

فاعلية منهج دجولي فونيكس في تنمية مهارات القراءة والكتابة: دراسة تطبيقية بمدرسة المعرفة الدولية، عين زارة، طرابلس

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طالب دراسات عليا في مجال اللغة الإنجليزية تخصص علم اللغة التطبيقي

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ملخص بالعربي:

باستخدام اختبارات (t) للعينات المترابطة والمستقلة. أظهرت النتائج تفوق المجموعة التجريبية في مهارات القراءة والكتابة، مما يؤكد فاعلية منهج جولي فونيكس في تنمية مهارات الإلمام المبكر بالقراءة والكتابة. وتوصي الدراسة بدمج المنهج في مناهج المرحلة الابتدائية، وتشجيع استخدام أساليب قائمة على الصوتيات لتحسين تعلم اللغة الإنجليزية. كما تدعو إلى إجراء دراسات مستقبلية تشمل عينات أكبر وتستكشف الآثار طويلة المدى للمنهج.

The Effectiveness of Jolly Phonics on Reading and Writing Skills Achievements: A Case Study at IKS, Ain Zara, Tripoli MA Student in Applied Linguistics, Faculty of Arts, Misurata University

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Abstract

This study examines the effectiveness of the Jolly Phonics method in building early literacy skills among third-grade pupils at International Knowledge School in Ain Zara, Tripoli. A quasi-experimental design was employed, involving an experimental group taught using the Jolly Phonics method and a control group taught through traditional approaches. Pre- and post-tests were administered to assess pupils' achievement in reading and writing, and the data were analyzed using paired-sample and independent-sample t-tests. Findings showed that the experimental group achieved greater enhancements

in reading and writing skills than the control group, indicating that Jolly Phonics is effective in enhancing early literacy development. The study recommends integrating Jolly Phonics into primary curricula and promoting phonics-based instructional practices to improve English language learning outcomes. Future research is encouraged to include larger and more diverse samples and investigate the long-term impact of phonics-based instruction.

Keywords: Jolly Phonics, Reading Achievement, Writing Achievement, Phonics-Based Instruction, Early Literacy, Primary Education

1.1 Introduction

English has become a global language, prompting countries to improve their language teaching methods. Effective teaching relies on using available resources to enhance educational methods (Allen & Valette, 1977). Today's technological progress provides a wide range of supplementary materials. Therefore, policymakers carry the responsibility of ensuring appropriate resources, effective methods, and continuous professional development programs for teachers.

1.2 Statement of the problem

Pronunciation, particularly phonemic awareness, is crucial for decoding words, reading fluency, and developing vocabulary, spelling, and writing skills (Ehri, 2005; McGraw, 2021). Understanding the sound structure of language and letter-sound correspondence enables pupils to decode unfamiliar words, supporting their reading and writing development. Primary education plays a key role in addressing challenges in mastering these skills (Spidell & Latty, 2018). Drawing from the researcher's experience as an English language teacher at International Knowledge School in Ain Zara, Tripoli, it has become apparent that many pupils encounter difficulties in spelling, reading, and writing. A recurrent issue is pupils relying on letter names rather than their phonetic sounds, leading to mispronunciations. For example, some pupils pronounce the word "one" as /əʊni:/ or "home" as /hu:mi:/. While these instances are not based on formal research data, they reflect commonly observed challenges in phonemic awareness. Frost (2018) supports this interpretation, noting that such reliance on letter names may indicate underdeveloped phonemic understanding. Although pronunciation is an area in

need of improvement, the school administration's primary concern is to strengthen pupils' reading and writing outcomes.

1.3 Significance of the Study

English learning outcomes in Libyan schools often fall short due to limited resources, inadequate teacher training, and socio-political challenges (Shahoot & Abdelaty, 2023). Early reading and writing skills, supported by effective pronunciation instruction, are crucial for EFL learners' academic success (McGeowen et al., 2012; Torgesen & Bryant, 1993). This study examines the effectiveness of the Jolly Phonics Method in enhancing early literacy at International Knowledge School. It aims to provide practical insights for educators and policymakers, offer evidence-based recommendations, and fill gaps in research on phonics-based instruction in Libyan primary schools.

