



## English Accelerated Learning Program (ALP) learners' proficiency of 5th grade students: an Experimental Study

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### Abstract

This study was conducted to study about the benefits of Accelerated learning program. Advocates for integrating Accelerated learning program classroom emphasize the positive effects of Accelerated learning program. Moreover, English language proficiency most likely cannot be acquired well if this brief syllabus is taught to the target audience. The current study has been planned to assess the effectiveness of Accelerated Learning Program (ALP) English syllabus on the language proficiency of the students of grade 5. The actual textbook of grade 5 published by Punjab Textbook Board has 13 chapters, whereas ALP syllabus has been reduced to 06 chapters. The aim of this study was to observe the competency level of the students when they are taught English through abridged curriculum contents. Therefore, this study was conducted and this study is experimental in design. 50 students were being taken as sample of the experimental design that was further be divided into two equal groups i.e. experimental and control group. Data was being collected from Tests and Questionnaire and the findings revealed that the outcomes of a qualitative study which define the use of Accelerated learning program ALP. Many teachers dislike the idea of teaching through accelerated learning program because ALP syllabus is so small that it does not comprehend all the skill needed for English language learning. Though, studies showed that there are no or little effects of Accelerated learning program.

**Keywords:** Accelerated learning program ALP; Punjab Textbook Board; language proficiency

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## 1. INTRODUCTION

The education is essential element of country's progress and prosperity. It is the foremost duty of every state to provide quality education to the inhabitants without any considering any cast or creed. According to Baenen, Lindblad & Yaman, K. (2002), nations having low literacy rates and poor education system must introduce and implement new ways of imparting education on emergency basis. Various kinds of catch-up programs and remedial plans are used by education stakeholders to counter literacy and education issues for improvement and progress purpose. These catch up strategies are also adopted during unforeseen situations at micro or macro level. Covid-19 became the reason of huge drastic changes in the whole world. The whole perspective of life and surroundings went under substantial changes. Education institutions were shut down along with other public places to maintain social

distancing. Quite similar conditions happened in Pakistan too. Schools were forcefully closed to keep students safe from contagious plague. After a period of more than 06 months' school closing, government issued orders to re-open them while adopting strict measures. Catch-up diagnostic learning program was introduced to alleviate the learning loss.

ALP stands for Accelerated Learning Program and it is an aimed catch-up strategy to meet the educational goals in hostile and unnatural situations of any area or country. Educational institutions in Pakistan were shut down due to unforeseen alarming conditions of Covid 19 in the month of March. Though Ministry of Education Pakistan introduced virtual ways of providing education through online mobile application and virtual TV channels, but majority of the students could not get benefit of these alternative modes of education.

After the testing period of 06 months of lockdown, educational institutions got opened with strict Sop's to be measured in schools. At the same time, education ministry of Punjab government introduced alternative curriculum plans for students and teachers from grade 1 to 10. This alternative mode of teaching and learning strategy was given the name of Accelerated Learning Program (ALP). In this proposed plan, the curriculum was abridged and short selected contents are to be taught to the students. However, it is big question whether such ALPs can be helpful enough to meet learning outcomes at each level. Furthermore, new strategy is very stringent for the teachers and learners regarding implementation and utilization of the new syllabus.

### 1.1 Background of the Study

The history of alternative learning strategies is grave across the globe. Due to the reason of many natural and human calamities, education system of many countries got halted or delayed. Consequently, concerned education ministries had been accustomed to offer alternative and accelerated teaching and learning strategies to equip their youth with fast and productive education. Year 2020 also witnessed similar upheaval in the whole world. Around 4 billion humans got disturbed and ultimately surrendered against an unseen microbe to be uncured till today. Nearly half of the world went under lock down and remained hibernated for months to avoid serious setbacks of the disease (United Nations,

2020). Pakistan also suffered similar situations with slightly less intensity of the disease. After the lifting of lockdown scenario, all organizations went under rehabilitation phases to work safely as well as efficiently. Quite similarly, education system had to undergo rehab plan and make grave changes in its policy and implementation frameworks. Curriculum was revised and teaching plans were re-shifted with new modes of instruction and guidance. As stated early, abridged and concise curriculum was named as accelerated learning program to be used in government and private schools.

