

The study on the review of kinesthetic based synthetic program for English literacy

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Abstract

This research synthesis investigated the effectiveness of synthetic phonic for improving the English reading skills of students with below average English reading skills. The research synthesis was focused on which variations in Jolly phonics program training are associated with differences in outcomes of reading level of students. Computer-assisted research was done. Educational Resources Information center (ERIC) database, JSTOR, Science direct and Google Scholar were the primary information databases which were searched for articles in English published 2003 – 2023 to find out relevant content. An online search through Google search engine was also conducted. The consequences of JP training were examined in 21 studies, which include 7518 participants who had been assessed and diagnosed as having below average English reading skills. The consequences of the intervention were reported in all research. Improvement in the reading skill is the most common outcome of the intervention program that is reported in the studies. Results claims that JP program is an effective intervention for improving English reading skills. As a whole the findings of the studies included in the synthesis provide evidence for the effectiveness of the intervention program that is jolly phonics. Especially for the enhancement of the English reading in the struggling student's jolly phonics is effective strategy. Therefore, this program is recommended as an evidence-based intervention for this purpose.

Keywords: Jolly Phonics program, intervention, phonemic awareness, phonic skills, struggling students.

INTRODUCTION

The purpose of this practice-based research was to verify the effectiveness of the synthetic phonics approach for improving the English reading skills of the struggling students. The focus of the study was to determine that to what extent progress of English reading skills was attained by the students using synthetic approach i.e jolly phonics. In need of communication one necessity is the domains of reading and writing (Mora, 2020). Systematic phonics instruction is an organized step-by-step approach that involves the grapheme phoneme relationship in a systematic way starting from sound of letters to the blending and segmenting of sounds to read words and sentences (Gray et al., 2007). Research indicates that as compared to whole text approach, the systematic phonics approaches have proven to be effective and productive for improving reading ability of learners. It is evident that these programs can help the learners to identify and decode the words, especially for the struggling students having reading and learning issues. (Ferguson et al., 2011). Phonological awareness and phonics skills play a great role in achieving reading skills if they are taught through planned instructions. These systematic teachings show the positive effect on the learners' reading achievement (O'Connor & Padeliadu, 2000). Good phoneme awareness (letter-sound) has been identified as a main predictor of children's reading success (Ehri et al., 2001). Research conducted by the Yeung et al., 2013) it is found that phonics instructions used in the vocabulary building activities can enhance the performance of young learners whose native language is not English.

Description of kinesthetic synthetic Program

Jolly phonics is a fun/activity-based child-oriented program to teaching English reading skills through synthetic phonics. This multisensory phonics program has an interesting actions and rhymes for all 42 letter sounds of English alphabets. This approach gives opportunity to synthesize sounds together for word reading, known as 'blending' or 'decoding', and to spell words through segmenting the sounds known as 'encoding'. Words with irregular or alternative spelling patterns and 'tricky words' (non-decodable words) are taught separately. Besides these songs, jolly phonics has several attractive multisensory materials i.e Handbook, flash cards, workbooks, big books, wall frieze, magnetic letters and letter-sound recognition/blending games. It is a highly systemized and appealing program for young learners as the students learn all the five skills of reading and writing skills i.e.

Letter sounds

Letter formation

Blending of sounds

Segmentation of sounds

Tricky words

While playing and doing fun activities and tasks. Handbook contains detailed descriptions of all lessons and activities for the guidance of teachers. It provides very exciting and productive learning which improves the English reading skills of young learners.

Search Strategy

Search Terms

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Relevant studies were identified by using the keywords “jolly phonics intervention, experimental studies, phonemic awareness skills, phonic skills, slow learners” on multiple research engines.