1.4 Research Questions

According to the study's objectives, two research questions are outlined as follows:

1. What are the mean achievement scores in reading for pupils taught using the Jolly Phonics (experimental group) compared to those taught using the expository method (control group)?
2. What are the mean achievement scores in writing for pupils taught using the Jolly Phonics (experimental group) compared to those taught using the expository method (control group)?

1.5 Aims of The Study

The study aims to investigate the effectiveness of the Jolly Phonics in enhancing the reading and writing skills of third-grade primary pupils at International Knowledge School, Ain Zara, Tripoli. According to Lloyd and Wernham (2015), Jolly Phonics emphasizes systematic phonics instruction, which equips pupils with essential skills for decoding words, reading fluently, and writing effectively. Accordingly, this study compares the reading and writing achievement scores of pupils taught through Jolly Phonics (experimental group) with those taught using the expository method (control group).

2.1 Theoretical Framework

Developing strong literacy skills is crucial for pupils' lifelong learning, and effective instructional approaches are essential for enhancing their language

abilities. Phonics-based approaches are widely recognized as effective for teaching reading and writing, and the Jolly Phonics, a synthetic phonics program, has gained attention for its multisensory approach that emphasizes sound-letter correspondence, blending, and segmenting. This chapter highlights the importance of phonics-based methods. It presents the theoretical framework of language acquisition with emphasis on phonological and phonemic awareness and how systematic approaches like Jolly Phonics support these skills. It also reviews related literature on instructional methods and the role of phonics-based instruction in developing language skills, focusing on the effectiveness of Jolly Phonics in EFL contexts. By examining existing research, the chapter establishes the theoretical and empirical foundation for the present study on the impact of Jolly Phonics on Libyan primary pupils' reading and writing achievements.

2.2 Overview of Jolly Phonics

Jolly Phonics is a systematic, synthetic phonics program that teaches children to read and write through a multi-sensory approach. Developed by Sue Lloyd and Christopher J. Wernham in the 1980s, it is based on the principle that phonics instruction should be explicit, structured, and engaging to support early literacy (Lloyd & Wernham, 2015). The program began in 1987 when Chris Jolly founded Jolly Learning Ltd., and a major milestone came with his collaboration with Sue Lloyd, which led to *The Phonics Handbook* and established the program's systematic framework. Influenced by Zoltán Kodály's pedagogical principles, the method incorporates music-based and multi-sensory learning to enhance retention and cognitive development. Jolly Phonics introduces 42 letter sounds in a specific order, emphasizing synthetic phonics, where children learn phonemes, their graphemes, and how to blend and segment sounds for reading and spelling. This structured approach develops phonemic awareness, essential for reading fluency and comprehension (Johnston & Watson, 2005). The program's distinctive multi-sensory techniques (actions, songs, and stories) make learning interactive and memorable, supporting research on the benefits of multi-sensory engagement (Ehri et al., 2001). Jolly Phonics has gained international recognition and is widely implemented in EFL and ESL contexts (Essayed, 2017; Nasrawi & Al-Jamal, 2017; Consuegra & Anglesos, 2018; Muftah, 2023; Almansoori et al., 2024).

