

Effects of Using the Jolly Phonics Programme in Teaching English Literacy and Its Influence on Reading Motivation

Adawiya Taleb Shawaqfeh

English Language and Literature Department, Jadara University, Jordan

Abstract—This research investigated whether Jolly Phonics enhances pupils' literacy and communication abilities. Thus, the principal objective was to determine how Jolly Phonics improves students' speaking, English proficiency and literacy ability, phonemic awareness, and reading motivation. This study of English competence and reading ability is limited to Jolly Phonics. A qualitative study design was used, and data were sourced through secondary sources. The findings of the study support previous conclusions that Jolly Phonics is crucial to children's literacy development. This article's lack of a statistical evaluation of the strategy was a drawback, even when the results demonstrated that the tactics worked. Notwithstanding these limitations, children's interactions and accomplishments in learning Jolly Phonics' functionality, as explained previously in this article, showed that they are indeed growing and improving their English language proficiency, as they grew up knowing many alphabet sounds, remember many complicated utterances, combined utterances on their own, learned and started writing independently, etc. The fourth technique wrap-up English is the worldwide language of communication. Therefore, children should learn to read and write in it early on. Due to reading's complexity, teaching kids to read took time. The five Jolly Phonics skills, given in various ways as proposed in this study, have been shown to increase young learners' English ability. Teachers must prepare for each student's needs and ability level to succeed.

Index Terms—English literacy, reading motivation, Jolly Phonics, learning English as foreign language, classroom interaction

I. INTRODUCTION

This investigation aims to comprehensively examine how the Jolly Phonics Program has affected how children are taught to read and write (literacy) and how they learn to do so. It is sufficient to say that literacy and writing abilities affect children's performance in numerous areas of their growth. In every educational setting, one's success and performance are essentially contingent on their capacity to read correctly (Attah, 2017). As a result of the vast experience gained in creating vocabulary, words, phrases, and even the presentation of ideas, a voracious reader will inevitably become a good writer. Every pupil should graduate from elementary school knowledgeable and capable of effectively communicating. Functionally literate people can read with understanding and apply what they learn to solve problems in their daily lives (Ayo, 2000).

The considerable skills that are expected of children as they progress throughout the phonological representations are their ability to pronounce it correctly (generating the alphabet), write it (formation), mix it with different letters to learn new vocabularies (merging), and listening for it in phrases to help to learn to spell (segmenting) (Afangideh et al., 2007). For children to succeed in both educational and interpersonal activities, it is now believed that they must have a strong foundation in English proficiency. One of the most acceptable ways to improve young children's reading and understanding skills is through the use of Jolly Phonics. Children begin learning to read early since literacy is so critical (Dunn, 2022). The earlier they start reading, the more knowledge they have to enable them to thrive in schooling and public interactions (Hu, 2016; Stuart, 1999).

It might be challenging to develop an excellent yet original strategy to create and expand children's English proficiency. Most toddlers enter having minimal or zero literacy preparations and no idea when to spell the sounds of the English alphabet. Early integration in language acquisition, primarily as English is a foreign language, prompts several children to struggle with word recognition (McLaughlin et al., 2022). Jolly Phonics is one of the most important strategies that may be used in this circumstance to enhance children's training and advancement in literacy and communication abilities. In making learning enjoyable and uncomplicated, the Jolly Phonics curriculum develops songs, stories, and actions for each letter sound. This approach to instructing both writing and reading places a strong emphasis on letter-sound relationships (Jolly, 2014).

Meaningful teaching and excellent communication go hand in hand. One must assimilate new ideas and relate new experiences to past knowledge to learn efficiently. Development of interpretation, being taught how to understand, being given what to know and understand, and involvement in a society that produces information are four diverse learning strategies that can all result in successful learning (Piaget, 2022). Everything is reliant on efficient instruction.

Students become reliant when excellent Education occurs in the format of guidance; they get engaged as it assumes the form of orientation; they become involved if it accepts the arrangement of encouragement, and they start to self-direct personal studying as it considers the format of conversation (Bridges, 2017).

