14 units that have been reduced to 08 chapters in the ALP syllabus. However, there is a huge gap between the eliminated chapters which are unit 03 and unit 08. They have totally been skipped in the new restricted accelerated learning program. On the other side, a whole part of the last section has been added in ALP starting from unit 9 to unit 14.

1.3. Statement of the Problem

The accelerated syllabi are usually introduced and implemented to fulfill short term objectives. The research has been set out to study overall teaching and learning plans of English accelerated learning program for the students of 8th grade. It is yet to be investigated how efficient and effective this ALP can be in achieving estimated language proficiency of students. Furthermore, there is a need to get awareness to teachers' preference and their ALP teaching practices meeting the desired aims. The syllabus has been introduced to minimize the covid-19-driven learning loss and expedite the teaching and learning procedures to damage control and maximize learning outputs. Henceforth, the researcher plans to investigate the role and impact of English accelerated learning program upon English proficiency of students at grade 8.

1.4. Research Questions

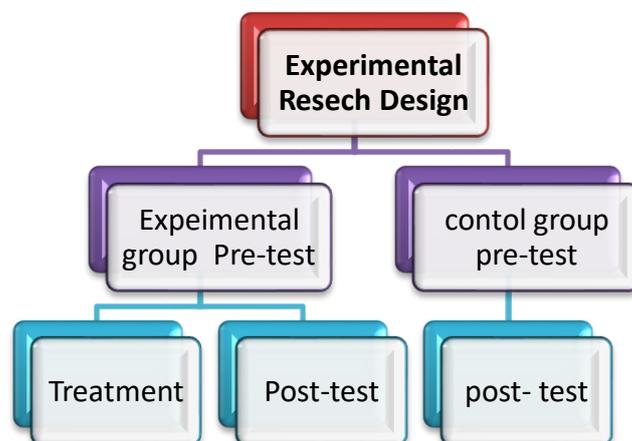
- What are teachers' preferences towards the utilization and implementation of English Accelerated Learning Program designed for grade 8?
- What is the impact of English ALP on the learners' performance in reading and thinking skills at grade 8?
- What is the impact of English ALP on students' achievements in lexical and formal aspects of learning?
- How effective ALP syllabus can be in developing English writing skills of grade 8th learners?
- How much useful is the accelerated program to attain oral communication proficiency among students of grade 8?

1.5. Significance of the Study

The study is a first attempt to evaluate the effectiveness of new teaching strategy introduced in schools by the government to gain maximum learning advantages in reduced time and utilizing less energy. The results of this study helped policy makers to maintain or chalk out further plans and procedures. The newly introduced accelerated syllabus needs to be tested on the empirical scale with regard to achievements and successes. Due to this direly needed diagnostic project, the researchers want to fairly judge and evaluate the pros and cons of the new strategy with restriction to English subject only. The study could be significant for the teachers to give their

valuable input regarding the utilization and effectiveness of ALP for their students. Further, this research is to open new researchable ways and fields for the future researchers as well.

1.6. Conceptual framework



2. Review of the Related Literature

On the corona virus crisis around the world and its impact on all fields of life including the effects on the economy crisis leading to unemployment and poverty, similarly Covid-19 has been affecting the social crisis as many families are vulnerable towards health and even some families lost their near and dear ones. Furthermore, covid-19 has also been affecting the education sector as well. In Pakistan, education crisis has spread since the crisis began due to Covid-19 and things started as of Pakistan registered its first positive case on February 26. Under the first fatality on March 18 and in between a raft of measures had accompanied such as the closure of schools, the postponement of the Class code, but it is so different that the provincial authorities and the federal government had woken up by that even before the 1st fatality it came in. The arrival of this crisis has presented a very serious public health challenge and vigorous measures are going to take it.

Being under lockdown since the period of a couple of weeks, the students saw the entire narrative change. In fact, within days, people saw the entire narrative change from social, political and educational aspects. Being in a public health emergency towards the present moment in the world is not only an economic challenge but also social and personal as well. Therefore, dreaming of the moment as a public health emergency would start it off as even the government caved into that pressure around the plan to maintain social distancing in all fields of life. Of course, now the one-by-one year or medical security stepped forward from yesterday. A group of doctors representing the largest Medical Association took action and made emotional press conference urging the government to get strong in order to see the whole affair as a public health emergency.