2.3 Language Acquisition and the Role of Jolly Phonics

When teaching or learning EFL/ESL, it is essential to consider language acquisition theories that shape learning and instructional methods. Over the past six decades, several theories have explained how language is acquired, and three are particularly relevant to the Jolly Phonics: The Nativist Theory, the Monitor Model, and the Input and Interaction Theory. These perspectives help explain how Jolly Phonics supports language acquisition and enhances pupils' reading and writing achievements. The Nativist Theory, proposed by Chomsky (1965), asserts that humans have an innate ability to acquire language through an inborn Language Acquisition Device and Universal Grammar. Children learn specific grammatical rules by interacting with the linguistic input in their environment. In relation to Jolly Phonics, this perspective supports the idea that children possess an inherent capacity to recognize phonological patterns. Jolly Phonics offers a structured and systematic approach to phonics instruction, reinforcing natural language processing abilities and aligning with the cognitive mechanisms proposed by the Nativist Theory. Stephen Krashen's Monitor Model (1982) also provides a useful perspective. His Acquisition-Learning Hypothesis emphasizes meaningful language exposure, while the Monitor Hypothesis explains the supportive role of conscious learning. Jolly Phonics aligns with these ideas by providing explicit phonics instruction that enables children to internalize sound-letter correspondences naturally. Krashen's Input Hypothesis highlights the importance of comprehensible input beyond learners' current level ($i+1$), which matches Jolly Phonics's progressive sequence from simple to complex phonetic structures. The Affective Filter Hypothesis further supports Jolly Phonics's multisensory, enjoyable activities, which reduce anxiety and promote motivation (Lloyd & Wernham, 2015). The Input and Interaction Theory, influenced by Vygotsky (1978) and Long (1996), emphasizes the role of social interaction and communicative exchanges in language development. Simplified input, negotiation of meaning, and guided learning help learners acquire language more effectively. Jolly Phonics incorporates group activities such as storytelling, role-playing, and phonics games, creating interactive learning opportunities consistent with this theory. In conclusion, the Nativist Theory, the Monitor Model, and the Input and Interaction Theory each offer insights that align with aspects of Jolly Phonics. Together, they highlight innate abilities, structured input, affective factors, and interactive learning, all of which are integrated into Jolly Phonics. Understanding

these theoretical foundations helps contextualize the effectiveness of Jolly Phonics in enhancing reading and writing achievements among EFL pupils.

2.4 Phonemic and phonological awareness

Phonemic and phonological awareness are essential for improving students' language skills in both first and foreign languages. Phonological awareness is a broad skill involving the ability to notice and work with sounds such as words, syllables, onsets, and rimes (Anthony & Lonigan, 2004). These abilities develop gradually, from recognizing rhymes and syllables to blending and segmenting sounds, and are crucial for reading and spelling (Torgesen & Bryant, 1993). Within this skill, word, syllable, and onset–rime awareness form the foundation for later decoding abilities (Smith et al., 1998). Phonemic awareness, a subset of phonological awareness, involves isolating, blending, segmenting, and manipulating phonemes (Ehri et al., 2001). It is the most advanced form of sound awareness and is closely linked to reading achievement, decoding, and word recognition. Although phonemic awareness develops after broader phonological skills, both are essential, and explicit phonemic awareness instruction, especially when integrated with phonics, greatly improves early reading and writing abilities (National Reading Panel, 2000).

2.5 Review of Related Studies

Phonics-based and multisensory instructional methods, particularly the Jolly Phonics, have received increasing attention in early literacy research due to their potential to enhance reading and writing skills among young learners. Globally, educators and researchers have explored how systematic phonics instruction can improve literacy development, focusing on phonemic awareness, pronunciation, reading fluency, and writing accuracy. This section presents a review of empirical studies from diverse linguistic and cultural contexts, highlighting the effectiveness of Jolly Phonics and related approaches, and situates these findings within the Libyan context to identify gaps addressed by the current study.

In Egypt, Essayed (2017) investigated the effectiveness of a multisensory synthetic phonics program in developing automatic word recognition and spelling among young learners. The study involved 25 reception children aged 4.6 to 5.6 years at a British international school in Badr City, Cairo, during the first term of the 2016–2017 academic year. Data were collected using three instruments: Phonics Screening Check, Tricky-Words Reading Test, and a Spelling Test. The

results indicated significant improvements in word recognition, spelling accuracy, and reading fluency among pupils exposed to the phonics program.