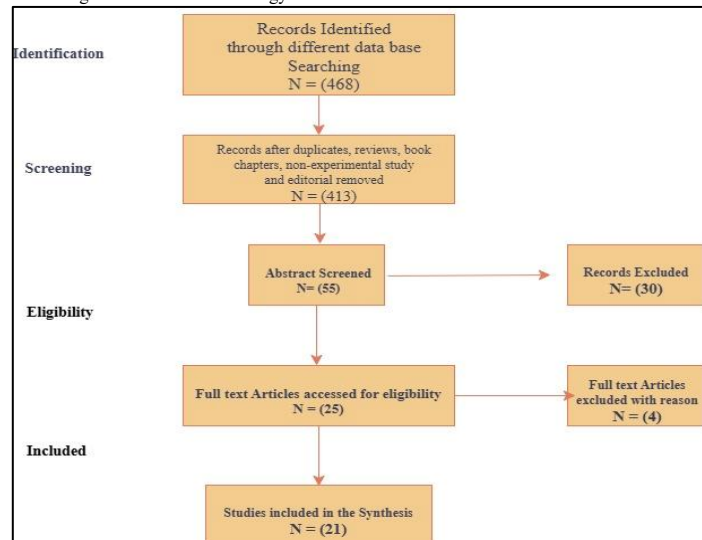
Sources

The computer-assisted research was done. Educational Resources Information center (ERIC) database, JSTOR, Science direct and Google Scholar were the primary information databases which were searched to find out relevant content. An online search through Google search engine was also conducted. Different journal articles, book chapters and books were explored to confirm that any related research that meets our criteria should not be out reached. Finally, a repeated attempt to search multiple sources was done until no further studies could be located.

Table 1: Data of Searching Strategy

Key Words	Records	Resource	Relevant	Irrelevant	Included
Jolly Phonics program, Intervention, experimental control group	07	JSTOR	04	03	01
Jolly Phonics intervention, experimental studies, phonemic awareness skills, phonic skills, slow learners	426	Google Scholar	42	384	16
Jolly Phonics intervention, experimental studies, phonemic awareness skills, phonic skills, slow learners	23	ERIC	05	18	01
Jolly Phonics intervention, experimental studies, phonemic awareness skills, phonic skills	11	Tandfonline	03	08	01
Jolly Phonics intervention, experimental studies, phonemic awareness skills, phonic skills	01	Elesvier	01	--	01

Flow Diagram for the search strategy



Selection Criteria

Numbers of studies were found after exploration of different sources. Only those studies were screened which fulfilled following criteria: (a) Jolly phonics program was used in the study as an intervention; (b) study was experimental in nature; (c) sufficient details of experiment was given i.e. no of participants, assessment tools, intervention period; (d) participants of the study had reading problems; (e) reading outcomes after intervention were clearly mentioned.

Exclusion Criteria

The studies which targeted English reading skills of young learners, their phonics skills but use multisensory program other

than jolly phonics were excluded. Further studies measuring the aptitude of teachers or parents about efficiency of jolly phonics program were not included. Studies not providing the basic methodology of experiment were also not included.

Search results

Twenty articles, including twenty-one studies and 7518 participants were selected as they met the selection criteria. One study although it met the basic criteria of inclusion that it was experimental in nature and using jolly phonics as an intervention but other important information about sample characteristics was missing besides it used self-developed tool with no details given and the methodology of the intervention was also inadequate (Barnett, K. D. 2013) was decided to exclude from the synthesis. Table 1 shows the characteristics of participants of the experiment and Table 2 shows research design used in studies and the characteristics of intervention.

Participants

All 7518 students who participated in the research projects were struggling students and their English reading skills were poor. Age range of the students was from 3-14 years at the time of base-line assessment. Participant's gender was mentioned in the 07 studies (35 %). The ethnicity of the participants was mentioned in all studies. Participant's native language that either they are native English or learning English as a second language was depicted. Four studies (19 %) used sample having English as native language and rest were learning English as a second language. twenty studies (95 %) took an assessment for measuring reading level of their participants through standardized instruments tool only one studies (5 %) used the self-developed tools for assessment (Ahmad, Z., & Yunus, M. M., 2019) but all were below average and had problem in the English reading skills.