2.1. Educational Issues during Covid-19

Focusing on education in the time of crisis due to lockdown in the time of covid-19, the governors recommended schools stay closed throughout the country due to health emergency. In developed countries education institutions has moved to online education whereas in developing countries it is a burden for teachers and students. In developed countries, teachers took upon themselves then that they should have to do some online instruction whereas in developing countries it is impossible to do so because of the lack of digital infrastructure. Therefore, government took an initiation to make education easy and assessable for students and in this context government at first shortened the syllabus for the students. On the other hand, for those students, who go to private schools, they have a full schedule of online classes and online education opportunities in their district. However, online education could not prove to be effective as face-to-face traditional education especially in the developing countries (King 2020).

A study conducted by Lazarin (2020) on online education to the immigrant students indicates that there are many problems that English language learners faced during getting instructions from their teachers and institutions. Online education proved very costly too in low-income homes of developing countries. Due to an extended period of closure in government schools, education has taken a more active role in helping to ensure the families that have access to instructional materials for a full day. During this period of closure in the district, the tutor and students are not able to have the previous interaction rather education is facilitated with compact syllabus with ensuring the availability of teachers twice a week. The basic aim behind this initiation is that parents can engage their children in the absence of teachers in learning activities.

2.2. Introduction of the Compact Syllabus

Government has launched a compact syllabus across the state on what that it provides of fast and learning outcomes. It is based on English language concise syllabus that encompasses all skills for the needs of 8th graders. By taking all these conditions in attention, many countries like Pakistan introduced compact and shortened curriculum for the school and university in which the latter makes students meet the educational objectives. The short and compact syllabus was named as ALP (accelerated learning program) in Pakistan. The schoolbooks of grade 1 to 10 were examined critically and later the syllabus was condensed by removing additional materials from the textbooks. Counter wise, online education system could not be proven the best alternative of traditional face-to-face education system during school's shutdown period.

It is anticipated by the government that ALP (Accelerated learning program) has provided students with a daily schedule sample of what they can do at home, especially for those families who are also working at home and have essentially managed two full time jobs and teach their kids at the same time. The other thing is that the government has launched an educational TV and radio channel for the kids as an online tool and that has provided additional free available resources, too. Families also add value in terms of how they should be spending time with students each and every day.

In a normal school year, students inevitably differ in the level of support that they get from their parents and other resources, but at least all there is in the school building presumably getting the same education. However, distance and remote learning is quite different for students. In regular education settings, teachers have company with students. Learning has become far more adapted. Moreover, students can come into a virtual setting to get some other support far better interaction that students are really throwing out due to this academic disengagement. Students' mental health and their academic outcomes and their academic engagement are so intricately intertwined when students are feeling emotionally distressed with their feelings are unable to concentrate on their studies. Priorities of students' emotional needs should be addressed and ways should be found to solve such as breakout by creating opportunity for students to learn. Peer interactions in this virtual environment that can really emphasize opportunities is not only to learn together but also just to fulfill the needs for emotional and social connection. Schools, parents and society can collaborate to support kids and teens on the front right and even just validating the stress and the concerns that students are having.

2.3. Educational issues in Pakistan

Teachers and students in Pakistan had been less familiar with the online mode of education and learning, but after Covid-19 shutdown, the mode of education was shifted to e-learning. Similarly, the syllabi of all formal classes were restricted to selected contents to decrease the learning loss and mitigate the aftermaths school's shutdown period. The instructional environment and school scenario underwent rapid change along with other unrest and upheaval which came across in the entire country. In the last few months, students from rural areas spent their educational periods not inside a classroom but rather in the fields because they do not have money. Most of the females from rural settings do not work and fathers are farmers. People, just like most indigenous communities across the country, have suffered dispossession and displacement for decades. But the corona virus pandemic adds another layer of difficulty for the families' members here. The government has implemented an accelerated learning program for all schools. Education officials say it is unlikely that students have to study from home with electricity. A laptop and an internet connection is a major problem in a country where more than half of all families live below the poverty line and where millions lost their jobs because of the month-long quarantine lockdown. It's an even bigger dilemma for indigenous tribes as they are suffering from discrimination.

The system of education in Pakistan according to Iqbal (1981) is not based on uniform principles. Different systems of education are simultaneously working in the country. The curriculum is also not uniformed which has given birth to different schools of thoughts. For example, there is a world of difference between the attitudes of students coming out from the public educational institutions; Deeni Madaris and the few private elite institutions. This trend has accelerated the pace of polarization in the society. According to Zaki (1989) this is the result of divisive Pakistani education system. This system has created a huge gap among the nation and even has deeply penetrated into the cultural veins of the nation. The recent wave of terrorism and the increasing sectarian division are the logical consequences of this divided system of education. As a result of this current polarized system of education, there has occurred a great social division in the society on political, social and economic grounds rather than unity among the people which is cutting knee deep the ideological and social foundation of the nation leading towards further divisions on linguistic and regional grounds which can potentially damage the social cohesion and fabric of the society.