Similarly, in Jordan, Nasrawi and Al-Jamal (2017) examined the impact of Jolly Phonics on first-grade pupils' reading skills using a quasi-experimental pretest-posttest design. A total of 58 pupils aged six from two intact sections of Al-Farouq School in Irbid city were randomly assigned to experimental and control groups. Findings revealed that pupils taught through Jolly Phonics achieved higher reading fluency and comprehension than their peers in the control group.

In Spain, Consuegra and Anglesos (2018) focused on applying Jolly Phonics to support second-language pronunciation acquisition among 14 randomly selected first-level primary pupils (ages 6–7), divided equally into experimental and control groups. Using classroom observations and teacher feedback, the study reported that pupils in the experimental group developed stronger phonemic awareness and oral skills compared to those in the control group.

Another study conducted by Morals (2018) in Costa Rica using a quasi-experimental study with 36 early-year learners at Juan Pablo II School, divided into experimental and control groups, aiming to improve pronunciation and phonemic awareness through the Jolly Phonics program. The findings showed measurable gains in phonological recognition and oral literacy skills among the experimental group.

Further evidence emerged from Belbes et al. (2022) in the Philippines, who adopted a quasi-experimental study with 540 pupils from Grades 1 to 3 across three public elementary schools. Pupils were divided into experimental (Jolly Phonics) and comparison (Marungko reading approach) groups. Results indicated that Jolly Phonics improved reading and writing performance, particularly among struggling non-readers.

In Indonesia, Khasanah (2022) applied a quasi-experimental design to assess the effect of Jolly Phonics lessons on fifth graders (two classes, 5A and 5B) at SD N Panggung Kidul Semarang. The study highlighted notable improvements in pronunciation proficiency and phonemic awareness in the experimental group.

In Malaysia, Abu Bakar and Nafgerin (2023) conducted a quasi-experimental study with 16 preschool students in Lundu district, Sarawak. Using the Jolly Phonics assessment set and the Burt Reading Test Revised, they reported

significant gains in reading and writing skills following multisensory phonics instruction.

In the Libyan context, Muftah (2023) explored EFL primary school teachers' perceptions of implementing Jolly Phonics in early grades. Conducted in public and private schools in Benghazi with 27 EFL teachers, the study adopted a mixed-method approach, including questionnaires and semi-structured interviews. Findings indicated that teachers recognized the potential of Jolly Phonics to enhance literacy skills; however, limited training and instructional materials hindered full implementation.

More recently, Shawaqfeh (2024) in Jordan employed a qualitative explanatory design to examine the effects of Jolly Phonics on teaching English literacy and its influence on pupils' reading motivation. The study emphasized the role of multisensory phonics strategies in engaging learners and fostering reading confidence.

Similarly, Almansoori et al. (2024) in the United Arab Emirates conducted research with 36 KG-2 pupils (ages 4–6) in a government kindergarten in Umm Al Quwain using purposive sampling. Results demonstrated measurable improvements in phonics skills and early literacy outcomes after integrating Jolly Phonics lessons into instruction.

The reviewed studies collectively provide strong evidence supporting the effectiveness of Jolly Phonics and other multisensory phonics programs in enhancing early literacy skills across diverse educational contexts. Most studies employed quasi-experimental designs with pretest-posttest measures, enabling researchers to quantify improvements in reading fluency, spelling accuracy, pronunciation, and overall literacy. Sample sizes varied widely—from small experimental groups, such as the 14 pupils in Spain (Consuegra & Anglesos, 2018), to large-scale interventions, such as 540 pupils in the Philippines (Belbes et al., 2022) demonstrating the method's applicability in both limited and extensive classroom settings. Furthermore, instruments ranged from standardized tests (e.g., the Burt Reading Test Revised and phonics screening checks) to teacher observations and interviews, providing both quantitative and qualitative insights into learners' literacy development.