The study's primary purpose was to examine how teaching Jolly Phonics affects students' literacy and language skills. Therefore, the main goal is to find out how the Jolly Phonics technique boosts kids' pronunciation and their basic literacy and reading skills in English, as well as their capacity to recognize letters, read, and be motivated to read (Malik & Marwaha, 2021). This investigation of the acquisition of English proficiency and whether it affects reading enthusiasm is restricted to the usage of the Jolly Phonics programme. Regarding restrictions, it is also apparent that not all students attend classes daily throughout the academic year. Some of the pupils had lower or more excellent attendance rates, which impacts the study's findings. Thus, this study makes a general projection on the impacts of using Jolly Phonics to teach English literacy and reading motivation worldwide.

II. REVIEW OF RELATED LITERATURE

The literature evaluation offers details on the books, journals, and other sources the investigator utilized to accomplish the study. The Jolly Phonics method, which is particularly efficient in helping students learn English properly, is used to teach English literacy to young students and impacts their reading. The investigator gathered various papers to understand the subject better and adequately address the study's difficulties.

A. *Jolly Phonics Programme*

Jolly Learning Ltd. developed a brand-new synthetic education program called Jolly Phonics in the U.K. By connecting letters with sounds, learners commonly create English spelling sequences, Jolly Phonics, similar to various phonemic awareness approaches, methodically encourages writing and reading. It lists letter sounds in order of increasing complexity, starting with the most frequent alphabet and sounds, moving on to phonetic symbols (that integrate two letters of the alphabet), and finishing with the last single-letter alphabet sounds. Being part of the phonological awareness system, infants are introduced to the correlations between letters and sounds and how to practise word processing and decoding. Effective learning teachers have covered phonics development and teaching in-depth (Taghizadeh & Zahra, 2020). While some argued that all children need to acquire reading skills using an explicit phonics approach, they supported its role in phonics instruction. Synthetic Phonics is used to implement a fundamental shift in instructional methods. Reading comprehension is enhanced, accuracy and fluency are increased, and oral reading is encouraged via the synthetic phonics approach. It gives kids the chance to use their phonics and word identification skills (Mitchell et al., 2019).

The word "Jolly" often refers to "joy," but the term "phonics" suggests letter groupings used in reading. Play-based reading is known as jolly Phonics. For teaching children to read and write, the Jolly Phonics teaching approach provides a thorough and progressive phonics programme. Synthetic Phonics is used in Jolly Phonics, a child-centred approach to teaching reading (Roehr-Brackin, 2018). This multi-sensory approach, which contains exercises for every one of a language's letter sounds, is very inspiring for kids and teachers since they can see their students develop. The sounds are introduced within a specific arrangement. This system enables kids to begin making phrases as soon as possible. Children learn the five fundamental reading and writing skills using Jolly Phonics (Okon & Archibong, 2015).

Educational specialists have noticed a lot of interest in the synthetic phonics system in recent decades after a remark was made about implementing it. Education through Phonics, whether artificial or analytical, has been a contentious issue throughout history. Administrators may now choose from a broader range of leading synthesized phonics program operators for bilingual kids or English language beginners needing simultaneous improvement (Oyibe & Nnamani, 2016).

For children to succeed throughout social and educational situations, it is now universally acknowledged that they must have a strong foundation in English proficiency. One of the best ways to help young people become better readers and writers is to use Jolly Phonics. The strategy is extensively employed and effective, but it is currently not utilized due to instructor ignorance.