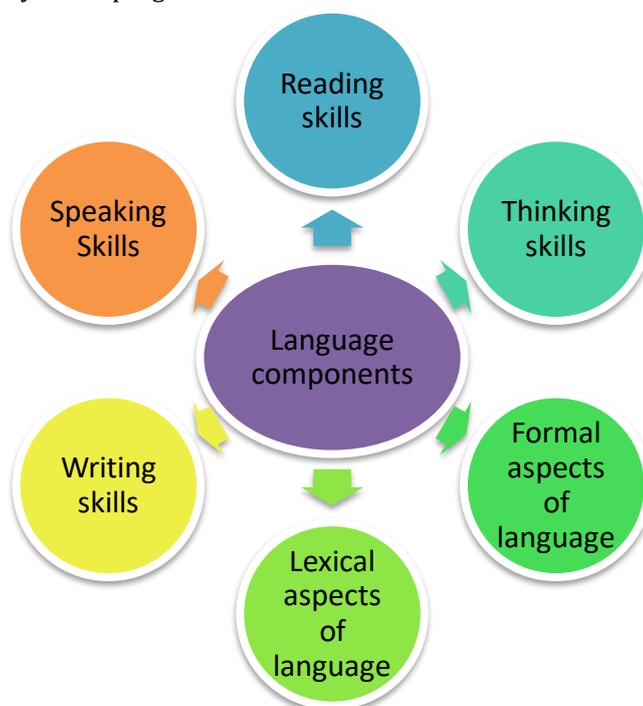
2.4. ALP (Accelerated learning program) and Contents

People from the cities are able to send their children into elite schools which implement oxford or Cambridge curricula unlike the rest of schools where the English textbook of grade 8 consists of 14 chapters which is taught in all government and private schools of Punjab. Therefore, Pakistan government has initiated to introduce accelerated learning program. The textbook has been designed to obtain learning outcomes in the following

components of English language proficiency. Each chapter mentions the learning objectives with regards to mastery in sub-skills of English language learning. Except oral proficiency skills, all chapters address proficiency-based drills and exercises in Reading, Writing, Formal and lexical skills, and thinking skills.

Based on the results and recommendations from the field testing, the working group revised all of the guidance materials. Researchers have also developed a checklist which a practical field tool based on the principles that helps to determine actions needed to improve accelerated education program recognition. There is also diminutive significant documentation on the impact of such programming. The working group has freshly developed a learning agenda for accelerated education. The Learning agenda aims to organize and generate indication to inform strategic planning, project design, project implementation, monitoring and evaluation, and in-service training efforts. These initiatives assist as a robust platform for imminent developments in the arena of accelerated education. In the current situation of teaching children English language, many researchers dive into the current status for teaching English overseas as April 2020. Researchers aimed at investigating in person temple classes at language schools around the world, cancelling and postponing classes for the time being.

Accelerated education is a potential alternative for these students, one that can provide access to education for those children who missed out on substantial amounts of schooling. Accelerated education program is a flexible and appropriate program according to the age of students. There is a specific time frame to teach accelerated syllabus which aimed to provide access to education for disadvantaged, over age, and out of school children and youth, particularly those who have missed out on or have had their education interrupted which consequently result in poverty, marginalization, conflict and crisis. The goal is to provide learners with equivalent certified competences for basic education, using effective teaching and learning approaches that match their level of cognitive maturity. The accelerated Education Working Group is made up of education partners working together to strengthen the quality of the program.



As referenced in a past segment of this paper, the quickened learning cycle proposed by Smith (2003) was in the end adjusted for use in crisis settings, for example, non-industrial nations in emergency or strife (Menendez et al., 2016). At first, organizations and governments in non-industrial nations just utilized the first type of the quickened learning cycle to improve their instructive results. In any case, the first model was definitely not intended to be utilized in crisis settings where difficulties identified with assets, educator preparing, absence of materials, obsolete educational programs, and risky administration proliferate (Buckland, 2006; Menendez et al., 2016). In light of the steadily developing requirements of these nations, the quickened learning cycle was modified to reflect (1) consolidated educational plan and content; (2) student focused, intelligent teaching method, and (3) expanded guidance time.