Many accelerated learning programs have been adopted by different countries to counter educational and literacy needs in precarious conditions. MOEST (n.d.) ministry of education science and technology Sudan introduced such alternative accelerated learning model to counter the problem of illiteracy in the country. In order to gain maximum learning outputs and meet students' academic needs Sudan introduced ALP syllabus with the financial coordination of USAID. Their basic aim was to achieve maximum educational potential in minimum time with less effort. Educational departments of Pakistan also introduced many ALPs with different codified names from time to time to meet educational challenges and attain learning goals. Different terminologies related to accelerated education are given as under:

	<b>Accelerated Education</b>	<b>Elaboration</b>
1	Accelerated Education Program	Such programs are flexible and age oriented programs. They are implemented in limited time frame.
2	Accelerated Learning	Well planned teaching and learning approach aligned with neuro-cognitive learning framework to provide efficient and proficient learning and basic skills.
3	Catch-up programs	Short term strategy for the missed-out children and youth to cover the syllabus missed in disruption, and then meet with formal schooling after the end program.
4	Remedial Programs	Additional targeted supportive plans to engage students to get success in regular formal educational programs.
5	Bridging Programs	Targeted preparatory courses to cover the differences between home and host educational curriculum and get entry into different certified education.

According to Snow (2003), remedial educational strategies help and support both teachers and students to gain maximum benefits in less energies and less time. Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn (2003) focused accelerated learning programs to teach and train out of school children in any area. The students don't attend their schooling due to various social and family issues. ALP programs are very effective and productive to tackle educational problems of such children. Pakistan also introduced accelerated learning programs in Baluchistan and FATA areas. Quite recently, ALP has been introduced to tackle the

post Covid lockdown issues in educational institutions of Pakistan.

### 1.2 Statement of the Problem

The shocks and aftershocks of the pandemic are severe and their intensity will remain severe in many years to come. According to the report of United Nations (2020), the interruption in the schools are putting serious negative effects on the academic growth and future of the vulnerable school going children. It is the duty of every nation to create justifiably safe and effective learning environment for the students in pandemic.

According to the report (ibid) 40 million children have missed out their early childhood pre-school year which is considered very critical for the academic development among children. Similarly, millions of the students disrupted their formal schooling and education that may hinder their process of academic development in the later years to come.

It is evident that schools and students have provided the new brief syllabus under accelerated learning programs. However, their effectiveness and utility is not yet known. Most specifically, English language proficiency most likely cannot be acquired well if this brief syllabus is taught to the target audience. The current study has been planned to assess the effectiveness of ALP English syllabus on the language proficiency of the students of grade 5. The actual textbook of grade 5 published by Punjab Textbook Board has 13 chapters, whereas ALP syllabus has been reduced to 06 chapters. The aim of this study is to observe the competency level of the students when they are taught English through abridged curriculum contents.

### 1.3 Research Questions

1. What is the impact of ALP English on the reading proficiency of students of grade 5?
2. What is the impact of ALP English on the grammatical competence of students of grade 5?
3. What is the impact of ALP English on the writing proficiency of students of grade 5?
4. How do English teachers consider ALP syllabus regarding learning threats or opportunities?
5. Whether ESL learners confront any difficulties when they are taught English via accelerated learning program?