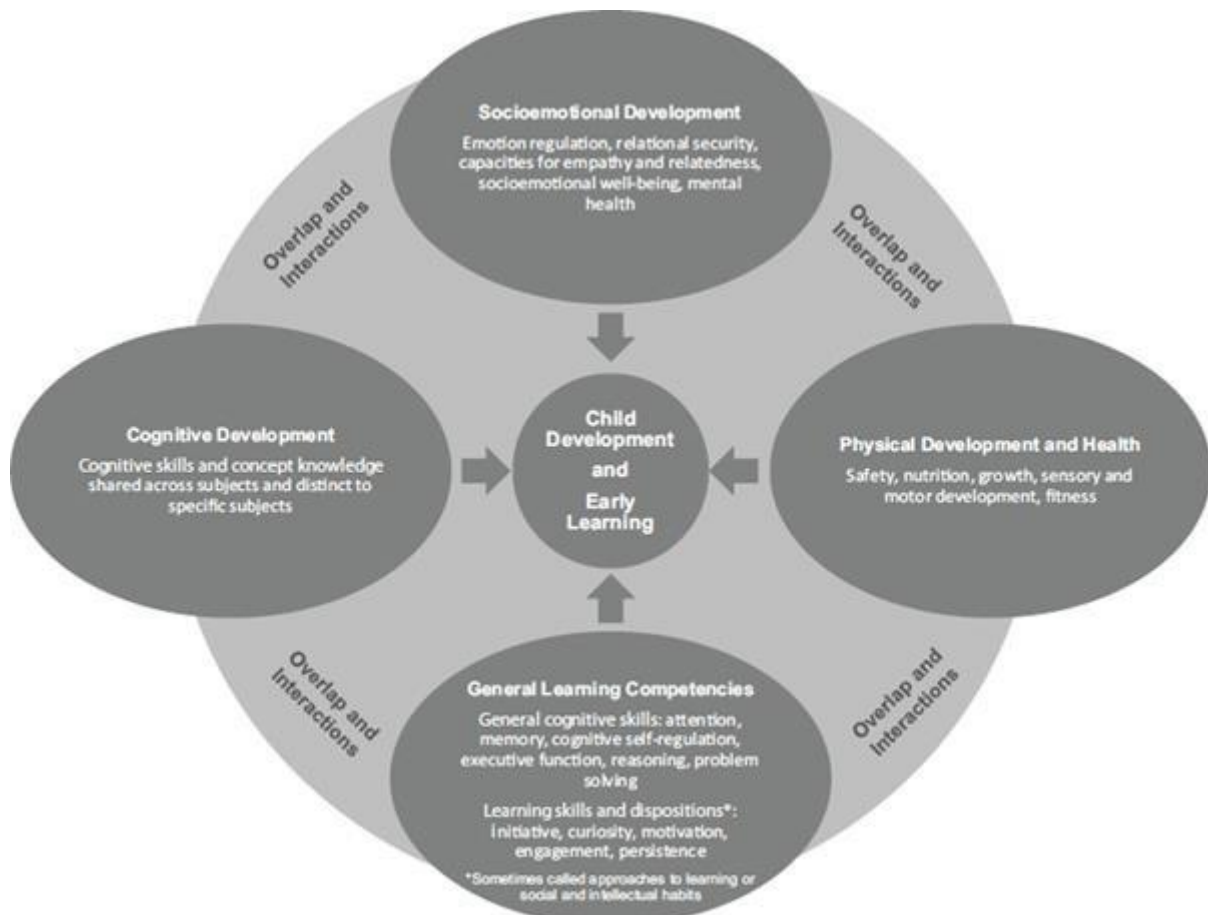
B. *English Literacy*

According to Nhung (2016), acquiring English proficiency is crucial for everybody and requires practising at a tender age for growth. Since most information and technologies are currently explained using English as a communicative tool, English literacy has emerged as the most crucial component of all teaching. Children can utilize it in their daily lives in addition to using it for educational purposes. The early learners may enroll in a variety of English learning initiatives. According to Oliver and Azkarai (2017), language learning enables individuals to interact with various people and easily convey their opinions. The beginner has to concentrate more on the area of English proficiency to connect with a wide society around the globe since it becomes the foreign language which provides the citizens with a successful advantage in any place. They furthermore incorporated that the optimal moment to study English seems to be when individuals are young because it gives them a superior advantage to advance in the long term (Petrides, 2018; Yusuf, 2019).

Additionally, Ozfidan and Burlbaw (2019) assert that enthusiastic people may effortlessly achieve their goals even if they do not speak English or perhaps another language proficiently. In the literature, this viewpoint is projected in opposition. Some academics contend that acquiring a second language involves more than just a desire; it demands intense and committed effort. Reasoning, learning a foreign language satisfactorily requires commitment, rigorous concentration, and deliberate memorization of the foreign language's grammatical rules. According to James (2003), amongst many other crucial variables, learning a foreign language in a classroom setting, often known as T.F.L. (Teaching Foreign or second language), requires strong motivation, deliberate initiatives, an appropriate instructional context, and skilled instructors. Foreign language acquisition and learning seem to be a collaborative procedure that necessitates the participation of educators and learners for efficient Education. Maleke (2014), on the contrary, suggests that it is improper to state that an FL (Foreign Language Learner) could strive to obtain a native-like competency in a foreign language while it is predominantly taught in a classroom situation.