The length of an ALP is straightforwardly identified with its motivation and plan. A few projects are present in the moment as the situation is ordinary when an ALP is executed as a reaction to an emergency. For model, the recently referenced APEP program in Afghanistan that was executed in reaction to strife was a transient program that existed somewhere in the range of 2003 and 2006 (Intili, Kissam, and St. George, 2006). Since the motivation behind the program was to permit essential younger students influenced by the contention to make up for lost time and re-visitation of their conventional tutoring, the configuration considered a compacted educational plan.

Brazilian ALP is one illustration of a proceeding with such a program and has been in presence since 1996. In spite of the fact that the program has been effectively reintegrating over-age understudies once they arrive at their proper evaluation level, the bottleneck made by the high pace of reiteration in the lower grades has not been tended to; subsequently, the ALP keeps on being essential. Other long-haul programs are present in presence incorporate the Malawi Complementary Basic Training program and the Ghana Complementary Basic Education program (Jere, 2012; Longden, 2013). As per Ney (1980), in Accelerated learning program every understudy has an equivalent opportunity to show its certainty and heterogeneous capacities. According to Barkley, Cross and Major (2005), Accelerated learning program means objectives accomplished by understudies two by two or little gathering. They further added that Accelerated learning program can be done anyplace at any event; when understudies have no action to embrace, and they examine the same point simultaneously then learning gets praiseworthy. It is additionally gainful for those understudies who feel wavering asking the educator. Understudies' thoughts sharing movement is useful to know their basic reasoning and their interests. Association of genuine joint effort is exchanged and collaborated. It further includes members thinking. In this system one part does not force his thought on all individuals yet comprehension of all individuals is exceptionally valued. Allan (1983) states that in the past, unknown dialect showing study hall jargon directions and punctuation abilities were disregarded, yet now ESL and EFL homerooms considerations do not demonstrate how the jargon and syntax of the system courses should be instructed.

3. Research Methodology

The study used two research frameworks. At the first phase, it is descriptive and at second phase it is experimental. This design is confirmatory which is opposite to the exploratory research designs which are used to expose any phenomenon through argumentative approach (Wazir & Lodhi, 2020). Confirmatory research designs are selected for the quantitative type of studies in order to obtain empirical and statistically valid results (Kennedy & Watt, 2018). The descriptive framework was used to assess English teachers' standpoint about the effectiveness and implementation of the compressed course i.e., ALP. The second experimental phase was used to investigate the impact of ALP on English proficiency of learners in government schools. The study surrounds around one causal variable i.e., ALP course and is termed as an independent variable. The effect of independent variable was checked upon the English proficiency of the learners which is termed as a dependent variable.

Table (1): Variables of the study

Variables	Characteristics
Independent Variable	Teaching through ALP
Dependent Variable	Effect on English proficiency

3.1. Description of Treatment in Experimental Phase

The treatment is the compacted course ALP that was applied upon the students of experimental group. The control group students were taught through original textbook of English. The treatment period was 10 weeks with regular classes of 06 days a week. Due to time restrictions, the textbook and ALP contents were restricted to first 11 chapters of the English textbook of grade 8.

3.2. Population and Sampling

The participants were selected from govt. schools of Pakistan as the under-discussion ALP had been introduced in the country to eliminate the learning loss of the students during covid-19 shutdown period of schools. The 8th grade students at government schools of Bahawalpur district were the population of the study. Moreover, teachers teaching English subject to the 8th grade were also considered under the population framework. Sample of the study should be true representative of the study so that the findings of the study can be further implemented to the population of the study. Researchers selected one school of their own choice by using convenient sampling technique for the purpose of experimentation. From that school, 60 students were selected as a sample by using a random sampling technique. These 60 students were divided into 02 equal ability groups and were called the experimental group and the control group respectively. Furthermore, 80 English teachers were also selected from different male and female schools of Bahawalpur district.