Research Designs

Table 1 summarizes the research design adopted by the research in synthesis. Fifteen studies (71 %) employed quasi experimental pretest – posttest research design control and experimental groups were formed. One study (5 %) used the single subject pre-posttest research design (Faustina & Syukri, 2014). In the synthesis three studies (14 %) research adopt the longitudinal pre-posttest experimental research design. Two study (10 %) out of fifteen studies reported follow up after six months of post-test (Goetz et al., 2008; Bowyer-crane et al 2008).

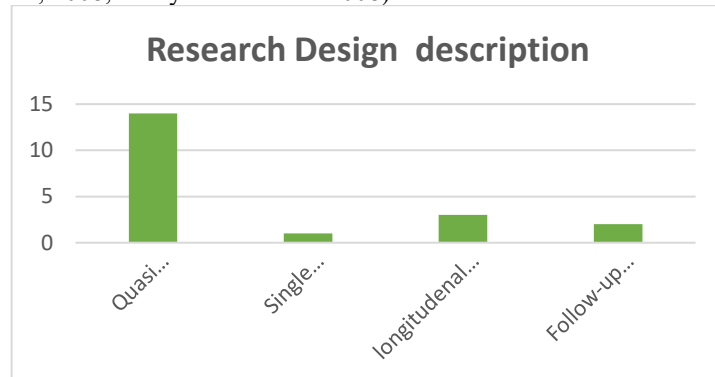


Figure 02: Description of research design of studies

Table 2: Characteristics of Participants

Study	Gender		group		Ethnicity	pre-test/post-test	non	Grade		
	N	M	F	Control	exp	equivalent	control group			
Al-Mamary, F. A. R. (2012)	50	25	25	24	26	Chonopit, N. M. M., & Elgohotmy, H. E. A. (2018)	pre-test/post-test	phonemic awareness skills	Researcher	12 weeks
Umezina, R. N., & Udogu, C. O. (2018)	100	N/A	N/A	50	50	100	Quasi-experimental	Reading accuracy test		
Ghoneim, N. M. M., & Elgohotmy, H. E. A. (2015)	40	N/A	N/A	N/A	40	Egypt	N/A	N/A		
Anthony, Y. A., & Said, N. E. M. (2018)	20	N/A	N/A	N/A	20	Study	Research Design	Instruments used	Intervention Agent	Intervention Period
Jamaludin, K. A., Alias, N., MohdKhair, R. J., DeWitt, D., & Kenayathula, H. B. (2016)	80	68	18	40	40	Asian (Malaysian)	12	N/A	Researcher	24 weeks
Stuart, M., Doctor, E., Olisa, J. U. L. I. A., & Dodds, P. H. I. L. I. P. P. A. (2003). First Study	112	N/A	N/A	57	55	Anthony, Y. A., & Said, N. E. M. (2018)	pre-test/post-test design	Dynamic indicators of early literacy (DIBELS TM)		
Stuart, M., Doctor, E., Olisa, J. U. L. I. A., & Docdds, P. H. I. L. I. P. P. A. (2003). Second Study	365	N/A	N/A	N/A	365	Janakrishnan, A., Alias, N., MohdKhair, R. English (UK) D., & Kenayathula, H. B. (2016)	5	N/A	Teachers	14 weeks
Faustina, E., & Syukri, M. A. (2014)	1	1	N/A	N/A	1	Longitudinal	4	One		
Dixon, P. et al (2011)	506	N/A	N/A	241	265	Stuart, M., Doctor, E., Olisa, J. U. L. I. A., & Docdds, P. H. I. L. I. P. P. A. (2003)	7	Schonell Spelling Test, the Clay Dictation test (Clay, 1999)	Teachers	12 weeks
Goetz, K., Hulme, C., Brigstocke, S. et al. (2008)	14	6	8	N/A	14	English	14	N/A		
Ahmad, Z., & Yunus, M. M. (g2019).	30	N/A	N/A	15	15	P. M. A. (2019)	Experimental	The Neale Analysis of Reading Ability - Revised (Neale, 1997).		
Eshiet, O. I. (2012).	226	124	102	N/A	N/A	Nigerian	9	N/A		
Bowyer-crane, C. et al (2008)	152	80	72	-	152	English	9	N/A	Teachers	12 weeks
Lindstrom, N. & peronius, I. (2010)	18	N/A	N/A	6	12	Stuart, M., Doctor, E., Olisa, J. U. L. I. A., & Docdds, P. H. I. L. I. P. P. A. (2003)	5	N/A		
Karimkhanlooia, G. & Seifiniya, H. (2015)	40	N/A	N/A	20	20	English	6	One		
Akpojotor, R. U., & Nkechi, A. P. (2021)	51	25	26	N/A	N/A	P. M. A. (2019)	11-Sep	5		
Al-Sukaiti, N., & Al-Bulushi, A. (2021)	117	N/A	N/A	N/A	N/A	Second study	9-Jul	3		
Oreagba, F. (2021).	71	N/A	N/A	N/A	N/A	Faustina, E., & Syukri, M. A. (2014)	10	Early reading screening	Teacher	20 weeks- 03 days per week
Counihan, C., Humble, S., Gittins, L., & Dixon, P. (2022)	5449	N/A	N/A	N/A	N/A	Nigerian	6	1,2		
Attia, A. E. (2020)	25	N/A	N/A	N/A	N/A	English	4	The Burt reading test (1974)	Teachers	24 weeks one hour daily
Sapi'ee, M. R., & Tan, K. H. (2020).	60	30	30	30	30	Malaysian	6	The Schonell spelling test Dictation Test		