C. Development Principles in Younger Learners

Language, the most vital interaction channel, is the foundation of contemporary civilization. A language is a tool people use to express their thoughts, feelings, and desires. Even young toddlers use a variety of motions and sign language to communicate their hunger, unhappiness, and concerns. It is also used to exchange preferences from the past and present. There is little question that learning a language may increase the chances for people to improve or deepen personal encounters. The diagram below culled McGuire (2015) directly summarizes the nature of child language development.



(Culled From McGuire, 2015, p. 28)

The picture above shows that children's growth occurs in a series of stages, mainly the components of physical improvement in terms of fitness and body, Socio-emotional advancement, language comprehension abilities, and intellectual abilities. The system of Education known as cognitive growth aids young learners in acquiring a variety of things, such as intellectual capacities, linguistic proficiency, knowledge acquisition, and perceptive abilities for psychosocial improvement. According to Oroji and Ghane (2014), language psychology is highly beneficial for young learners as they pick up new information as they go along. This is an essential tactic to practice to gain further understanding and achieve more effectiveness in the workplace. McGuire (2015) disagreed with this viewpoint and asserted that the process of learning seems to be quite time-consuming, making it inappropriate for children to learn

multiple skills at once because they must concentrate on their school studies, while the other segment is exceptionally complicated to continue, which is something the survey and the youngsters can do.

III. METHODOLOGY

For this analysis, a qualitative research methodology was adopted. The explanatory research design aims to give a textual review and thematic analysis of how the Jolly Phonics Program facilitates students to learn English as a foreign language. The technique enables gathering a wide range of comments and discussions on the intended principles of studying and teaching English as a communication skill. Secondary sources were used to obtain the data, including famous journal articles on using the Jolly Phonics Program in teaching English as a foreign language. Great concentration is placed on the interpersonal communication processes, their outcomes, and how using Jolly Phonics in the classroom has improved students' ability to learn English as a foreign language. Descriptive interpretation is employed.

IV. FINDINGS AND DISCUSSION

Using the guidelines for impactful literacy training stated by Roskos, Christie, and Richgels, Jolly Phonics was accomplished at arrays of schools, as seen in many pieces of literature. During this time, the instructor successfully engaged in a rich verbal exchange with the schoolchildren via tale learning and communicated reading strategies. Classroom instructors use Jolly Phonics to assist students in developing their reading skills in English. In this instance, the instructors imaginatively and appealingly explain Jolly Phonics' abilities depending on the student's goals and circumstances, allowing them to interact with it readily. Additionally, it was developed and presented methodically, going from the basic to the most challenging alphabet groupings and techniques.

Nonetheless, the results of this study did not support Lloyd's (2015) recommendation to administer one stimulus daily. Due to the children's multilingual linguistic heritage, instructors might extend the curriculum; thus, the portion for the presentation of sounds must be optimized by presenting approximately one to three sounds each week. The instructor teaches English literacy using the six different Jolly Phonics abilities through adopting preceding strategies.

A. *Teaching the Alphabet Sounds*

Children studying English proficiency with Jolly Phonics must have a solid understanding of alphabet sounds as their first communication ability. The 42 English phonemes were broken down into seven categories of sounds, each group consisting of Six alphabets, including "s, a, t, I p, n" and others. Based on the results, the instructors usually add one to three pounds per week, continually reviewing and reinforcing them. The children are taught alphabet letters using various methods, including storybook readings, dance and gesture, and exercises. The instructor might offer the students Jolly Phonics puzzles, as these are software game types. The engaging activities were, however, created so that kids may individually practise those five (5) Jolly Phonics fundamentals. For illustration, students may study while they perform using the alphabet sounds as well as the image it stands for, also including I for "Inky", the mouse, "s" for "snake," etc. Children will indeed be equipped to develop their independence by choosing beforehand things to study and whatever to do, thanks to the system's straightforward instructions, which might lead children throughout the exercises.