### 1.4 Research Objectives

1. To find out the impact of ALP English on the reading proficiency of students of grade 5
2. To determine the role of ALP English on attaining grammatical competence of students of grade 5
3. To assess the impact of ALP English on the writing proficiency of students of grade 5
4. To explore the learning threats or opportunities in English teachers' perspectives
5. To find out the difficulties of ESL learners when they are taught English via accelerated learning program

### 1.5 Significance of the Study

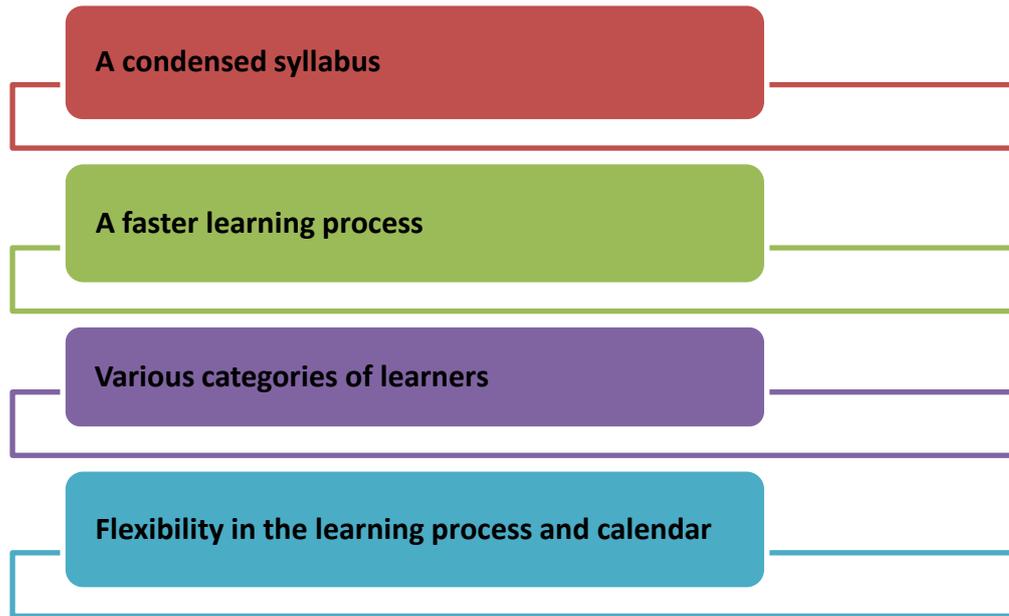
The expected outcomes of this study settle on the assessment of alternative and fast teaching plan in schools. The study is very significant in respect of the assessment of new teaching strategy with different perspectives of teaching, learning and material designing in English subject. The results of the study may benefit the policy makers to formulate their future educational plans. Furthermore, the study may be significant for the English teachers and future researchers to get awareness of the impact of new accelerated teaching strategy. It can also be significant to evaluate ALP learners' interests and threats towards new teaching practicum of condensed syllabus in fast learning process.

## 2. Review of the Related Literature

### 2.1 Teaching through Accelerated Learning Program

The Ministry of Education, Science, and Technology expects to lessen ignorance through the arrangement of elective methods of schooling. This cycle targets various classifications of students, including youth and grown-ups. One of the elective modes is the Quickened Learning Program (ALP) which targets solidifying learning for residents of Southern Sudan who are excessively old for formal essential classes however who have. This Study endeavor to furnish ALP educators with the fundamental abilities and information expected to encourage ALP classes. The handbook remembers data for getting sorted out the ALP program, reasoning of educating, showing techniques, and Life Skills. By contemplating this study and placing the substance into utilization in their homerooms, ALP educators are better ready to help their students effectively complete the ALP course, hence giving a more gainful future to the students, their families, and networks.

ALP course is available to all youngsters who wish to examine the total essential course, and furthermore to the individuals who have finished a few years of grade school and wish to finish their essential instruction in this post Covid situation. One of the fundamental targets of ALP is to help the students of grade 5. At the point when understudies are enlisting for ALP classes in a town or town there is a solid accentuation on selecting all the qualified the students. The Accelerated Learning Program is characterized by:



Williamson (2007) portrays that ALP compact course is a cycle of learning where student has the fundamental obligation exclusively and autonomously in their learning cycle. As indicated by Shannon (2008), in ALP measure students are dependable and troughs of their own learning exercises and cycles. Hendry and Ginns (2009) characterized ALP as a cycle in which students settle on choices for their own examinations. At the end of the day, students have the duty to choose about their own learning measures. Post (1997) portrays a model zeroing in on different elements of SDL, including self-checking that includes psychological abilities, self-administration which includes relevant control, lastly a persuasive components that requires demonstration of entering and errand. As indicated by O'Shea (2003), students who present ALP aptitudes need guideline, natural and outward inspiration, control and accomplishment during their learning exercises. Boyer and Kelly (2005) affirm students who can have an authority over their own learning exercises and encounters will have the option to effectively move and pass on whatever they have as of now learnt.

## 2.2 Relationship of ALP with Academic achievement

A portion of the ALP abilities can be person's mentality towards assuming greater liability in learning measure, energy for examining and learning, time the board, testing and taking care of issues and controlling and appraisal. As indicated by Long (2007), ALP abilities can be grouped in two significant zones including general aptitudes (psychological and data handling aptitudes) and individual qualities. It has been featured that a ALP student should have the option to decide learning goals, perceiving reasonable assets for picking up, applying suitable learning procedures, controlling and surveying the learning results. It is also indicated by Knapper and Cropley (2000), being more dynamic in scholarly and non-scholastic circumstances,

surveying picking up, having the option to gain from instructors and just as companions, gathering fundamental data from various sources, checking and applying different learning procedures in various settings. Koc (2007) attests that SDL students ought to have a few qualities, for example, a decent impression of taking obligations regarding their learning, excitement for participating in ceaseless getting the hang of, being equipped for seeing how to realize, how to peruse for perception, composed and just as relational abilities, fitness about data innovations, information on techniques for proficient learning, high limit of intuition aptitudes for instance basic reasoning and critical thinking capacity, and social and exploration aptitudes.

## 3. Research Methodology

Experimental research design was adopted for the data collection and examination. Moreover, it is used to measure the variables and to check their effect. Experimental research design must consist of three basic characteristics i.e. (1) Manipulation refers to cognizant control of self-governing variable by the researcher through action or intervention to observe its effect on the dependent variable. (2) Control refers to use of control group and controlling effects of the inessential variable on the reliant on variable in which researcher is interested. (3) Randomization means that every subject has an equivalent chance of being allocated to experimental or of study subjects on a haphazard basis.

The experimental framework dealt with two different variables. Implementation of ALP is the independent variable while its impact on English proficiency of learners was dependent variable. The ALP English syllabus grade 5 is condensed to 06 chapters from the total 13 chapters of English Textbook. The detail of the contents of actual English Textbook and ALP syllabus is given as under:

Ch.	Actual Textbook Grade 5	ALP Grade 5
1	Hazrat Muhammad's Kindness and Forgiveness	Hazrat Muhammad's Kindness and Forgiveness
2	The Strange Kettle	
3	The Truthful	The Truthful
4	Little Things (Poem)	
5	Father of the Nation	Father of the Nation
6	A Dream Come True	
7	The Youngest Genius Arfa Karim	The Youngest Genius Arfa Karim
8	Invention of Glass	
9	Wise Decision	
10	The invisible Homework	
11	The Mountain and the Squirrel	The Mountain and the Squirrel
12	The First Straw	
13	An Ant's Language	An Ant's Language

### 3.1 Population and Sample of the study

Population contained of both males and female students and teachers of private school. The students of public schools of district Bahawalpur enrolled in elementary classes are the population of the study. The accessible population was taken from the government schools of district Bahawalpur. Students enrolled in 5<sup>th</sup> class and teachers teaching English at grade 5 was being taken as the population of the study.

The study has a subset which is known as sampling. It is considered as the sub group of the study which was

taken from the whole population in order to generalize the findings of the study. It is necessary to select the sample wisely and randomly for appropriate study. So, 50 students were being taken as sample of the experimental design that was further be divided into two equal groups i.e. experimental and control group. Furthermore, 40 teachers were being taken as sample to get their perspectives about the ALP syllabus. Students were selected by the application of random sampling technique. On the other hand, teachers were being selected by using proportionate sampling technique with equal gender ratio.