* N/A = Not Available * N = Total number of participants.

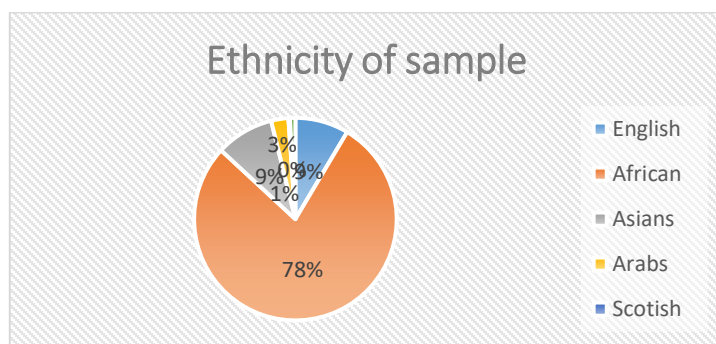


Figure 03: Ethnicity of sample

Outcomes

In all studies the delivery of synthetic phonics program i-e jolly phonics program is depicted in the detail and intervention time ranges from four months to six months in thirteen studies (62 %). Rest of seven studies (33 %) reported the intervention time ranges from three weeks to ten weeks. There is no time of intervention mentioned in one study (05 %). In seventeen studies (81%) the intervention agent who was responsible for delivering intervention to the experimental group was teacher. They first given the training of the targeted program and were assessed then given the task and in five research (27 %) the intervention agents were the researches themselves. The level of change in the English reading skills of students after giving intervention period was measured and reported by analyzing the data of post-test. Different standardized instruments were used in majority of the studies and detailed description of assessment before and after delivery of program was reported in the study. Only one studies 6 %) used self-developed tools for the assessment of English reading skills of the participants (Ahmad, Z., & Yunus, M. M. 2019).