B. *Studying How to Form Letters*

Children need knowledge of both alphabet pronunciation and alphabet structure simultaneously. First, the instructor would sing or use flashcards to demonstrate the alphabet, and then he would write the illustration letter on the boards. Afterwards, the instructor would wave a hand in the air to indicate the correct alphabet arrangement as he instructed the class. For the alphabet /l/, for example, the instructor may require the class to "commence at the base, downwards, and crossover" and then demonstrate the proper configuration while facing the class in a reflection. The instructor may then give the students a "sound sheet" to fill out, which had illustrations depicting the targeted phoneme, lines for tracing and writing the alphabet, and other images for which the students had to identify the first letter. To finish, students were instructed to choose the most successful letter formation and circle it.

C. *Merging Concepts for Reading Comprehension*

Once the students have mastered the pronunciation of the initial six alphabets, the instructor may introduce the concept of merging. This ability requires consistent practice, during which the student needs to concentrate only on the alphabet, utter the pronunciation, and listen to the words. In this circumstance, the instructor commenced by planning sequences of terms the students would mix together to make the lesson more approachable. The primary medium that the instructor made employed as a mnemonic device. At the beginning of class, the instructor would perform some assessments by reviewing the sounds of the alphabet. Many methods were used, such as gathering the youngsters together within a very close clique and providing one game card so that their memories might be combined. This must have been accomplished to have students take some obligation towards themselves initially, and when they identified any hurdles in merging the words, the instructor would solve it with the class. Such must have been accomplished to

enable students to care for others. As seen in the following examples, the instructor also employed a tiny whiteboard and mono flashcards as a different method.



(Culled From Ariati et al., 2017, p. 5)

The illustration of a whiteboard mix that includes a CVC syllable may be seen in Image 1 earlier in this section. In reality, the word "yab" that was used as an illustration above does not have any significance; however, if the youngsters learned the majority of the alphabet sounds, they should be able to mix the alphabet appropriately. The instructor presented the youngsters with individual letters that needed to be listened to and combined. This method was deemed appealing since it was taught gradually but thoroughly, and it encouraged students to gaze at the alphabet, play out the letter one step at a time, and listen to the phrase until they eventually utter the word themselves. The instructors usually implemented a home literacy program as a follow-up engagement. In this programme, the students were required to practise their merging and literacy development at their homes with respective caregivers, and school teachers kept track of the student's growth throughout the literacy notes. Those programmes connected to strategies for boosting student involvement were postulated by Padmadewi (2003). These mechanisms suggested that supplying a plethora of literature and facilitating early literacy comprehension skills via reciting logs or reading registers may help in motivating and spur one another to be active participants in the learning, which was highly advantageous not just in the current moment, in addition to the child's future.

D. Identification of Sounds in Expressions for Writing Ability

The high schooler also needs to possess word recognition to master how to write. This indicated that students were required to be able to pay heed to uttered sounds, recognize those expressions' sounds, and then write those sounds down. Beginning with replicating, or modelling during which the instructor would gently brush the inscriptions on the whiteboard and urge the students to attempt to draw them according to their moving on to other strategies, the instructor used a wide range of teaching methods. And lastly, the instructors may provide the learners with the opportunity to write on their own, either by telling a tale, producing a news article or just writing freely, as is evident in the examples beneath.



(Culled From Ariati et al., 2017, p. 9)

The image above shows the creative challenges that students may use for their writing process. They were allowed to write about whatever they wanted, including their friends, toys, favourite foods, etc. Since these things may be challenging to write, the instructor at this school made sure to constantly supply the alphabet and essential words for writing, such as a, and, an, and brother, just in case the students missed where to write them. The instructors may give the students time to draw as they pondered the assignments that required them to write. After the instructors had completed sketching, they began writing by listening to the sounds made by phrases. According to the data shown in the preceding illustration, one might say that the infant in question has been in the process of becoming ready to write on their own. The instructor conveyed the point of view via writing to make it accessible and comprehensible to others. The instructor should be aware of why they liked her partner, and the instructor should explain it in detail. The instructor wanted to concentrate on listening to the sounds of phrases more attentively and recall some of the more difficult words, such as "friends," "into," and "mine," among others. The students might get used to handwriting or be prepared to compose on their own if they regularly participated in this exercise.

