



Early teaching of English through synthetic phonics approach using Jolly phonics (UK) program



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Preamble

This publication will help educators to create differentiated reading instruction experiences for their students by showing the comparison of two learning groups of students.

This is the first ever trial project of Pakistan with Idara-e-Taleem-O-Agahi using Jolly Phonics program as synthetic phonics approach.

Reading specialists, reading coaches, and teachers will find this document useful in lesson planning, as it contains crosswalks that map the relationships between whole word and synthetic phonics approach.

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Executive Summary

The present study aimed to investigate impact of using Jolly Phonics as a fast track strategy for teaching English in low cost schools of ITA in Karachi, Pakistan. Phonics Club Private limited and Research Society for Synthetic Phonics in Collaboration with Jolly Learning UK Phonics introduced Jolly Phonics Program in 6 schools of ITA Karachi. Selected teachers and school administrators were given 3 days training before initiation of the study. Experimental method with between group research design was used in this study. The sample consisted of 270 students of ages between 4-10 years. Data was collected from 12 low cost schools under flagship of ITA Karachi. Six schools were taken as experimental group and six schools were taken as control group. Experimental group was taught Jolly Phonics Course where as control group was taught regular English learning course. Burt Reading test was used for pre and post assessment of reading level of Prep and K.G students. Results were analyzed using SPSS (version 18). Results showed significant changes in test scores of students. Results indicated significant changes in Pre and post test results. Students who were taught through Jolly phonics course have attained higher reading age and complexity level than students who were taught regular course following whole word approach. In the light of success of this pilot organization should concentrate efforts to support teachers and community in improving English teaching and learning using synthetic phonics approach and Jolly phonics course material across Pakistan.



Introduction

Teaching through phonics, synthetic or analytic has been a subject of debate for many years in the world, however in recent years educationists have noticed a growing interest in synthetic phonics approach after a declaration of including synthetic phonics approach in UK government policy. Now it is easier for policy makers to choose leading synthetic phonics program providers for their bilingual students or get a blended progression for their English language learners. However in Pakistan there is still not any clear instruction or evidence for teaching of English language through synthetic phonics approach.

This project was initiated to demonstrate that effective language instruction through synthetic phonics approach using Jolly Phonics Program can further lead towards accelerated reading and writing and solve common issues faced by classroom teachers while teaching reading and writing.

Principles of Synthetic Phonics Approach:

- The explicit and systematic teaching of the alphabetic code (the letter/s- sound correspondence).
- A focus on teaching the three core skills of blending for reading, segmenting for spelling and hand writing.
- Putting the alphabetic code knowledge taught to date and the three core skills to immediate use with cumulative, decodable words, sentences and texts.

Scope of Synthetic Phonics Approach

Synthetic Phonics approach is a mode of teaching reading that emphasizes on letter-sound associations and relationships. During synthetic phonics approach children are trained to understand letter-sound correspondences and how to practice them to blend, decode and encode words for their reading and writing.

Some significant reading researchers have discussed the teaching and training of phonics rigorously and critically in early 1980s and 1990s (Chall, 1983; Adams, 1990; Stahl, 1992). While others promoted the teaching of phonics in the media that in order to learn to read, all that children need is synthetic phonics approach.

Purpose of using synthetic phonics approach in Pakistan is to bring revolutionary change in teaching methodology. Synthetic phonics approach develops oral reading, builds accuracy and fluency, both of which contribute to improved reading comprehension. It is also the most practical way to monitor a student's progress. It gives a student an opportunity to practice applying Phonics Knowledge and word recognition skills in context.

Jolly Phonics is a systematic synthetic phonics program designed to teach children to read and write. Children learn the 42 letter sounds of the English language, rather than the alphabet. They are then taken through the stages of blending and segmenting words to develop reading and writing skills.

Jolly Phonics is a commercial programme developed by UK primary/elementary teachers Sue Lloyd and Sara Wernham, and published by Jolly Learning Ltd. Lloyd first developed the programme in order to support a small group of children in their school who were unable to progress in reading using the whole word approach 'Look and Say' approach popular in the 1970s. In 1977, as part of a research project these children were taught to listen carefully to the sounds in the words and identify them, while being taught the letter sounds separately. As a result, these students who were previously demonstrating difficulty in reading and writing had significant improvements in abilities. By the end of the year, their teachers' believed these children were now a year ahead of where they would have been without the change in methods. This was confirmed by a standardized reading test.

After many years of teaching these methods, Sue Lloyd met Christopher Jolly (managing director of Jolly Learning Ltd.) at a conference in 1989. After a few years of research and trials, Chris encouraged Lloyd and Wernham to compile *The Phonics Handbook*, which was published in 1992. Since then, the range of products has been developed, and Jolly Phonics has now been used in over 100 countries, with some countries such as Trinidad, The Gambia and the Seychelles adopting it as government policy.

ITA (Idaara Taleem o Agahi) was formed and registered in 2000. ITA aims to reform educational policies and procedures. ITA works across sectors like Government schools, low cost private schools , low cost public –private schools. Its aim is to actively pursue universal

access and standard setting in education as a comprehensive learning experience for human evolution and consciousness by creating contemporary education systems for all children without discrimination due to gender, class, age, religion, color and ethnicity and, endeavoring to address educational bottlenecks through timely resource mobilization and influencing of public policy.

In past decade ITA have provided 20,000 teachers/professionals in-service training; the teachers in turn have trained over 160,000 trainees/teachers. It has also trained 500 schools in local governance and school based management.

For school children in Pakistan, language forms a large part of the curriculum. Pakistan is a multilingual and multicultural society. The linguistic map of Pakistan is quite complex with many languages; each of the four provinces has one or more dominant languages and a number of minority languages. In Pakistan, 72 languages are spoken in different provinces (Sheikh, 2013). Urdu is the national language and English is official language used everywhere in Pakistan.