Table 3: Characteristic of the research Design and Interventions

Study	Research Design	Instruments used	Intervention Agent	Intervention Period
Al-Mamary, F. A. R. (2012)	quasi-experimental	Basic Phonic Test Xopp-singer Test	Teachers	9 weeks
Umezina, R. N., & Udogu, C. O. (2018)	Quasi experimental	Word reading test spelling test	Teachers	4 weeks

Study	Research Design	Instruments used	Intervention Agent	Intervention Period
Goetz, K., Hulme, C., Brigstocke, S. et al. (2008)	longitudinal design	The Early Word Recognition (EWR) Test (Hatcher, 1992)	Teacher	24 weeks
Ahmad, Z., & Yunus, M. M. (2019).	Quasi-experimental Pre-post Test	British Ability Scales II (Elliot et al., 1996) Questionnaire-English language structure	Teacher	24 weeks
Eshiet, O. I. (2012).	Pre-test/post-test experimental design	Phonemic Awareness Test (miskin, 2006) Blending Test (miskin, 2006) Burt reading test (Burt, 1974) Schonell Spelling Test (1952)	Teachers	24 weeks
Bowyer-crane, C. et al (2008)	pre-test/post-test single group experimental design	Picture Naming substest (WPPSI-III, Wechsler 2003) Children's Test of Nonword Repetition (Gathercole & Baddeley, 1996)	Teachers	20 weeks
Lindstrom, N. & peronius, I. (2010)	Pre-test/post-test experimental design	The Preschool and primary Inventory of phonological Awareness (PIPA) (Dodd 2000)	Researchers	07 weeks
Karimkhanlooia, G. & Seifiniya, H. (2015)	Pre/post-test experimental design	Sue-Llyod structured Interview. Observation	Teachers	08 weeks
Akpojotor, R. U., & Nkechi, A. P. (2021)	Pre/post-test experimental design	Reading Achievement Test (RAT)	Teachers	10 weeks
Al-Sukaiti, N., & Al-Bulushi, A. (2021)	Quantitative Descriptive design	UC and LC letter recognition test	Teachers	12 weeks
Oreagba, F. (2021).	Pre/post-test experimental design	English Language Proficiency Exam (EAT).	Teachers	06 weeks
Counihan, C., Humble, S., Gittins, L., & Dixon, P. (2022)	Quasi-experimental Pre-post Test	Phonics Screening Check	Teachers	24 weeks
Attia, A. E. (2020)	Pre/post-test experimental design	A Phonics Screening Check, A Tricky-Word-Reading-Test and A Spelling Test	Teachers	17 weeks
Sapi'ee, M. R., & Tan, K. H. (2020).	Quasi-experimental Pre-post Test	The phonological awareness skill test.	Teachers	N/A

Synthesis Findings

Table 3 summarizes the findings of the synthesis regarding outcomes of the synthetic phonic program i-e jolly phonics program reported across different research. It includes the effect of jolly phonics program on the English reading and writing skills of the learners. The nature and extent of progress found in the students was discussed in the synthesis. Research used the jolly

phonics program as an intervention and provided the methodology of its implementation in details. Very little variation across the fifteen studies regarding the specificity of reporting appropriate implementation of the jolly phonics program was observed. For the purpose of synthesis, research that reduced the jolly phonics program strategies and techniques in some extent were categorized as having low specificity (N = 0; 0 %). Studies that modify the delivery techniques of methodology of program content were categorized as having medium specificity (N = 6; 29 %). Research that use the synthetic phonics program with all its protocol and procedures were categorized as having high specificity (N = 15; 71 %).