V. CONCLUSIONS

It's common knowledge that mastering the four basic language skills—reading, writing, speaking, and listening is crucial. First, native learners try to perfect their language of origin by using the many helpful learning choices available. There has been much study into the best practices for improving foreign language acquisition, mainly English as an L2 motivation. Many researchers have studied the many methods that teachers and students employ to facilitate second language learning. Using a wide range of theoretical frameworks and experimental methods, researchers have investigated the efficacy of interaction as a foreign language acquisition technique for teaching and understanding English in the classroom.

Despite being a foundational principle in Education, the education level in English is now on the decline. No child can successfully read the text because they cannot yet combine sounds to make words. Given the English language's role in acquiring new knowledge, this circumstance will eventually lead to students' underachievement in other areas of study. Teachers' stress levels might grow when students don't perform to expectations. Since this is the case, it is essential to investigate how Jolly Phonics affects students' performance in English classes.

In addition, educators needed preparation, proficiency, and ability to deliver literacy in English to aid students throughout the foundation phase in developing their reading comprehension skills. When a language other than the student's native tongue is used as the teaching medium, such as English, the student often has difficulties developing early reading abilities. Further, English is not presented as linguistic but instead as a subject. Instructors need to be well-versed in reading instruction to instruct big classes of students effectively. The target audience for this project is the students at the designated school who will be using Jolly to learn to read with the aid of the synthetic phonics approach. The results of this research will benefit teachers of English as a foreign language and other educators who interact in English. The outcomes of experimental studies on how the Jolly Phonics approach may facilitate English language learning will be shared with them. This will affect the students' sociability inside and beyond the classroom. Language curriculum designers may also benefit from the information and resources provided. The research will better understand why improving English literacy is so important.

This report outlined the methods employed by the instructors to instruct Jolly Phonics-based English language learners. Although the kid's results showed that the strategies were effective, it is essential to note that this article's lack of a statistical treatment of the approach was a weakness. Despite these restrictions, children's responses and performances in studying Jolly Phonics' capabilities, as discussed earlier in this article, indicated that individuals are indeed growing and improving their English language proficiency; in which they grew up knowing many alphabet sounds, remembered many complicated utterances, combined utterances on their own, learn and started writing individually, etc. The five Jolly Phonics abilities, presented in various methods as suggested in this research, are effective strategies to foster the growth and improvement of young learners' proficiency in English. Teacher preparation that considers each student's requirements and skill level is essential for success.

ACKNOWLEDGEMENTS

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.2 / 129/44).

REFERENCES

- [1] Attah F., P. Ita. (2017). Academic Success and English Language Proficiency Among Senior Secondary School Two Students in Calabar Metropolis, Cross River State, by Gender. *Journal of International Educational Research*, Vol. 16, 2017, pp. 149-153.
- [2] Ayo, T. N. (2000). *Principles of school administration*. Britain: ASTY.
- [3] Afangideh, M.E., Ekukinam, T.U., Ekpo, C.M., and Udosen, A.E. & MMM Ikorok. (2007). A preliminary investigation on the relationship between Jolly Phonics and the reading progress of E.S.L. students. 3, no. 2 of the *Journal of Research and Development in Education*, pages 1–14.