In Pakistan, there are two distinct systems of education identified mainly in terms of medium of instruction, i.e. English medium and Urdu medium. The English medium schools are privately owned and cater to the upper class as well as some sections of the middle class. In contrast, the Urdu medium schools are mainly public sector schools catering to the lower income groups and they offer free education in addition to other incentives such as free textbooks (at least at the primary level). Private schools offer 'quality' education to elite children in highly resourced classrooms through the medium of English. The outcomes for these children, who also have acquisition-rich home environments, are higher levels of proficiency in English compared to those children studying in poorly resourced classrooms who have little or no exposure to English outside the 30–35-minute English class every day in school. In government or Urdu

medium schools English is usually only taught as a subject from Class 5 (Tooley & Dixon, 2003).

It should be noted that the existing proficiency level in English of school and university graduates does not match this popular demand for English in Pakistan. This raises an important question: Is the current provision for the teaching-learning of English adequate to meet this growing demand for English in education in Pakistan (Coleman, 2011)

In Pakistan parents prefer low cost private schools or Government schools that are in partnership with some Educational private organization over Government owned schools because they assume that they would be taught English language there which would ultimately help their kid in attaining future career goals. Poor parents believe that the ability to communicate in English will provide their children with opportunities related to employment and education, to raise them out of the poverty in which they currently live (Mitra, et al, 2003; Sen, & Blatchford, 2001).

Currently the method used all over Pakistan, especially in government sector to teach children English - reading, writing and pronunciation - is typically rote learning, where the children memorize whole words by sight (Pauline Dixon). The children are unable to decode or blend implicitly using a whole word recognition strategy. Building up vocabulary, using visual shapes, has been suggested to have limitations when children are faced with too many words and too many similar words (Macmillan, 1997; Gough et al, 1992 and Ehri, 1991). Typically in the schools of Pakistan children are taught English by first learning the letters of the alphabet – that is, names not sounds, followed by learning whole words such as those used for colors, fruits and parts of the body and then rote learning techniques are used to learn whole sentences, children

usually coming up to the board and pointing with a stick to the words, these being chanted by the whole class in unison as each word is struck by the child at the board.

An alternative route was to experiment with the use of synthetic phonics. Synthetic phonics is a method by which children learn letter sounds in a specified order which can then be blended together to form words (Feitelson, 1988). The children are able to sound out each letter and synthesize these sounds together in order to pronounce the words for themselves without the assistance of the teacher (Johnston, R. and Watson, J., 2005). Phonics instruction enables students to write words independently (Linnea C. Ehri, 2003). As students acquire phonemic segmentation skill, knowledge of grapheme-phoneme correspondences, and familiarity with common spelling patterns, and as they practice reading and writing words, they become better able to remember correct spellings (Griffith, 1991). In sum, phonics instruction is thought to contribute in helping students learn to read because it teaches them phonemic awareness and use of letter-sound relations to read and spell words (Linnea C. Ehri, 2003).

For this purpose, in November, 2015 Jolly Learning in order to provide professional assistance to teachers across the cities collaborated with ITA (Idara e Taleem-o-Agahi) and trained teachers from six less privileged schools (under ITA karachi) named as NJV School, CMS Sadder School, GPS BMB Sadder School, Pak Oxford Grammar School, Scholars Inn Grammar School, Ali Model School.

Need Assessment Analysis for English language learners in Pakistan:

Since needs analysis serves as an important initial step in curriculum design for further development of teaching materials, learning activities, tests, program evaluation strategies, and so forth, there is an impressive amount of research on needs analysis in the language teaching field.

The overall findings of existing studies indicate that adequate and appropriate teacher training is key to success in language education. However, very little research is found regarding teacher training; even less is found in the context of teaching through synthetic phonics approach in Pakistan.

Responding to the English instructional course for teaching English at the school level, the teachers' needs should therefore be investigated. The primary purpose of this exploratory study was to identify what school teachers, who are not trained to teach English by synthetic Phonics Jolly Phonics approach, need to learn in order to be able to teach English to young learners. Need assessment analysis was as follows : teachers were unaware of 44 sounds made from 26 letters that are essential for teaching of reading and writing teachers were not having any prior knowledge of blending and segmenting skills for teaching of English reading and writing. . It was difficult for the teachers to teach irregular words logically .Teachers were unaware of specific vowels spelling rules associated with long n short vowel sounds.A greater difficulty was found in understanding alternative spellings of different sounds for example ai/ alternative spellings of a "/ai/ as in rain , /ai/ as in day ,/ai/ as in cake.

After attending 3 days training workshop most of the teachers reported satisfactorily knowledge of the above mentioned concepts, were well aware of the use of Jolly phonics resource kit and showed high motivation to start teaching by this new method of teaching English.

According to Annual Status Education Report (ASER, 2013), 50 % of class 5 students cannot read class 2 book. Students with reading difficulties would eventually read less and this leads to drop out of students. Multi-grade approach of teaching and poor literacy rate is one of the major challenges in education sector in Pakistan. Pakistan stands 113th amongst 120 countries on the Education Development Index. All this for a country which has a total of 5.1

million out of school children, the second highest in the world; 1 in 12 of the out of school children in the world are in Pakistan (Shaukat, 2012). Pakistan's economic and social factors contribute a major role for this poor literacy ratio and one of the significant factors is ineffective reading instructions and assessment methods in schools. English reading is almost neglected in pre-service and in-service trainings. Teachers are sent into classes without providing them knowledge, skills and information to meet the needs of students in reading skill. Research in this field of knowledge is rarely held in Pakistan (Naz & Malik, 2014). In this scenario, early English teaching using Jolly Phonics needs to be explored to develop research based reading instruction and assessment methodologies in multi-grade system.

Pakistan, the 6th most populous country of the world, has 2 million percent of children who are out of school and have a low literacy rate even for those students who are attending schools. In spite of continued efforts of government as well as private sector, Pakistan is way behind in achieving the millennium development goals in most of the sectors including education. The quality and skills of teaching also need meticulous efforts to bring in positive change in improving the quality of teaching. Teaching of reading and writing directly effects a child's progress in all other areas.

It was assessed during need assessment analysis that an effective language instruction is the need of the hour in Early Years and we can develop independent reading and writing skills in students through training, monitoring and implementation of a leading synthetic phonics program provider. It was later concluded that we can achieve this target with a few days training, an effective program and careful implementation.