Table (2): Sample of the students

Sample of the students		
No	Groups	Sample Size
1	Control group	30
2	Experimental group	30
3	Total students	60

Table (3): Sample of the Teachers

Sample of the Teachers		
No	Participants	Sample Size
1	Teachers	80

3.3. Data Collection Tools

For the current study, researchers developed 02 data collection instruments to collect data for this study. Questionnaires were used to collect data from teachers. All the items of the questionnaires were quantitative on 5-point Likert scale. The second instrument was the proficiency test that was made for the assessment of 8th grade students. Two different types of tests were taken to be used as pretest and posttest. The test was developed from previous standardized exams of Punjab Examination Commission. The standardized test is an achievement test which is implemented in schools. Schools may test clear data and every student is going to be scored in the same way. There's a standard answer on the basis of that standard answer. The test of the study is comprised of 50 marks and there are five questions in each section. All sections are compulsory, more details are given below:

Table (4): Description of Pre & Post Test

No	Skills	Marks
1	Reading	10
2	Thinking	05
3	Formal aspects	05
4	Lexical aspects	10
5	Writing	10
6	Oral communication	10

The questionnaire is a series of written questions which are given to the participants in order to collect information and to gather the feedback from the participants about the given topic. Questionnaire used for current study is divided into different sections, details are given below:

Table (5): Description of Teachers' Questionnaire

No	Subcategories	Items
1	Teachers' perspective about content of compact syllabus	5
2	Teachers' perspective about teaching through compact syllabus	5
3	Teachers' perspective about the impact of compact syllabus on students' motivation	5
4	Teachers' perspective about the difficulties faced during teaching	5
5	Compact syllabus covers all the language components	6

4. Data Analysis

A standardized test encompasses English language skills including reading skills, thinking, formal aspects of language, lexical aspect of language, Lexical aspect of language, writing skills and oral communication skills. Below is the comparison of mean score of both groups presented:

Table (6): Control-pre-total comparison with Control-post total

		Paired Samples Statistics							
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	control-pre-total	34.4667	30	4.26480	0.77864				
	control-post total	37.2000	30	4.99241	0.91148				
		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	control-pre-total - control-post total	3.26667	4.94754	0.90329	1.41922	5.11411	3.616	29	0.001

This examination discovers the appropriate response of the exploration question whether understudies knew about the Accelerated Learning Program technique and the investigation found that albeit people essentially share with others and like to learn in a traditional setting, however; this ALP technique for educating was the least depicted to them. Findings demonstrate that ALP English course was not only difficult to implement practically in English classroom, but it could not produce the desired results. During the treatment given by Accelerated Learning Program, it measures where common association and relations happen (Little, 2020), relational abilities, and inspirational perspectives towards a bunch work, in addition, social connections likewise evolve. Findings show greater interest as well as complexity of utilization and implementation of ALP course according to teachers' perspectives. Majority of the teachers think that ALP contents are easy to teach, but it is difficult to gain the expected outcomes from students. They confronted many instructional, behavioral and psychological problems while teaching ALP course to their students. The reason of the difficulties faced by teachers may happen due to lack of planning and practice of teaching a compact course to the target audience. Similarly, students also could not develop comfort zones for themselves and their learning while they were learning through ALP.

5.2. What is the impact of English ALP on the learners' performance in Reading and Thinking skills at grade 8?

The information gathered from pre and post- test uncovered that Accelerated learning programs are one of the novel strategies for showing English language in ESL study halls. Besides, it is additionally discovered that it is a most ideal approach to show language structure abilities and jargon to the understudies at optional level. However, the post-test consequences of test bunch uncovered that when students were shown an exhaustive collective technique, their language structure aptitudes didn't improve much. The reading and critical thinking skills couldn't improve much after the treatment period of teaching through ALP among students of experimental group. The students of control group who were taught the full traditional syllabus comparatively performed better in reading and critical thinking domains than the experimental group students who were given treatment of ALP.

5.3. What is the impact of English ALP on students' achievements in Lexical and Formal aspects of learning?

Another examination question of this investigation was the way Accelerated learning program increases premium and inspiration level of the understudies. The examination found that common training has the inert to advance the students left from their reliance on their instructors and drag out their schooling all alone. ALP is interfacing among understudies that lead second language information (Smith, 2003). Students are confronting endless challenges in learning second language which are distinctive settings and circumstances interconnected to non-psychological viewpoints. Individual information does not include psychological abilities, however; furthermore, comprises of viewpoints are on how they consider learning. Results of the current study demonstrate that the treatment had a slightly positive impact upon Formal competence but no significant impact upon lexical competence. The slightly significant improvement in the lexical competence affirms the positive impact of the treatment, though this could not be related as the positive impact of ALP on the language proficiency of ESL learners.