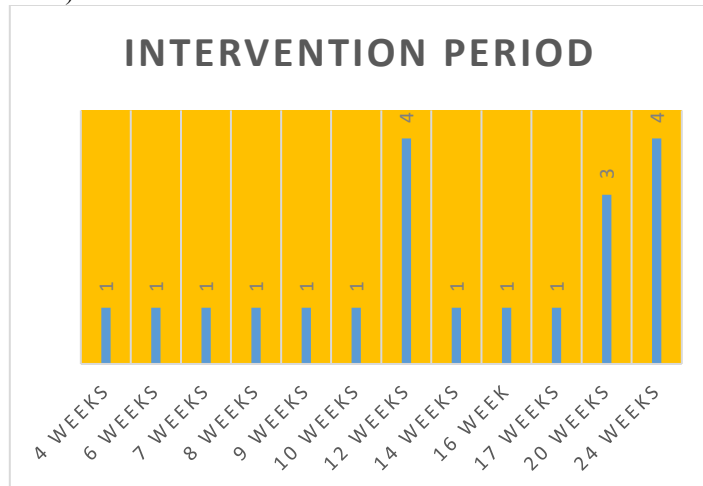


Figure 04: Intervention period

Results

The consequences of the intervention were reported in all researches. Improvement in the reading skill is the most common outcome of the intervention program that is reported in the studies. Successful use of the jolly phonics program as an intervention was (reported in 100 % Studies). Researches in the synthesis targeted different sub-skills of the English reading skills the ratio of measurement of these skills i-e phonemic awareness was (reported in 73 % researches). Phonic sub skill was (reported in 66 % studies). Word reading or decoding skills was (reported in 60 % studies). Comprehension was targeted in only one research (06 %) while spelling and writing was (reported in 20 % studies). One study (6 %) reported the follow-up assessment that indicated that participant after six months of the post-test still maintained that previous level of progress (Goetz, K., Hulme, C., Brigstocke, S. et al. 2008). The studies indicated that the synthetic phonics program i-e jolly phonics was a preferred technique of improving English reading skills for all participants as compared to whole language approach.

Major Findings

Table 4: Major Findings of the Studies

Study	Intervention Consequences	Relation to JP Program
Al-Mamary, F. A. R. (2012)	The research reported after having intervention of jolly phonics program the study group showed a significant positive changes in phonic identification and word reading. Findings also revealed that the intervention had also contributed significantly to developing phonemic awareness skills for students in the study group.	High
Umezina, R. N., & Udogu, C. O. (2018)	The data analysis of scores on the post-test after giving intervention of jolly phonics program to teach reading and spelling skills revealed that significant improvement was found by comparing the control group.	High