1.1 Overview of Jolly Phonics program

Jolly Phonics is a systematic synthetic phonics program designed to teach children to read and write. Children learn the 42 letter sounds of the English language, rather than the alphabet. They are then taken through the stages of blending and segmenting words to develop reading and writing skills.

The Jolly Phonics programme has now been used for over 20 years and has been endorsed for use in all schools in countries such as the Gambia and Trinidad and Tobago and recommended by the government in other countries, such as the UK and Nigeria. It is also used in government schools of some countries as diverse as Ghana, Kenya, Uganda, Nepal, India, Mexico, Seychelles, Philippines and Fiji.

With Jolly Phonics the pupils are first taught the letter sounds through actions (so the sounds of the letters, not their names). They are then taught how to ‘blend’ those sounds together to read words (so c-a-t makes ‘cat’). In this way the spoken word ‘cat’ is made, or synthesized (hence known as ‘synthetic’ phonics). It enables children to read out new words for themselves. It also enhances their ability to write words by segmenting the word into its sounds, and then writing the letters for those sounds. Pupils are then taught “tricky words” that do not follow the sound system. The letter sounds are taught alongside culturally appropriate stories, songs, and actions that make learning the sounds both memorable and fun.

1.2 Overview of context

The synthetic phonics approach using the Jolly Phonics programme was piloted in twelve randomly selected schools under ITA in Karachi. The pilot was implemented in partnership with Idara-e-Taleem-O-Agahi.

Out of 12 schools six schools were taken as experimental or learning group who was taught Jolly Phonics Program and six schools were taken as control group who were taught regular English course instead of Jolly Phonics.

Baseline survey was conducted in the schools listed above in November ,2015. The teacher and head teacher of experimental group from each of these schools received 3 days training of the synthetic phonics using the Jolly Phonics programme, side by side, from an expert Jolly Phonics trainer. Each school was given a Jolly Phonics Starter Kit (see Appendix A for details of kit), with each teacher and head teacher was given copy of the Jolly Phonics Teacher Book. Each student of these classes was also provided with the Jolly Phonics Pupil Books 1 and 2. Schools are also given checklists and yearly planning and guidelines too. The teachers of these classes taught students using the Jolly Phonics programme, on average four times a week between November 2015 and April 2016. Members of research team for Synthetic Phonics (who had training in evaluation, assessment and monitoring) undertook a monitoring visit to each of the pilot schools in January 2016 and March 2016 . During these monitoring visit they observed teacher teaching Jolly Phonics course & recorded the findings objectively and gave feedback, provided support to these teachers and identified issues that needed to be addressed. During March 2016, the members of RSSP team visited the respective schools for their final assessment after completion of the Jolly Phonics course in all schools.

1.3 Aims and objectives

The aim of this project was to conduct the Jolly Phonics programme in the teaching of English reading in public and private sectors primary schools in Pakistan and assess its impact on early grade reading outcomes. Objectives of this study under consideration were to:

1. Determine if the synthetic phonics approach of teaching English, and specially the Jolly Phonics programme, leads to faster progress in the pupils' reading ability in English than those pupils not taught using the programme.
2. Determine whether the Jolly Phonics programme is effective for all student groups (gender, ECD experience and language spoken at home).

1.4 Rationale of Study

Teaching reading in English needs intensive trainings, skills and knowledge for teacher to be able to support students to improve their reading skills in early grades. Students come in school with their local language; medium of instruction is Urdu and these shifts from local language to foreign language pose difficulties for students to improve their early reading. Besides this, English is taught as a subject not as a language. Teachers need to be competent to teach reading for such a big population of students in schools. The aim of this study is to impart reading skills using synthetic phonic approach in students using Jolly Phonics in government schools of Lahore.

1.5 Research Question

To what extent does Jolly Phonics strategy enhance pupils reading skills?

1.6 Hypotheses

(1) There is no significant difference in the posttest mean scores of pupil's reading ability in the experimental and control groups.

(2) There is no significant difference in the posttest mean scores of pupil's reading ability in the experimental group by school location.

Baseline Survey tools

1. Burt reading test
2. Teacher's Feedback form
3. Demographics Sheet (gender, location, language spoken at home, ownership of household property, parent's education)

1. Methodology

Experimental method with between group research design was used in this study .To provide a comparison for the progress in reading English at the schools using the Jolly Phonics programme, six control groups schools were selected for the pilot. These control groups were not exposed to the Jolly Phonics programme as their teachers did not attend training and instead followed the existing methods used in teaching reading and writing. Each control group and experimental group was selected randomly to match the demographics, so there were 6 experimental and 6 control groups forming 12 schools in total. In each of these experimental and control groups, a reading assessment was undertaken at the beginning (pre-assessment) and at end (Post-Assessment) was conducted after teachers have taught Jolly Phonics programme to their experimental group) with randomly selected pupils.

Sample

The sample consisted of 270 students of ages between 4-10 years. Mean and standard deviation for age of students was 6.06 (1.39). Mean and standard deviation for age of boys was 6.17(1.41) and for girls was 5.91(1.35). Students of class Prep and K.G from following schools supervised by ITA Karachi participated in this study

- NJV School
- CMS Sadder School
- GPS BMB Sadder
- Pak Oxford Grammar School
- Scholars Inn Grammar School
- Ali Model School
- GGPS School
- Iqra Foundation High School
- Sarfaraz Pilot High School
- Qamrul Islam High School
- GBP Bangalipura School
- Pakistan Foundation High School

1.1 Below are descriptive for demographics of students

Variable	Frequency
	f %
No. of participants in	139
Control Group	

No. of participants in 131

Experimental group

Gender

Boys 155

Girls 115

Fathers Education

None 46

Primary 32

Middle 36

Matriculation 36

Intermediate 74

B.A 4

Masters 4

Don't Know 91

Mothers education

None 87

Primary 31

Middle 10

Matriculation 35

Intermediate 8

B.A 4

Masters 4

Don't Know	91
Attended Nursery Before	
Yes	193
No	77
Main Languages Used at Home	
Urdu	136
Sindhi	120
Others	14
Use of English Language at home	
Never	240
Rarely	30
Family System	
Nuclear	126
Joint	144

Baseline Survey tools

4. Burt reading test
5. Teacher's Feedback form
6. Demographics Sheet (gender, location, language spoken at home, parent's education)

Inclusion Criteria

1-Only Pakistani students were included

2-Students who were present were included only

Exclusion Criteria

Students who were absent or were on leave were excluded.