5.4. How effective ALP syllabus can be in developing English Writing Skills of grade 8th learners?

The examination found that educators face numerous challenges while showing English language to the understudies at auxiliary level. It is on the grounds that customary strategies are not satisfying the necessities of the understudies. Besides, the inspiration level of the understudies was not high which causes an incredible obstacle in learning English language. As indicated by educators' perspective, the vast majority of the students demonstrated positive pondering the objective language and not many demonstrated negative reasoning since everything is subject to the procedures which have been utilized during treatment. Despite of the fact that students had little impact of ALP upon their writing skills, their teachers held positive belief that ALP can effectively enhance writing skills of ESL learners at grade 8. Although writing components are addressed in the compact course, but the results don't show any significant improvement of the treatment given to the experimental group students. One ultimate reason could be the lack of substantial training and practice of writing components when the students had been taught through accelerated learning program.

5.5. How much useful is the Accelerated Program is to attain Oral Communication Proficiency among students of grade 8?

The data collected from the test and the questionnaire revealed that there is no difference in the findings of the control and experimental groups' achievements. Rather, few teachers claimed that the traditional course work best for teaching communication skills instead of new ALP course. This exploration indicated that 70% of understudies locate the Accelerated Learning Program as concise and unable to correspond to all skills of the English language competency. In Pakistan, the majority of students are out of schools due to the pandemic; therefore, government has an initiation to introduce the Accelerated Learning Program. Except oral proficiency skills, all chapters address proficiency-based drills and exercises in Reading, Writing, Formal and Lexical skills, and Thinking skills. The oral proficiency domain is the least focused component in the compact syllabus being discussed in this research. Hence, findings of the current study confirm no positive impact of ALP on the

development of oral proficiency among ESL learners as the contents of compact syllabus is the least addressed to the development of English-speaking skills of the learners.

6. Conclusion

Teaching in the days of Covid-19 gets pivotal for the understudies as they were presented to the universes subsequent to finishing their schooling. They have venture into the expert reality where they need English language at each progression since English has become the language of science and innovation. In addition, they additionally need this course to meet pace with the world. In Pakistan English language is being instructed as a necessary subject from prep to optional level, however; even subsequent to finishing their schooling understudies, they certainly cannot communicate in English. It is not on the grounds that they are not having the IQ level, yet the strategies for instructing English language are not satisfying the necessities of the learners. Current examination was intended to explore the effect of overall teaching and learning plans of English accelerated learning program for the students of 8th grade. It is yet to be investigated on how efficient and effective this ALP can be in achieving estimated language proficiency of students. Furthermore, there is a need to get awareness to teachers' preference and their ALP teaching practices on meeting the desired aims. To conclude the entire conversation, it is expressed that Accelerated Learning Program is an imaginative and inventive sample to be considered as an English language teaching technique in ESL classroom. It may work best in such circumstances where different strategies didn't work. Accelerated Learning Program had positive learning results in various countries where such compact courses had been introduced and implemented. However, in the specific situation of this study the results and findings are not much appeasing. ALP course had very insignificant impact upon learners' language proficiency as well as their motivation skills. Neither does this course appeal to the attention of the teachers who are going to teach it to their students.

Recommendations:

- It is proposed that another examination study can be led to check the adequacy of Accelerated Learning Program on the learners at college level also.
- This examination is restricted to checking the effects of Accelerated learning program on English language skills whereas it is recommended that another study can be conducted to check the impact of the ALP course on other subjects as well.
- Additionally, this investigation is restricted to Bahawalpur district only locale of Punjab. For the future analysts, it is suggested that they can actualize this examination for leading another exploration concentrate in different urban communities, too.
- The findings of this study can be helpful for the policy makers and syllabus designers as well. The decisions about the curriculum should be done in the light of the findings obtained regarding effectiveness of ALP for teachers and students.
- This study assessed ALP in English subject. More studies should be conducted to assess ALP of other courses as well.