Sample	Male	Female	Total
Experimental group students	25	0	25
Control group students	25	0	25
English Teachers	20	20	40

### 3.2 Data Collection Tools

Data was collected from Tests and Questionnaire. Two different types of tests were being made and named as pre-test and post-test to check English proficiency of learners in reading, writing and grammar domain. In addition to that, two different questionnaires were being developed to obtain information from

students and teachers to get their evaluative perspectives about condensed syllabus of ALP. The tools were validated through the process of pilot testing before starting the data collection phase. The response rate of the participants during data collection was high and satisfactory.

## 4. Data Analysis

**Table-4.1: Control-pre- total comparison with control-post total**

Paired Sample T-Test					95% confidence interval of difference	
Groups	N	Mean	S. Deviation	SD. Error	Lower	Upper
Control group	25	36.2363	2.26949	0.41455	-0.70077	1.63410

Control group	25	37.7585	2.40235	0.43768		
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Note: P for all analyses,  $p \leq .05$ .

Table-4.1 displays the total mean score of the both test. The results shows that reading gains of the mean score 36.2363 of the control group at the variable of pre-test total marks and mean score 37.7585 of the control group at the variable of post-test total marks which

shows that there is no significant difference between the score of both results. Moreover, the findings also revealed that lowest score obtained belong to the reading skills.

**Table-4.2: Experimental-pre- total comparison with experimental-post total**

Paired Sample T-Test					95% confidence interval of difference	
Groups	N	Mean	S. Deviation	SD. Error	Lower	Upper
Experimental group	25	39.5214	2.26949	0.41455	0.70555	1.66410
Experimental group	25	38.5261	2.40235	0.43768		

Note: P for all analyses,  $p \leq .05$ .

Table-4.2 displayed the total mean score of the both test. The results shows that reading gains of the mean score 39.5214 of the experimental group at the variable of pre-test total marks and mean score 38.5261 of the experimental group at the variable of post-test total

marks which shows that there is no significant difference between the score of both results. Moreover, the findings also revealed that lowest score obtained belong to the reading skills.

**Table-4.3: Control-pre- total comparison with Experimental-pre- total**

Paired Sample T-Test					95% confidence interval of difference	
Groups	N	Mean	S. Deviation	SD. Error	Lower	Upper
Control group	25	36.2353	2.26949	0.41455	-0.70077	1.63410
Experimental group	25	37.7562	2.40235	0.43768		

Note: P for all analyses,  $p \leq .05$ .

Table-4.3 displayed the total mean score of the both test. The results shows that reading gains of the mean score 36.2353 of the control group at the variable of pre-test total marks and mean score 37.7562 of the experimental group at the variable of pre-test total marks which shows that there is no significant

difference between the score of both results. Moreover, the findings also revealed that lowest score obtained belong to the reading skills. The results have been obtained at the significance level of  $p \leq .05$  which is truly accepted statistical stature in descriptive analysis.

**Table-4.4: Control-post total comparison with experimental-post total**

Paired Sample T-Test					95% confidence interval of difference	
Groups	N	Mean	S. Deviation	SD. Error	Lower	Upper
Control group	25	41.9257	2.3652	0.21547	1.225574	9.32542
Experimental group	25	42.3658	2.2858	0.25846		

Note: P for all analyses,  $p \leq .05$

Table-4.4 describes the total mean score of the both test. The results have been obtained at the significance level of  $p \leq .05$  which is truly accepted statistical stature in descriptive analysis. The results shows that reading gains of the mean score 41.9257 of the control group at the variable of post-test total marks and mean score 42.3658 of the experimental group at the variable of post-test total marks which shows that there is no significant difference between the score of both results. Moreover, the findings also revealed that lowest score obtained belong to the reading skills.