2.5 Procedure

At first a meeting with ITA Karachi team was arranged in which administrators from six different schools running under the supervision of ITA Karachi were included .In the meeting ITA Karachi officials were explained purpose of research and also their queries were answered satisfactorily. Schedule for school visits and data collection from students was discussed too. All the student participants in the schools were guided before well about purpose of the test. After that individual assessment of Burt reading test was done to find Burt reading age they achieved and level they reached. Burt reading test post assessment was administrated after completion of Jolly Phonics program which was taught approximately for five months.

2.6 Analysis

SPSS version 16 was used to analyze data and generate results.

2.7 Ethical Considerations

In order to conduct research following ethical considerations were kept in mind.

1-Prior Permission from the officials of ITA Karachi and school principals was taken.

2-Anonymity of students was maintained.

3-Participants were told that they can withdraw from research anytime they wish.

Results

3.1 Summary of results

The following section presents pre-test and post test results to assess the extent to which Synthetic phonics approach of Jolly learning material have developed reading skills of students.

The following table shows the mean scores for the two groups of schools, for each of the five areas of the assessment.

Table 1

Means and Standard Deviations of Pre and Post Complexity Level of Students of Twelve Schools (N=270)

Schools	Pre-Complexity level		Post-Complexity level	
	M	SD	M	SD
Pak Oxford Grammer School	3.29	2.33	5.38	2.23
BMB School	2.71	1.79	0.01	0.01
Scholars Inn Grammer School	3.38	0.96	5.15	1.34
NJV School	1.38	1.21	3.76	3.31
CMS School	0.62	1.28	3.14	3.32
Ali Model School	6.45	1.62	5.97	1.46
GGP School	0.01	0.01	0.01	0.01
Iqra Foundation High School	3.07	2.27	3.89	2.01

Sarfraz Pilot School	1.32	1.44	5.08	2.41
Qamr-ul-Islam	0.01	0.01	0.25	1.01
GBP Bangalipura	0.54	1.05	1.46	2.82
Pakistan Foundation	3.69	2.79	1.87	1.96