References

1. Ahmad, A., & Haque, I. (2011). *Economic and social analysis of primary education in Bangladesh: A study of BRAC interventions and mainstream schools*. Research Monograph No. 48. Dhaka, Bangladesh: Research and Evaluation Division, BRAC.
2. Aker, J. C. (2014). *Comparing cash and voucher transfers in a humanitarian context: Evidence from the Democratic Republic of Congo*. [http://sites.tufts.edu/jennyaker/files/2010/02/Cash versus Vouchers 1sept2014. pdf](http://sites.tufts.edu/jennyaker/files/2010/02/Cash%20versus%20Vouchers%201sept2014.pdf)
3. Akyeampong, A., Delprato, M., Sabates, R., James, Z., Pryor, J., Westbrook, J., Humphreys, S., & Tsegay, A.H. (2018). Speed School Programme in Ethiopia. Tracking the progress of Speed School students 2011-2017. Research Report. Centre for International Education, University of Sussex, Falmer, Brighton, UK.
4. Baenen, N. & Lloyd, W. (2000). *Impact of Accelerated Learning Program (ALP) and Other Assistance 1999-2000* (Evaluation and Research Report No. 01.03). Wake County Public School System.
5. Baenen, N. & Yaman, K. (2001). *Structure of Accelerated Learning Program (ALP) Efforts 2000-01* (Evaluation and Research Report No. 01.36). Wake County Public School System.
6. Baenen, N., Lindblad, M., & Yaman, K. (2002). *The Accelerated Learning Program (ALP) 2000-01: Student Participation and Effectiveness* (Evaluation and Research, Report No. 02.09). Wake County Public School System.
7. Baenen, N., Yaman, K., & Lindblad, M. (2003). *Accelerated Learning Program (ALP): Grade 3-8 Evaluation 2001-2002*. (Evaluation and Research, Report No. 02.34). Wake County Public School System.
8. Barley, Z., Lauer, P.A., Arens, S.A., Apthrop, H.S., Englert, K.S., Snow, D., & Akiba, M. (2002). *Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices* (REL Deliverable #2002-20). Mid-continental Research for Education and Learning.

9. Baxter, P. and Bethke, L. (2009). *Alternative education: Filling the gap in emergency and postconflict situations*. UNESCO.
10. Bellan, R. (2019). \$23 billion education funding report reveals less money for city kids. *Bloomberg City Lab*, March 27.
11. Buckland, P. (2006). Post-conflict education: Time for a reality Check? *Forced Migration Review*, 7-8.
12. Chabbott, C., & Schuh Moore, A.-M. (2006). *Meeting EFA: Bangladesh Rural Advancement Committee (BRAC) primary schools (EQUIP2 Case Study)*. Education Quality Improvement Program 2 (EQUIP2), Academy for Educational Development (AED).
13. Charlick, J.A. (2004). *Accelerating Learning for Children in Developing Countries: Joining Research and Practice*. Creative Associates International. Prepared for Basic Education and Policy Support (BEPS) Activity, USAID.
14. Chiuye, G.M. & Nampota, D.C. (2007). *Complementary basic education in Malawi*. Term three evaluation. University of Malawi, CERT.
15. Dulaney, Chuck & Regan, Roger (2003). *End-of-Grade Multiple-Choice Test Results: 2002-03* (Evaluation and Research Report No. 03.17). Wake County Public School System.
16. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books, Inc.
17. Gladwell, C. & Tanner, L. (2014). *Hear it from the children: Why education in emergencies is critical*. Save the Children.
18. Government of Pakistan (2006). *Ministry of Education. "National Assessment Findings"*, National Education System.
19. Hartwell, A. (2006). *Meeting EFA: Ghana School for Life (EQUIP2 Case Study)*. Education Quality Improvement Program 2 (EQUIP2), Academy for Educational Development (AED).
20. Illahi M. K. (1986). *The Role of the Heads of the Secondary Schools*. Unpublished thesis, Allama Iqbal Open University.
21. Intili, J.A., Kissam, E. & St. Georg, E. (2006). Fostering education for female, out-of school youth in Afghanistan. *Journal of Education for International Development*, 2:1.
22. Iqbal M. (1981). *Education in Pakistan*. Aziz publishers.
23. Jere, C. M. (2012). *Alternative approaches to education provision for out-of-school youth in Malawi: The case of complementary basic education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000217881>
24. Kennedy, J.E., & Watt, C.A. (2018). *How to Plan Falsifiable Confirmatory Research*. https://jeksite.org/psi/falsifiable_research.pdf
25. King, D. (2020). *Immigrant students face barriers with online education*. Columbus Dispatch, <https://www.govtech.com/network/Immigrant-Students-Face-Barriers-With-Online-Education.html>
26. Lauer, P.A., Akiba, M., Wilkerson, S.B., Aphthop, H.S., Snow, D., & Martin-Glenn, M. (2003). *The Effectiveness of Out-of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis* (REL Deliverable #2003-19). Mid-continental Research for Education and Learning (MCREL).
27. Lazarín, M. (2020). *COVID-19 spotlights the inequities facing English learner students, as nonprofit organizations seek to mitigate challenges*. Migration Policy Institute, <https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students>
28. Little, A. D. (2020). *Going the distance: Bringing learning to low-income ESL students*. Soapbox Cincinnati, <https://www.soapboxmedia.com/innovationnews/ESL-distance-learning-during-COVID-19.aspx>
29. Longden, K. (2013). *Accelerated learning programmes: What can we learn from them about curriculum reform?* Paper commissioned for the Education for All (EFA) Global Monitoring Report 2013/4. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000225950>
30. Louis D. H. (1987). *The crises of Education in Pakistan*. Vanguard Book Ltd.
31. Maas, C. J. M., & Hox, J. J. (2005). Sufficient sample sizes for multilevel modeling. *Methodology: European Journal of Research Methods for the Behavioral and Social Sciences*, 1(3): 86-92. <https://doi.org/10.1027/1614-2241.1.3.86>
32. Manda, S. (2011). *Evaluation of the accelerated learning programme in Liberia*. UNICEF. https://www.unicef.org/evaldatabase/index_70003.html
33. Mazhar H. (2011). *Good Supervision Key to Quality Education*. Karachi, pp. 23.
34. Menendez, A. S., Ramesh, A., Baxter, P., & North, L. (2016). *Accelerated Education Programs in Crisis and Conflict*. The Pearson Institute.
35. Moleni, C.M. & Nampota, D.C. (2006). *Complementary Basic Education in Malawi*. Baseline Survey.
36. Napolitano, J. (2020). *PBS News Hour*, April 29. How educators are trying to reach English learners during the pandemic. <https://www.pbs.org/newshour/education/how-teachers-are-trying-to-reach-english-language-learners-during-pandemic>
37. Naseem J. Q. (1990). *Problem of Education in Pakistan*. Royal Book Company.
38. Nicholson, S. (2006). *Accelerated learning in post-conflict settings*. Discussion Paper, Inter Agency Network for Education in Emergencies (INEE).