In the Libyan context, empirical research on phonics-based instruction is still limited. Muftah (2023) explored teachers' perceptions of Jolly Phonics and

identified both its potential benefits and implementation challenges. However, Muftah's study did not directly measure pupils' reading or writing achievements, nor did it include a control group for comparative analysis. In contrast, the current study addresses these gaps by directly evaluating the effectiveness of Jolly Phonics on third-grade pupils' reading and writing skills at International Knowledge School, Ain Zara, Tripoli, using a quasi-experimental pretest-posttest design with experimental and control groups. Moreover, while most international studies focused primarily on phonemic awareness, pronunciation, or reading fluency, the present study examines both reading and writing achievements simultaneously, providing a more comprehensive assessment of literacy development. By employing pretest-posttest measurements with control and experimental groups, the study strengthens internal validity and isolates the impact of Jolly Phonics on pupils' literacy outcomes. Overall, while Jolly Phonics has consistently shown positive effects globally, the Libyan context lacks pupil-level empirical evidence. The current study, therefore, fills a critical gap by moving beyond teacher perceptions and measuring tangible improvements in literacy skills, offering practical insights for educators, curriculum developers, and policymakers aiming to enhance early English literacy instruction in Libya.

3.1 Methodology

The methodology outlines the research design, participants, data collection methods, and data analysis techniques used to address the study's research questions and objectives, ensuring that the approach is clear, systematic, and reliable. This chapter also describes the sampling procedures and discusses the ethical considerations involved when working with primary pupils. The research stages are described, illustrating the timeline and steps of pre-testing, the Jolly Phonics intervention, and post-testing. Finally, the chapter explains the descriptive and inferential statistical techniques used to analyse the data and determine the impact of the Jolly Phonics method.

3.2 Research Design

This study adopts a quantitative research approach utilising a quasi-experimental design. This design is well-suited for situations where random assignment of participants to groups is impractical. It enables the comparison of outcomes between groups while assessing the impact of an intervention over time (Cohen et al., 2018). The quasi-experimental approach ensures practicality and

feasibility within the natural school environment by accommodating intact classroom groups. The study compares two groups:

-Experimental Group (E.G.): Pupils taught using the Jolly Phonics integrated into the MacMillan *English World* course for Grade 3.

-Control Group (C.G.): Pupils taught using the MacMillan *English World* course for Grade 3 without the Jolly Phonics.

Figure 2 presents the structure of the quasi-experimental design.

Figure 1

The structure of the quasi-experimental design

$$\text{E.G. : } O_1 \rightarrow X \rightarrow O_2$$

O₁: Pre-test administered to both groups before the intervention.

X: Jolly Phonics intervention for the experimental group.

O₂: Post-test administered to both groups after the intervention.

3.3 Participants and Research Setting

The participants are third-grade pupils (male and female) enrolled in the *MacMillan English World 3* curriculum at International Knowledge School, Ain Zara, Tripoli, during the 2024–2025 academic year. 42 pupils participated in the study, with 21 assigned to the control group and 21 to the experimental group. International Knowledge School, located on Nasser Street in Ain Zara, Tripoli, serves students from grades one through twelve. The school was selected for its willingness to participate in the research because the researcher is a member of the English language teaching team. This position facilitates access to the school and ensures the smooth operation of its activities and the implementation of the study. No pupils are excluded based on their language proficiency levels or special education needs.

3.4 Sampling Method

This study utilises purposive sampling, a non-random technique that selects participants based on characteristics relevant to the research aim. This method ensures comparability in phonemic background, language skills, and demographic factors, and is commonly used in educational research evaluating targeted interventions (Etikan et al., 2016). Purposive sampling helps ensure that participants provide meaningful data, enhancing the study's validity (Palinkas et al.,

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2015) and enabling robust comparisons of reading and writing achievements between the experimental and control groups. Table 1 presents the characteristics of the sample.