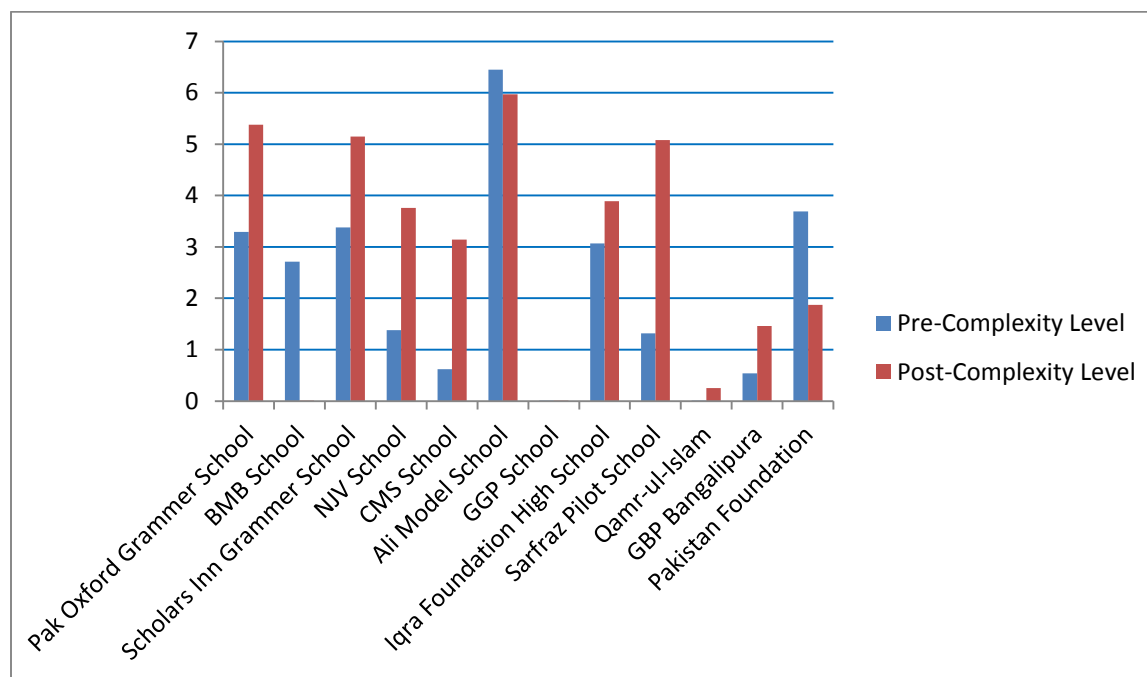


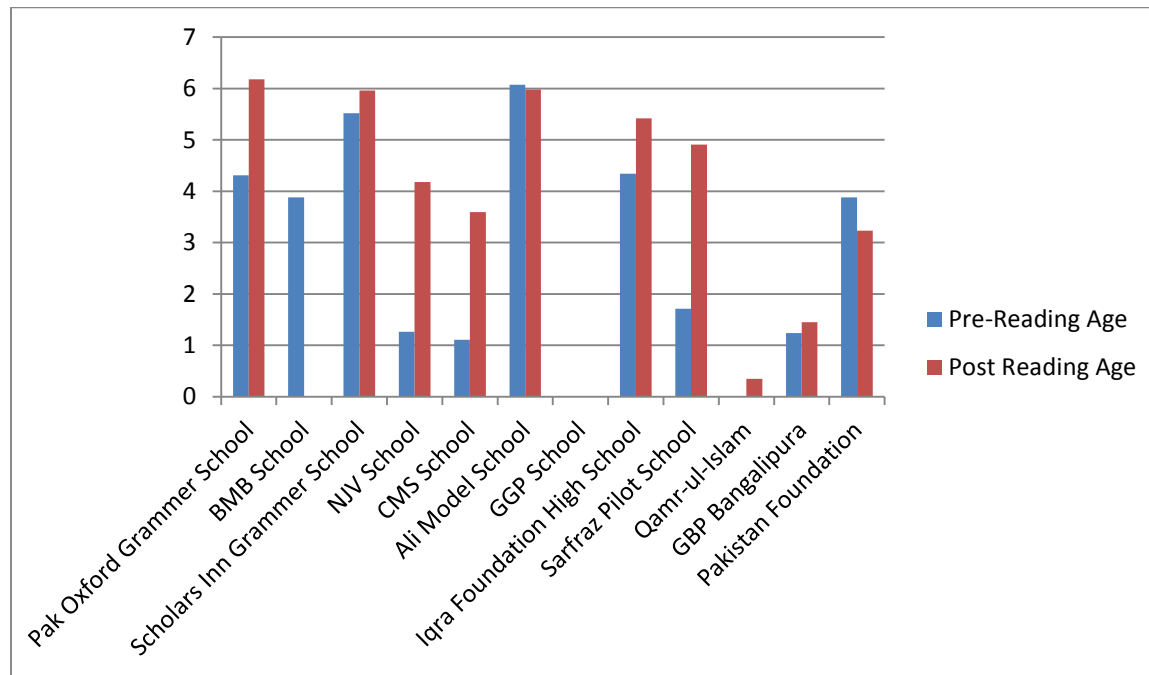
Table 2

Means and Standard Deviations of Pre and Post Reading Age of Students of Twelve Schools

(N=270)

Schools	Pre-Reading age		Post-Reading age	
	M	SD	M	SD
Pak Oxford Grammer School	4.31	2.39	6.18	0.72
BMB School	3.88	2.65	0.01	0.01
Scholars Inn Grammer School	5.52	0.21	5.96	0.71

NJV School	1.26	2.31	4.18	3.09
CMS School	1.11	2.35	3.59	3.24
Ali Model School	6.07	0.54	5.98	1.12
GGP School	0.01	0.01	0.01	0.01
Iqra Foundation High School	4.34	2.37	5.42	1.14
Sarfraz Pilot School	1.71	2.55	4.91	2.24
Qamr-ul-Islam	0.01	0.01	0.35	1.41
GBP Bangalipura	1.24	2.35	1.45	2.77
Pakistan Foundation	3.88	2.91	3.23	2.91



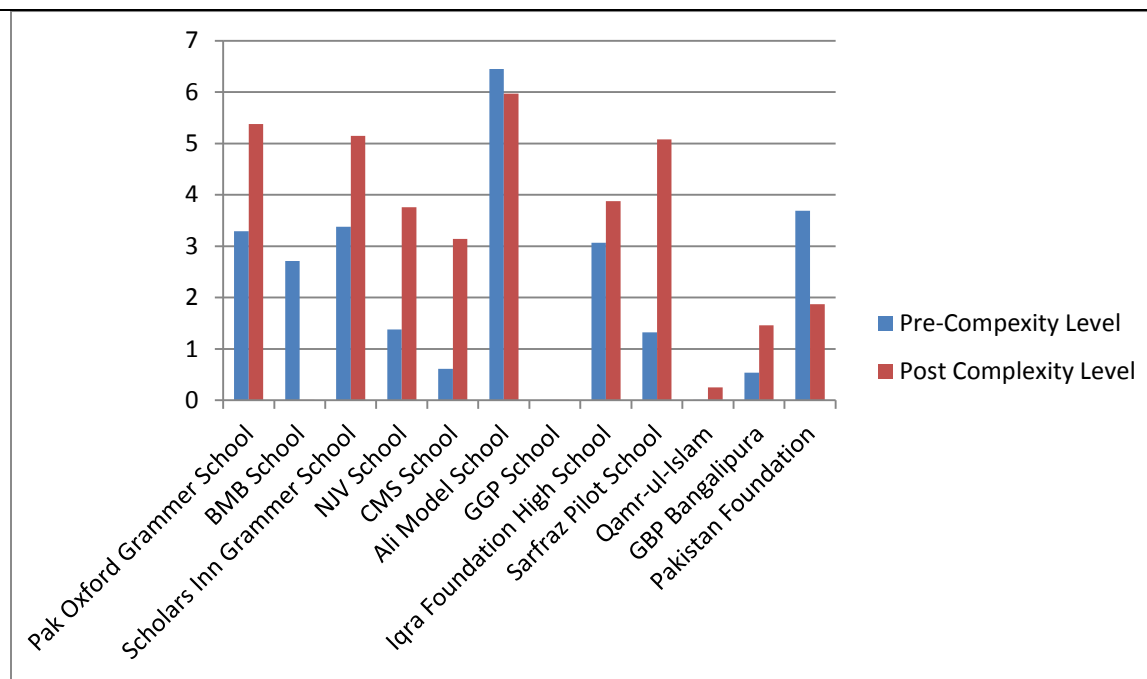
The results in table 1, graph 1, table 2 and graph 2 indicate the overall differences between students of twelve schools (Pak Oxford Grammar School, BMB School, Scholars Inn Grammar School, NJV School, CMS School, Ali Model School, GGP School, Iqra Foundation High School, Sarfraz Pilot School, Qamr-ul-Islam, GBP Bangalipura and Pakistan Foundation) in their pre and post complexity level and reading age. The results showed that the students of Pak Oxford Grammar School, Scholars Inn Grammar School, NJV School, CMS School, Iqra Foundation High School, Sarfraz Pilot School and Qamr-ul-Islam had higher post-complexity level than pre-complexity level. As well as the post-reading age of students in these schools was also greater than pre-reading age.