39. Nkutu, A., Bang, T. & Tooman, D. (2010). *Evaluation of NRC's Accelerated Learning Programme in Liberia*. Norwegian Refugee Council.
40. Qurashi I. H. (1975). Education in Pakistan, Ma,aref LTD.
41. Rehman H. & Khan N. (2011). The flaws in Pakistan's Education System. *Abasyn Journal of Social Sciences*, 4(1).
42. RTI International. (2009a). *Early Grade Reading Assessment toolkit*. Prepared for the World Bank, Office of Human Development, under Contract No. 7141961. Research Triangle Park.
43. RTI International, (2009b). *Early Grade Mathematics Assessment (EGMA): A conceptual framework based on mathematics skills development in children*. Prepared under the USAID Education Data for Decision Making (EdData II) project.
44. Save the Children & UNICEF (2005). *Disciplining The Child Practices and Impacts*. NWFP: School & Lietarcy Department, 2005.
45. Sayan, Fida, & Hussain, (2008). *Pakistan existing education system*. www.eric.articles/pak/edu on dated 2012. July 21
46. Smith, A (2003). *Accelerated Learning: A User's Guide*. Network Continuum Education UIS.
47. Snow, D., (2003). *Classroom Strategies for Helping At-Risk Students*. Noteworthy.
48. SPARC (2005). *State of Pakistan's Children*. Islamabad: SPARC.
49. UNESCO (2013). *Adult and Youth Literacy: National, regional, and global trends, 1985- 2015*. UIS Information paper. UNESCO Institute for Statistics. Montreal, Canada.
50. UNESCO, (2020). *Corona virus Impacts Education*. <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures>
51. UNICEF, (2001). *Corporal Punishment in Schools in South Asia, Committee on The Rights of Child*. Regional Office for South Asia.
52. UNICEF. (2007). *UNICEF Annual Report 2007*. UNICEF Liberia.
53. United Nations. (2015). *Millennium Development Goals Report 2015*. Author.
54. United Nations. (2017). Sustainable Development Goal 4. Retrieved from <https://sustainabledevelopment.un.org/sdg4>
55. USAID ECCN. (2018). *Accelerated Education Working Group: Principals in action*. <https://eccnetwork.net/events/aewg>
56. Wazir, R. & Lodhi, M.A. (2020). Semantic, Pragmatic and Cultural Equivalence in the Source Text and Target Text of the Selected Poetry of Amjad Islam Amjad. *Bulletin of Advanced English Studies*, 5(2): 21-28. <https://doi.org/10.31559/BAES2020.5.2.1>
57. World Conference on Education for All (1990). *Meeting Basic Learning Needs: A Vision for the 1990s*. <https://unesdoc.unesco.org/ark:/48223/pf0000097552>
58. Zaki W. M. (1989). *Evaluation of Education Plans and Projects*. National Book Foundation.