Table 1
Characteristics of the sample

Characteristics	Jolly Phonics Class	The English World Class	Total
No. of students	21	21	42
Males	15	11	26
Females	6	10	16

3.5 Study Procedure

The study is conducted within the constraints set by the school administration, which included the predetermined number of lessons, available instructional time, course book, syllabus, and the scope and sequence of the curriculum. Effective research implementation in structured environments requires careful coordination with established protocols and adherence to the guidelines (Creswell & Creswell, 2018). Permission to conduct the study was granted by the school administration. Furthermore, the parents of the participating pupils were informed about the study's objectives and the tests that would be administered following the Jolly Phonics lessons. Their formal consent was obtained to ensure ethical compliance and transparency throughout the research process.

3.6 Research Instruments

Two key instruments are used for data collection:

1. Basic Phonics Skills Test (BPST): Administered pre- and post-intervention to assess pupils' phonics abilities, focusing on segmentation, blending, and word reading skills. This test evaluates pupils' progress in recognizing sounds and blending words.
2. Dictation Test (DT): Designed to evaluate pupils' phonemic awareness, word recognition, and writing abilities. The test requires pupils to listen to and write down words dictated by the researcher, including both regular phonetic patterns and tricky words.

To ensure the appropriateness and validity of the (BPST) and (DT), the researcher consulted seven specialists, including four EFL professors from Misurata

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University and two instructors from International Knowledge School, Ain Zara, Tripoli. And the Jolly Phonics Libya Center Coordinator. The specialists validated the DT contents and agreed to retain 73 items from the original (BPST), confirming that the test is effectively aligned with the learning objectives of the Jolly Phonics program, particularly phonemic awareness, letter-sound recognition, and decoding skills.

3.7 Research Stages

The study started in October 2024 and lasted for twelve weeks. The first week was devoted to pretesting the two groups. The researcher started implementing the Jolly Phonics program in the experimental group in the second week. In the eleventh and twelfth weeks, students in the control and the experimental groups were post-tested. Table 2 presents an overview of the study in the form of a timeline.

Table 2
A Timeline Illustrating Phases in the Study

Pre-testing of both groups	Experiment	Post-testing of both groups
1st to 10th of October 2024	13 th October to 12 th of December 2024	15 th to 26 th of December 2024

3.8 Data Analysis Techniques

The data analysis for this study aimed to evaluate the effectiveness of the Jolly Phonics on the reading and writing skills of third-grade pupils. Initially, descriptive statistics were used to summarize the pupils' performance before and after the intervention. The mean, standard deviation, and range of the experimental and control groups' pre-test and post-test scores were calculated. These statistics established a baseline for the pupils' abilities in reading and writing, offering insights into general performance trends.

To assess the impact of the Jolly Phonics, paired t-tests were applied to compare each group's pre-test and post-test scores. This analysis helped determine whether there were significant improvements in performance after the intervention for both the experimental and control groups. By comparing the baseline and post-intervention results, the paired t-test assessed the magnitude of change in the reading and writing skills of the pupils.

Additionally, an independent t-test was conducted to compare the post-test scores of the experimental and control groups. This test was crucial for determining whether the Jolly Phonics intervention had a statistically significant effect on the experimental group compared to the control group, which did not receive the same intervention.

Through these analytical methods, the study rigorously evaluated the effectiveness of the Jolly Phonics program. The analysis results provided a solid foundation for drawing conclusions about the program's impact and formulating recommendations to enhance primary education teaching practices.

4.1 Data Analysis

The study aims to evaluate the effectiveness of the Jolly Phonics in enhancing the reading and writing skills of third-grade primary pupils. This chapter presents the tools used to collect data, including the BPST for assessing reading skills and the DT for evaluating writing skills. The main research questions were:

- 1- What are the mean achievement scores in reading for pupils taught using Jolly Phonics (experimental group) compared to those taught using the expository method (control group)?
- 2- What are the mean achievement scores in writing for pupils taught using Jolly Phonics (experimental group) compared to those taught using the expository method (control group)?