Ghonceim, N. M. M., & Elghotmy, H. E. A. (2015)	Post-test results showed the significant improvements of scores of experimental group regarding skills of phonemic awareness and reading accuracy. The study indicated that to improve the English literacy among young learner, jolly phonics strategies is proved to be effective. The finding of the study for the Phoneme Segmentation Fluency (PSF) revealed that intervention put positive effect on phoneme recognition of experimental group and they were able to read, sound out and decode words in English.	High
Anthony, Y. A., & Said, N. E. M. (2018)	The post-test result of the participants on Reading and Writing Screening demonstrated that the intervention increased the performance of students and they were able to understand and used the language at phrase level in liner texts.	High
Jamaludin, K. A., Alias, N., MohdKhair, R. J., DeWitt, D., & Kenayathula, H. B. (2016)	Achievement of experimental group for decoding skills found to be significantly higher on post-test as compare to control groups. There was an obvious difference in scores for individual phonemes and sound-to-letter (segmenting) test. Same results are found for the comprehension skills. For the early reading skills, the mean difference between post-test of both group was 52.350 which was highly significant and indicates the effectiveness of intervention. On experimental measure phonemic identification and phonic knowledge both variables are found better in experimental group i-e jolly phonic group than control group. Phonic knowledge include phoneme segmentation and letter sound recognition task.	High
Stuart, M., Doctor, E., Olisa, J. U. L. I. A., & Dodds, P. H. I. L. I. P. P. A. (2003).	Results shows strong and positive significant effect of the JP intervention in development of reading and writing. Intervention consequences shows Letter sound recognition was improved 87 percent after intervention improvement in phoneme blending –picture was 69 percent. Initial phoneme identification was 63 percent phoneme blending improved 59 percent phoneme segmentation score raised 57 percent word reading and word writing improved 53 percent Non-word reading score was 41 percent higher. The difference in concept of word was 87.5 percent phoneme awareness was raised up to 42.86 percent. word recognition was improved 80 percent.	High
Stuart, M., Doctor, E., Olisa, J. U. L. I. A., & Dodds, P. H. I. L. I. P. P. A. (2003). Second Study	jolly phonics intervention proved to be productive in the case of letter-sound, blending activates. Its effects on the ir-regular word decoding is of moderate level.	High
Faustina, E., & Syukri, M. A. (2014)	After Intervention of six months using jolly phonics program the finding based on post test showed that test scores of intervention group were statistically higher for reading, spelling and sounding out letters and words as compared to the control group	High
Dixon, P. et al (2011)	The study aimed to explore the effects of phonics and reading program on the downs syndrome students. 2 study groups were made group 1 was given intervention for 16 weeks and group 2 was given 8 weeks. The conclusion drawn from the study revealed that group 1 made significantly more progress on measures of letter-sound knowledge and early word recognition. Students also improved in terms of their word and non-word reading and phoneme skills (alliteration matching), when the group 2 was in wait of intervention. Group 2 showed sign of improvement on these measures once they started receiving intervention which further support the usefulness of intervention. follow-up assessment of both groups after six months showed that children were able to maintain the level which they achieved.	High
Goetz, K., Hulme, C., Brigstocke, S. et al. (2008)	The study revealed that experimental group showed improved reading skills as compared to their initial performance as they received the intervention of jolly phonics blending phonemes for the period of 06 months. The changes were mostly on the phonics skills and the ability to read the unfamiliar words (decoding non-sense words). The study exposed that after the period of six months of intervention of synthetic phonics program i-e jolly phonics there was a significant difference in the improvement in reading skills of experimental group as compared to the control group.	High
Ahmad, Z., & Yunus, M. M. (2019).	The study showed a significant higher score for phonemic awareness, blending, spelling skills. The reading age of experimental group was also increased as compared to the control group.	High
Eshiet, O. I. (2012).	In the study two experiment group were made one was given intervention of P+R program (jolly phonics based) while other group was given OL program as an intervention. Both groups were assessed after twenty weeks of intervention period (T3) and after follow up (T4). The P+R group scored more on the measures of reading and phonological awareness as compared to OL group at T3 and T4. The OL group scored more on the measures of specific vocabulary and expressive grammar.	Medium
Bowyer-crane, C. et al (2008)	The result of the study showed that no significant improvement was seen on phonological awareness in both test groups T1 and T2 as compared to the control group. while the phonic stick pre-posttest of all groups on sub-test that are Phonic production and Production & identification of word were calculated for each assessment revealed that performance of T2 was increased the most. The findings of study stated that significant improvement was observed in the reading and writing skills of the students of experimental group.	Medium
Lindstrom, N. & xperonius, I. (2010)	For the reading skills mean for synthetic phonics method (intervention) was higher and the standard deviation was lower than the traditional method which indicates the effectiveness of phonic method in term of reading. Same results was observed for the writing skills i-e phonics method has higher mean and lower SD.	Medium
Karimkhanlooia, G. & Scifiniya, H. (2015)	Post –test results revealed that there is a significant difference in results of RAT after implementation of digital based phonics lessons. Noticeable difference is recorded between students of class three scores in UC and LC letter recognition.	High
Akpogotor, R. U., & Nkechi, A. P. (2021)	The findings showed that jolly phonics program has a substantial influence in the discipline of English language achievement.	High
Al-Sukaiti, N., & Al-Bulushi, A. (2021)	The findings indicate that treatment induces a positive impact on the phonological and syllable awareness of the experimental group. There was no difference in achievement based on the gender.	High
Oreagba, F. (2021).	The study project indicates improvement in the reading skills of the targeted sample as compared to the traditional method.	High
Sapi'ce, M. R., & Tan, K. H. (2020).	The jolly phonics program multisensory in nature has a significant improving effect on the reading and spelling skills of the young learners.	Medium
Counihan, C., Humble, S., Gittins, L., & Dixon, P. (2022)		
Attia, A. E. (2020)		