Table 3

Means and Standard Deviations of Pre and Post Complexity Level of Students in Control and Experimental Groups of each School (N=270)

Schools	Groups	Pre-Complexity level		Post-Complexity level	
		M	SD	M	SD
Pak Oxford Grammar School	Experimental group	3.29	2.33	5.38	2.23
BMB School	Experimental group	2.71	1.79	0.01	0.01
Scholars Inn Grammar School	Experimental group	3.38	0.96	5.15	1.34
NJV School	Experimental group	1.38	1.21	3.76	3.31
CMS School	Experimental group	0.61	1.28	3.14	3.32
Ali Model School	Experimental group	6.45	1.62	5.97	1.46
GGP School	Control group	0.01	0.01	0.01	0.01
Iqra Foundation High School	Control group	3.07	2.27	3.88	2.01
Sarfraz Pilot School	Control group	1.32	1.44	5.08	2.41

Qamr-ul-Islam	Control group	0.01	0.01	0.25	1.01
GBP Bangalipura	Control group	0.54	1.05	1.46	2.82
Pakistan Foundation	Control group	3.69	2.78	1.87	1.96



The results in Table 3 showed that the complexity level of control and experimental groups increased in Pak Oxford Grammer School, Scholars Inn Grammer School, NJV School, CMS School, Iqra Foundation High School, Sarfraz Pilot School and Qamr-ul-Islam after post testing.

Table 4

Means and Standard Deviations of Pre and Post Reading Age of Students in Control and Experimental Groups of each School (N=270)

Schools	Groups	Pre-Reading Age		Post-Reading Age	
		M	SD	M	SD
Pak Oxford Grammer School	Experimental group	4.31	2.39	6.18	0.72

BMB School	Experimental group	3.88	2.65	0.01	0.01
Scholars Inn Grammer School	Experimental group	5.52	0.21	5.96	0.71
NJV School	Experimental group	1.26	2.31	4.18	3.09
CMS School	Experimental group	1.11	2.35	3.59	3.24
Ali Model School	Experimental group	6.07	0.54	5.98	1.12
GGP School	Control group	0.01	0.01	0.01	0.01
Iqra Foundation High School	Control group	4.34	2.37	5.42	1.14
Sarfraz Pilot School	Control group	1.71	2.55	4.91	2.24
Qamr-ul-Islam	Control group	0.01	0.01	0.35	1.41
GBP Bangalipura	Control group	1.24	2.35	1.45	2.77
Pakistan Foundation	Control group	3.88	2.91	3.23	2.91

The above Table 4 showed the differences between control and experimental groups of each school in their reading age. The post reading age of Pak Oxford Grammer School, Scholars Inn Grammer School, NJV School, CMS School, Iqra Foundation High School, Sarfraz Pilot School and Qamr-ul-Islam was greater than pre-reading age.

To explore the overall differences between control and experimental groups, t-test was computed. The results are shown in Table 3

Table 5

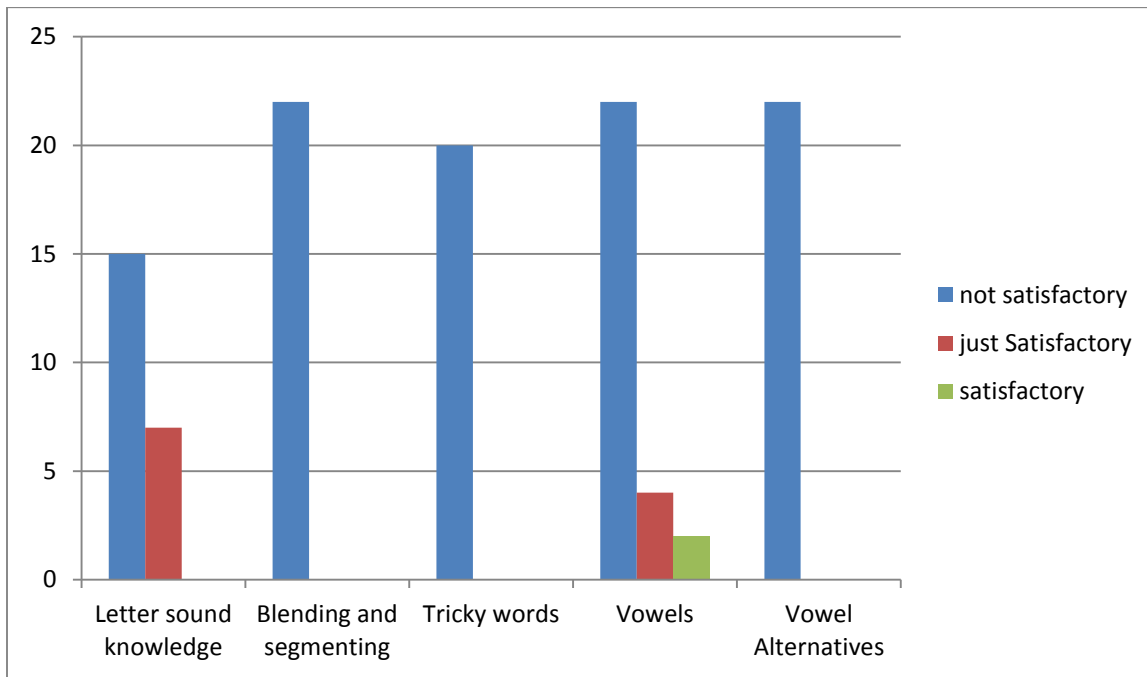
Mean Differences between Control and Experimental Groups in Pre and Post Complexity Level and Reading Age (N=270)

Control group	Experimental group	CI 95%

Variables	<i>n</i> =139		<i>n</i> =131		<i>t</i> (268)	<i>p</i>		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Pre-Complexity level	1.49	2.21	3.45	2.71	-6.47	.001	-2.55	-1.36
Post-Complexity level	2.14	2.64	4.63	2.76	-7.54	.001	-3.13	-1.83
Pre-Reading age	1.91	2.68	3.92	2.74	-6.11	.001	-2.66	-1.36
Post-Reading age	2.65	2.89	5.03	2.46	-7.32	.001	-3.03	-1.75