To answer these questions, an independent samples t-test was used to compare the post-test performance of the experimental and control groups in reading skills. Additionally, paired samples t-tests were conducted to assess the changes in the experimental group's performance during the intervention. Descriptive and inferential statistical data analysis are presented as follows.

4.2 Pre-Test Results

The pre-test was administered to both groups to establish a baseline measure of their literacy skills before the intervention. The data presented in this section reflects the pupils' proficiency in phonemic awareness, reading ability, and writing skills. The BPST and the DT were used to measure these areas.

Table 3 shows the pre-test scores for the experimental group in both the BPST and DT. These scores indicate the pupils' initial levels of phonemic awareness and spelling, foundational components of reading and writing.

Table 3

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Pre-Test Descriptive Statistics for Experimental Group

Student Code	BPST Score (Out of 73)	DT Score (Out of 27)	Student Code	BPST Score (Out of 73)	DT Score (Out of 27)
E-1	12/73	2/27	E-12	9/73	3/27
E-2	40/73	12/27	E-13	15/73	6/27
E-3	14/73	3/27	E-14	17/73	6/27
E-4	39/73	14/27	E-15	37/73	13/27
E-5	18/73	6/27	E-16	34/73	12/27
E-6	36/73	14/27	E-17	11/73	4/27
E-7	11/73	8/27	E-18	14/73	6/27
E-8	10/73	2/27	E-19	29/73	11/27
E-9	33/73	14/27	E-20	18/73	14/27
E10	11/73	8/27	E21	18/73	9/27
E-11	12/73	3/27			

Similarly, Table 4 presents the pre-test scores for the control group, providing insight into their literacy skills before the intervention.