- [4] Bridges, K.M.B. (2017). *The social and emotional development of the preschool child*. Routledge.
- [5] Dunn, O. (2022). *How young children learn the language*. [online] British council. Available at: <https://learnenglishkids.britishcouncil.org/helping-your-child/how-young-children-learn-English-another-language> Retrieved on 23-03-2023.
- [6] Hu, R. (2016). The age factor in second language learning. *Theory and practice in language studies*, 6(11), pp. 2164-2168.
- [7] Jolly C. (2014). *English's hard*. Retrieved from "difficulty-English" at jollylearning.co.uk.
- [8] Piaget, J. (2022). *Cognitive Development: The Theory of Jean Piaget | Educational Psychology*. [online] Courses.lumenlearning.com. Available at: <https://courses.lumenlearning.com/educationalpsychology/chapter/cognitive-development-the-theory-of-jean-piaget/> Retrieved on 23-03-2023.
- [9] Malik, F. and Marwaha, R. (2021). *Cognitive development*. In StatPearls [Internet]. StatPearls Publishing.
- [10] McLaughlin, K.A., Garrad, M.C. and Somerville, L.H. (2022). What develops during emotional development? A *component process approach to identifying sources of psychopathology risk in adolescence*. Dialogues in clinical neuroscience.
- [11] McGuire, S. (2015). Institute of Medicine and National Research Council. Examining a Developmental Approach to Childhood Obesity: The Fetal and Early Childhood Years: Workshop in Brief. Washington, DC: The National Academies Press, 2015. *Advances in Nutrition*, 6(4), pp. 487-488.
- [12] Mitchell, R., Myles, F. and Marsden, E. (2019). *Second language learning theories*. Routledge.
- [13] Nhung, P.T.H. (2016). Folktales as a valuable rich cultural and linguistic resource to teach a foreign language to young learners. *International Journal of Education, Culture and Society*, 1(1), pp. 23-28.
- [14] Okon, C. E. & Archibong, U. I. (2015). Student Academic Performance in Social Studies on the Junior Secondary Certificate Examination is Affected by the Type of School (JSCE). 4(2), 421. *Academic Journal of Interdisciplinary Studies the ATBU Journal of Science, Technology, and Education* was retrieved. <https://www.atbuftejoste.com/index.php/joste/article/view/895> Retrieved on 23-03-2023.
- [15] Oliver, R. and Azkarai, A. (2017). Review of child second language acquisition (S.L.A.): Examining theories and research. *Annual Review of Applied Linguistics*, 37, pp. 62-76.
- [16] Oroji, M. and Ghane, A. (2014). Are Young Learners Better Learners of Foreign Language Learning or Adults? *Procedia - Social and Behavioral Sciences*, 136, pp. 84-88.
- [17] Oyibe, O., and S., Nnamani. (2016). *British Journal of Education, Volume 4*, Pages 84–95, Effect Gender and Academic Achievement of Secondary School Students in Social Studies in Abakaliki Urban of Ebonyi State.
- [18] Ozfidan, B. and Burlbaw, L.M. (2019). A Literature-Based Approach on Age Factors in Second Language Acquisition: Children, Adolescents, and Adults. *International Education Studies*, 12(10), pp. 27-36.
- [19] Petrides, J. (2018). Young Learners. *Advances in Early Childhood and K-12 Education*, pp. 58-75.
- [20] Roehr-Brackin, K. (2018). *Metalinguistic awareness and second language acquisition*. Routledge.
- [21] Stuart M. (1999). For inner-city second-language learners, early phoneme awareness and phonics instruction improve reading and spelling. *Journal of British Educational Psychology*, 69, 587- 605.
- [22] Taghizadeh, Mahboubeh, and Zahra Hasani Yourdshahi. "Integrating technology into young learners' classes: language teachers' perceptions." *Computer Assisted Language Learning* 33, no. 8 (2020): 982-1006.
- [23] Yusuf, G.A. (2019). *Effects of problem-solving and think-pair-share techniques on students' academic achievement in numeracy in the Ekiti Local Government Area of Kwara State*. Kwara State University, Malete, ProQuest Dissertation/Thesis.



Adawiya T. Ahmed. Shawaqfeh is an associate professor at Jadara University, Jordan. She holds a PhD in Curriculum and Instruction of English Language Teaching, Yarmouk University, 2011-2012 and a Master degree in English – Applied linguistics, JUST University-Jordan, 2009. She worked in different positions including the Vice-Dean of Arts and Languages Faculty 2020\2021- 2021\2022, the head of the languages center 2021 – until now, the head of English language & Literature\ Translation Department (Summer Semester 2020-2021), and the head of History Department 2021 – 2022.

She also participated in several committees such as the head of the department's testing committee, academic Advisor for Graduate Students, member in Graduate's Courses Description Committee, member in the Scientific Research Committee, and member in deletion and addition of courses Committee. Member of the editorial board of the Anbar Journal of Humanities.