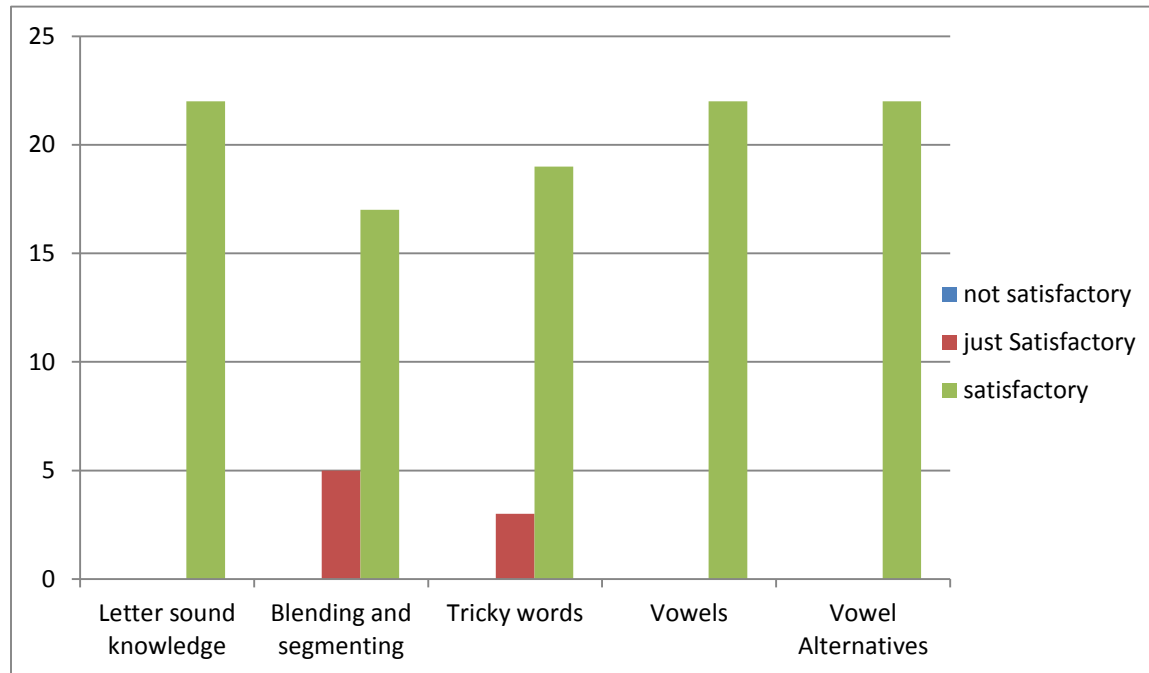
The results of t-test independent sample indicated that there were significant differences in pre and post complexity level and reading age between control and experimental groups. The post-complexity level and post-reading age of experimental group was significantly higher than control group. These results indicate that the students in experimental group who were taught Jolly Phonics showed significant improvement in their reading ability as compared to the students of control group who were taught regular English program.

Teacher’s Pre workshop Feedback



Graph above shows that before attending Jolly Phonics workshop most of teachers felt that they are not satisfied with their knowledge of Jolly Phonics and other concepts related to synthetic phonics approach.

Teachers Post Workshop Feedback



Graph above shows that most of the teachers were satisfied with their Jolly Phonics training.

Consideration of other influencing factors

4.1 Factors contributing to success of the pilot

There were a number of factors that contributed to the success of this pilot and the improvements in the pupils' literacy outcomes. These factors included:

- **Detailed initial training in Jolly Phonics:** A comprehensive, 3 days training in the beginning by an expert Jolly Phonic Trained Person was arranged that helped teachers learn the methodology and pedagogy. It is strongly recommended for other programs.
- **Regular teaching of Jolly Phonics:** Jolly Phonics program was practiced almost daily in the classrooms and it put very positive effect over the children's learning and improved language skills. It is recommended to practice and conduct lessons every day or at least three days a week. In this pilot, the majority of the teachers did teach the programme

most days which allowed the pupils to make good progress in their reading and writing ability.

- **Evaluations of the program in schools:** Evaluation and Monitoring was conducted on monthly basis to take follow up of the program being implemented and practiced, and more to find out where the teachers and children need assistance and to facilitate them.

4.2 Challenges experienced in the pilot

Despite this pilot showing impressive improvements in the pupils' ability to read and write when taught using the Jolly Phonics programme, there were a number of challenges faced in the pilot. These challenges included:

- **Overcrowded classrooms and large class sizes:** The large of number of children in one class was a big challenge, as to provide the opportunity to all and to meet the needs of each individual in the focused group.
- **Lack of Basic & Essential Teaching & Learning Resources:** The schools lacked basic and essential resources like tables, chairs, stationary, writing boards, electricity and space to do activities and learn.
- **Low capacity and proficiency of English Language of Teachers:** The teachers' Proficiency of English Language was not satisfactory to understand all concepts and rules , and vocabulary was a challenge, it is recommended to plan a language class for teachers as well and embed in this program simultaneously so that teachers and children both learn and improve too.
- **Sustainability of Regular Follow up activity:** A great effort was made by the members of research team of synthetic phonics to monitor the implementation of the programme and provide on-going support to the teachers. However due to this pilot having limited

funding and capacity, this support and follow-up after the initial training could be made more effective and controlled by regular visits and sticking to the plan week wise visits, and provide in-time facilitation and addressing the issues arising immediately faced by teachers, schools or children, that would have encouraged teachers and had got them put more efforts.

Discussion and Conclusion

As results demonstrates that the experimental school sections outperformed the control school sections significantly on all the five literacy skills assessed, suggesting that the Jolly Phonics method provides a more effective way of teaching these key skills than existing methods being used. The results of experimental group are compared to pupils not taught using the synthetic phonics approach made average or no improvement in their reading age over the same period. Such a significant improvement in reading age demonstrates the impact of Synthetic Phonics approach in Pakistan. Jolly Phonics teaching has improved not just reading skills but has also enhanced letter sound knowledge. Results of our research can also be supported with previous researches proving synthetic phonics approach as strong research based approach imparting reading skills efficiently.

An alternative route was to experiment with the use of synthetic phonics. Synthetic phonics is a method by which children learn letter sounds in a specified order which can then be blended together to form words (Feitelson, 1988). The children are able to sound out each letter and synthesize these sounds together in order to pronounce the words for themselves without the assistance of the teacher (Johnston & Watson,2005).Phonics instruction enables students to write word. As students acquire phonemic segmentation skill, knowledge of grapheme-phoneme correspondences, and familiarity with common spelling patterns, and as they practice reading and writing words, they become better able to remember correct spellings (Griffith, 1991). In

sum, phonics instruction is thought to contribute in helping students learn to read because it teaches them phonemic awareness and use of letter-sound relations to read and spell words (Linnea & Ehri, 2003).