#### 4.2 Findings of the data obtained from Questionnaire

The findings of questionnaire reveal that majority of participants were of the view that objectives of teaching English through accelerated learning program are not being fulfilled. Most of them agree with the statement that, ALPs can be helpful to meet learning outcomes, and the basic aim was to achieve maximum educational potential in minimum time. However, only few of them were of the view that APL is alternative and fast teaching plan in schools. Majority of participants were disagreeing that ALP learners' showed interests towards new condensed syllabus. Only few of the teachers were of the view that ALP improves students summarizing skills and enable them to compare and contrast the contents.

Similarly, majority of the participants was of the view that ALP assists them to relate background knowledge and enable students to write without making grammar mistakes. Furthermore, participants showed slight inclination towards the statement that students can follow grammar rules while writing and they can speak correctly about this statement majority of partakers were disagreed. When they were asked to share their point of view about the statement that ALP is remedial education strategies that support students then it is found that most of them were agreed. Most of them belong to the category from agree to strongly agree with the statement that ALP is effective to tackle

educational problems and ALP has ability to tackle post Covid educational issues.

#### 5. Implications of the Study

The results of the present study propose that this recently instructing strategy can be gainful for the two instructors and students. Besides, the discoveries of the current investigation can be gainful for language educator, educational plan architects, course reading journalists and language students. This investigation was actualized to manage alternative ways of learning in lockdown situation. As this investigation found that ALP course helps in rousing and building the premium of the understudies, they can learn all the more rapidly and precisely but there is need to add more skills in this course. It is additionally useful for the language instructors they can embrace this examination while chipping away at the learning styles of the learners. It has been viewed as that self-coordinated learning has sway on the composition and talking abilities of the understudies. Accordingly, the discoveries can be ensnared in the study hall for improving the aptitudes of the students.

#### 6. CONCLUSION

To sum up the whole discussion it might be unreasonable for a program to meet all principles from the beginning; ALP should run after these points. Projects ought to operationalize and contextualize important and helpful as an action points while trying towards the general objective of expanding instructive access for over-age, out-of-school, burdened kids and youth. It is significant for projects to perceive that such pressures might be unavoidable, particularly in emergency and struggle influenced conditions and keeping in mind that working with public specialists. The present study actualizing, subsidizing and setting course for ALP and contextualize and organize the two Principles and Action Points to their setting furthermore, target populace, and settle on educated choices in view of student's eventual benefits and found that ALP is lacking in including all the mandatory English language skills.

Furthermore, teachers' questionnaire data also revealed that teachers are of the view that although it consists on smart syllabus but syllabus is too concise that it is unable to encompass all the skills of learners. Moreover, students are also unable to learner necessary language skills. It is also observed that students face difficulty while learning through ALP program. This exploration could fill in as a reason for additional examination also. Later on, it is helpful to build up the variant of inclination estimation. In addition, it very well may be helpful for the educational program architects as they can add and alter the course readings as per the requirements of students by adding more exercises toward the finish of course.

## 7. RECOMMENDATIONS

- 1) It is suggested that educationists and authorities ought to have further information about technique of language instructing and learning since it is useful in improving student's accomplishment in learning an unknown dialect through the use of ALP.
- 2) Educators' preparation projects should be intended to prepare instructors to have the option to show language by utilizing self-coordinated systems. Additionally, instructional courses should be organized the students too in light of the fact that students needs to improve their composing capacities, utilizing composing devices, for example, composing diaries, journals, papers and free composition.
- 3) The investigation likewise recommends that a progression of preparing workshops should be led for instructors and students to assist them to cope with the shortened syllabus with revised learning outcomes.
- 4) Besides, it is likewise suggested for the Ministry of Education ought to give subsidizing to the educators and encourage them with every necessary material, instructing and learning helps, sources they may have to upgrade self-learning in ESL study halls and they ought to likewise improve school educational program to meet students' distinction and to support inventive reasoning in such accelerated learning programs.

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