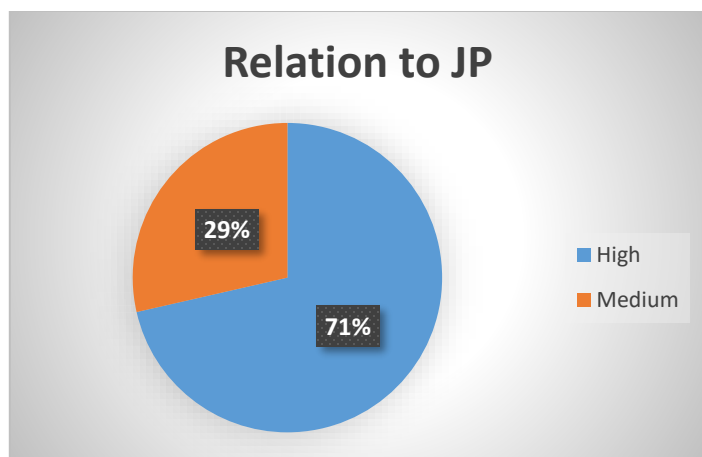


Figure No.05 Relation to JP

Rival Explanations

Different rival explanations might explain the positive findings reported in the research reviewed in this synthesis.

The fact that implication of the intervention by the researcher himself in several studies lead to experimenter bias that researcher might influence the participant's responses. However, this concern is rejected as in most of the studies (66 %) the intervention agents were teachers trained in the targeted synthetic approach. Only in few studies (33 %) the researchers themselves gave the intervention.

The fact that the positive changes in reading skills may have been emerged as a part of maturation however this objection is mitigated as in most of the studies reviewed in the synthesis used pre-test post-test control group design (80 %) which measured the reading skills of both control and study groups through standardized instruments hence the improvement only in the study group as compared to the control group after intervention period indicated the effectiveness of the synthetic phonics program. The presence of control group can separate the effects of maturation and treatment.

In summary, the studies in the synthesis provide the common threats to internal validity of the research design used in them. Therefore, besides these potential threats, the findings of the synthesis support the effectiveness of the synthetic phonics program i.e jolly phonics.

CONCLUSIONS

The main focus of the synthesis of literature was to summarize the findings of different related researches regarding the effectiveness of jolly phonics program for improving the English reading skills of the struggling readers. In brief, the evidence for the effectiveness of the synthetic program was provided by these studies that (a) Implementation of the program according to its standard protocols was assessed; (b) utilized appropriate and well suited research designs; (c) if measurements was done through appropriate instruments and tool; (d) level of progress across participants; (e) employed a follow-up assessment to evidence the stability of the intervention. As a whole the findings of the studies included in the synthesis provide evidence for the effectiveness of the intervention program that is jolly phonics. Especially for the enhancement of the English reading in the struggling students jolly

phonics is effective strategy. Therefore, this program is recommended as an evidence-based intervention for this purpose.

Implication of Practices

For the teachers and parents working with the children with English reading issues there are many implications for practice that can be drawn from this synthesis. First, jolly phonic programs can easily be incorporated in classroom settings or homes without requiring large-scale changes. The jolly phonics program not only enhance the reading skills of the native English learners, but it is reliable program that is beneficial for improving the reading skills of students learning English as a second language. This program targets the core techniques and factors of reading skills i.e phonemic awareness, phonics skills, reading accuracy, word fluency, spelling and comprehension. Hence enables the English language accessible for the foreign learners as well. The program has standardized set of strategies and material for its implication which is very interesting and fun-based for young learners. In summary, it is evident from the findings of research that this multi-sensory approach works for the young students and brings significant improvement in their English reading skills. Insofar, synthetic phonics approach jolly phonics is recommended as an evidence-based intervention for improving English reading skills of young learners. However further research involving other types of disabilities along with reading issues is recommended.

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