The aim of this project was to pilot the Jolly Phonics programme in the teaching of reading and writing of English in primary schools in Lahore, Pakistan and assess its impact on early grade reading outcomes. Through this evaluation it can be concluded that the synthetic phonics approach of teaching reading and writing of English, and specifically the Jolly Phonics programme, leads to greater progress in the pupils' reading and writing ability in English than those pupils not taught using the programme. This evaluation has also shown that the Jolly Phonics programme is effective for all student groups.

Limitations

As demographics were self-reported due to which social desirability factor could have influence response of the participants. That creates threat to reliability of the study.

Recommendations

1-To increase English reading proficiency of grade 1 student it is recommended that teachers teaching English should be trained well for English language teaching

2-It is also recommended that parents should also be engaged in English learning process .Teachers should call parents once a month and should tell them how they can increase reading ability of their kids.

3- Teachers evaluation and class room observations would help in increasing English reading ability of kids.

4- Teachers should be given jolly Phonics refresher courses to keep quality of English language teaching maintained.

5-Structured class room observations should be made by the ITA KARACHI administration, Jolly phonics trainers, Member of RSSP (Research society for synthetic Phonics) to improve quality of teaching English language.

6- Jolly phonics program should be introduced at the nursery level i.e. the beginning of the educational journey so that a child could learn more comprehensively the language.

7- Class room teaching should be very interactive. Teachers should use multisensory approach that could involve more than one sense at the time of learning so that a child could learn and remember more.

8- It is suggested that class rooms should be equipped with technology. For example using multimedia and speakers would make learning more interesting, interactive and playful for kids which would ensure improved grades.

9- The progression of concepts is important in teaching of reading and writing. By progression it means progressing from sounds to words with special focus on teaching of irregular words.

10- Globally schools are teaching 40 + sounds instead of teaching 26 regular alphabets. To meet global needs schools in Pakistan need to include 44 sounds in their early year curriculums. A child cannot read without having knowledge of 44 sounds made from 26 letters of English language.

11-Vowels are important and teaching them with sounds help kids in blending and forming new words.

2. Future Implications

This pilot study has demonstrated the effectiveness of the Jolly Phonics programme in improving reading outcomes of Primary 1 children in Lahore, Pakistan. After the effectiveness of this programme the parents of control group students requested the school administration to offer their children the same programme so that their children will also be able to meet the growing demand of English in education. Therefore the heads of the respective schools have decided to offer this programme to their whole school, so that their all students will be able to read English efficiently. By implementing this proven programme of teaching reading alongside a robust programme of ongoing mentoring and monitoring of the teachers would significantly increase literacy rates across Pakistan.

Future researches should be directed to compare students from different socioeconomic backgrounds and their English learning ability via synthetic phonics, Variables like personality of teachers, teacher attitude, and difference in teaching styles on students English Learning through Synthetic Phonics approach should be considered for further investigation.

Appendices

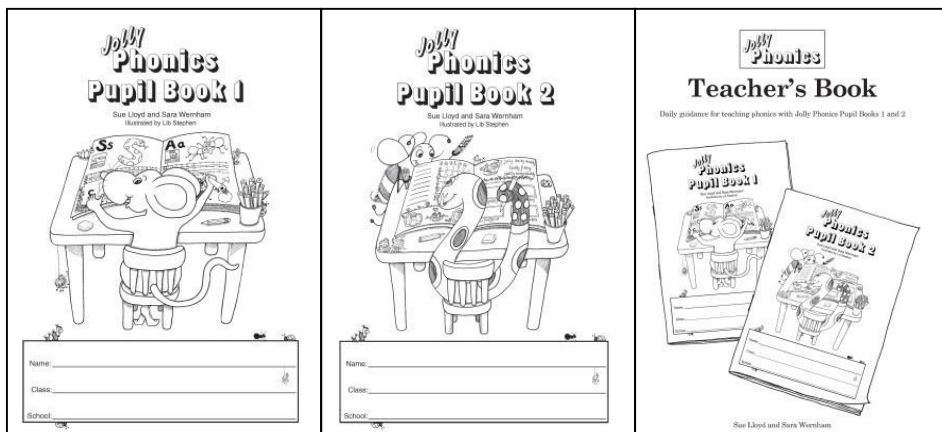
Appendix A: Contents of Jolly Phonics Starter Kit

- The Phonics Handbook
- Jolly Phonics DVD
- Jolly Phonics Wall Frieze
- Jolly Phonics Letter Sound Strips
- Finger Phonics Big Books 1-7
- Jolly Phonics Word Book
- Jolly Phonics Cards
- Jolly Phonics Alternative Spelling and Alphabet Posters
- Jolly Phonics Tricky Word Wall Flowers
- Jolly Songs
- Jolly Readers Level 1 – Complete Set of 18 different storybooks
- Jolly Readers Level 2 – Complete Set of 18 different storybooks



In addition to the Jolly Phonics Starter Kit Extended, each school will be provided with:

- 40 copies Jolly Phonics Pupil Book 1, black-and-white
- 40 copies Jolly Phonics Pupil Book 2, black-and-white
- 4 copies Jolly Phonics Teacher’s Book, black-and-white



- **Jolly Phonics Extra kits**



Terminologies Cracked

Blending

Identify the graphemes from left to right of the printed words, sounds and blend them to hear the whole word.

The blending process is decoding.

Segmenting

Identify the sounds from the beginning to end of the spoken word .Write down a grapheme for each identified sound to spell the word.

The segmenting process is encoding.

Phoneme

The smallest identifiable sounds of speech.

Grapheme

Letter or letter groups that are code for the focus sounds.

Tricky Words

They are common words with unusual spellings. Tricky words are those words which cannot be sounded out correctly using the Jolly Phonics sounds. E.g. one, once, off, who ,are etc.

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