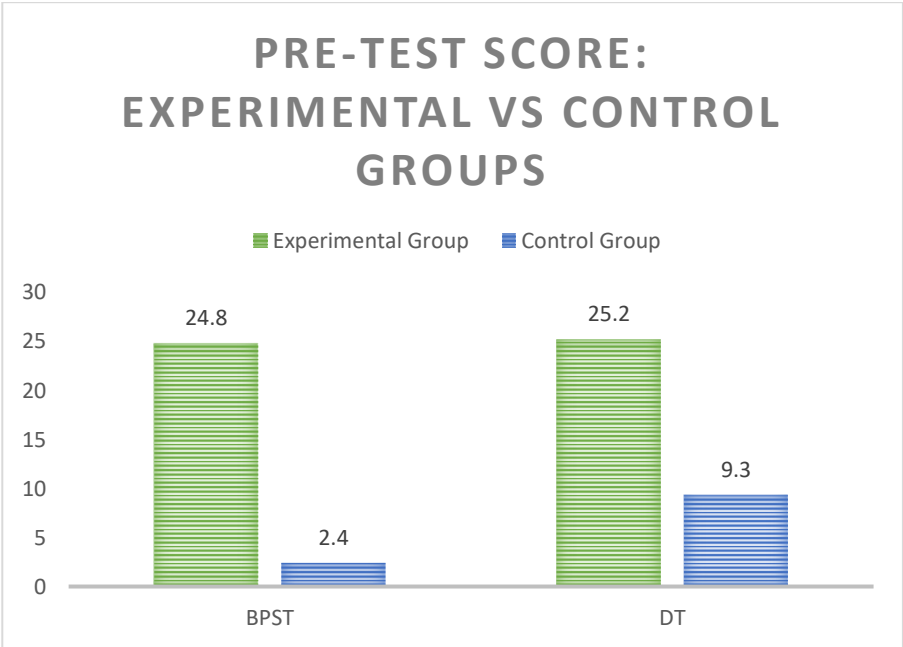
Table 4

Pre-Test Descriptive Statistics for Control Group

Student Code	BPST Score (Out of 73)	DT Score (Out of 27)	Student Code	BPST Score (Out of 73)	DT Score (Out of 27)
C-1	12/73	4/27	C-12	35/73	14/27
C-2	9/73	4/27	C-13	15/73	8/27
C-3	27/73	11/27	C-14	30/73	16/27
C-4	12/73	9/27	C-15	28/73	15/27
C-5	10/73	6/27	C-16	13/73	7/27
C-6	24/73	12/27	C-17	30/73	16/27
C-7	18/73	12/27	C-18	38/73	15/27
C-8	15/73	8/27	C-19	13/73	6/27
C-9	12/73	6/27	C-20	18/73	12/27
C-10	15/73	12/27	C-21	14/73	9/27
C-11	33/73	13/27			

The pre-test results provide a clear baseline for understanding both groups' starting levels of literacy skills. These scores will be compared to the post-test results to determine the impact of the Jolly Phonics intervention. The pre-test results indicate that the experimental and control groups had similar initial phonemic awareness, reading, and writing proficiency levels. The experimental group had an average BPST score of 24.8 (SD = 10.3) and an average DT score of 9.2 (SD = 4.2). The control group's mean BPST score was slightly higher at 25.2 (SD = 9.7), while their mean DT score was 9.3 (SD = 3.8). These findings suggest that, before the intervention, the two groups were comparable in their literacy skills, providing a solid foundation for subsequent analysis. Here is a column chart illustrating the pre-test scores for both the experimental and control groups in terms of the BPST (reading) and DT (writing). The chart also shows the mean scores for each group, along with the standard deviation (error bars), indicating the spread of scores within each group. The visual comparison highlights the initial similarities between the two groups before the intervention.

Figure 2
Pre-Test Score: Experimental Vs Control Groups



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An independent samples t-test was performed to compare the BPST and DT scores between the experimental and control groups. The results showed no statistically significant differences between the BPST groups ($p = 0.98$) or DT ($p = 0.95$). These p-values indicate that the groups were statistically equivalent in their initial literacy skills, confirming that any observed differences after the intervention could be attributed to the treatment effect rather than pre-existing disparities. The relatively low pre-test scores across both groups highlight the difficulties third-grade pupils often face in mastering foundational literacy skills such as phonemic awareness and phoneme-grapheme correspondence. Many pupils struggled with recognizing and blending phonemes, and their dictation results revealed weaknesses in spelling accuracy. These findings underscore the need for targeted interventions like the Jolly Phonics to address these literacy gaps. The pre-test results confirm that both groups were in a similar starting position, which strengthens the validity of the study and ensures that any differences in post-test outcomes can be attributed to the intervention itself.

4.3 Post-Test Results

The post-test results revealed significant improvements in both the experimental and control groups, with the experimental group showing substantially higher scores than the control group. These results reflect the positive impact of the Jolly Phonics on pupils' reading and writing abilities. The following tables provide the descriptive statistics for the post-test scores on both the BPST and the DT. Table 5 presents the post-test scores for the experimental group on both the BPST and DT.

Table 5
Post-Test Descriptive Statistics for Experimental Group

Student Code	BPST Score (Out of 73)	DT Score (Out of 27)	Student Code	BPST Score (Out of 73)	DT Score (Out of 27)
E-1	43/73	11/27	E-12	38/73	11/27
E-2	63/73	19/27	E-13	41/73	12/27
E-3	34/73	9/27	E-14	41/73	9/27
E-4	67/73	20/27	E-15	58/73	17/27
E-5	37/73	11/27	E-16	63/73	20/27
E-6	56/73	20/27	E-17	36/73	11/27
E-7	37/73	16/27	E-18	32/73	13/27

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E-8	32/73	11/27	E-19	41/73	17/27
E-9	33/73	14/27	E-20	38/73	17/27
E10	46/73	16/27	E21	39/73	15/27
E-11	33/73	9/27			

The post-test results for the control group are presented in Table 6.

Table 6

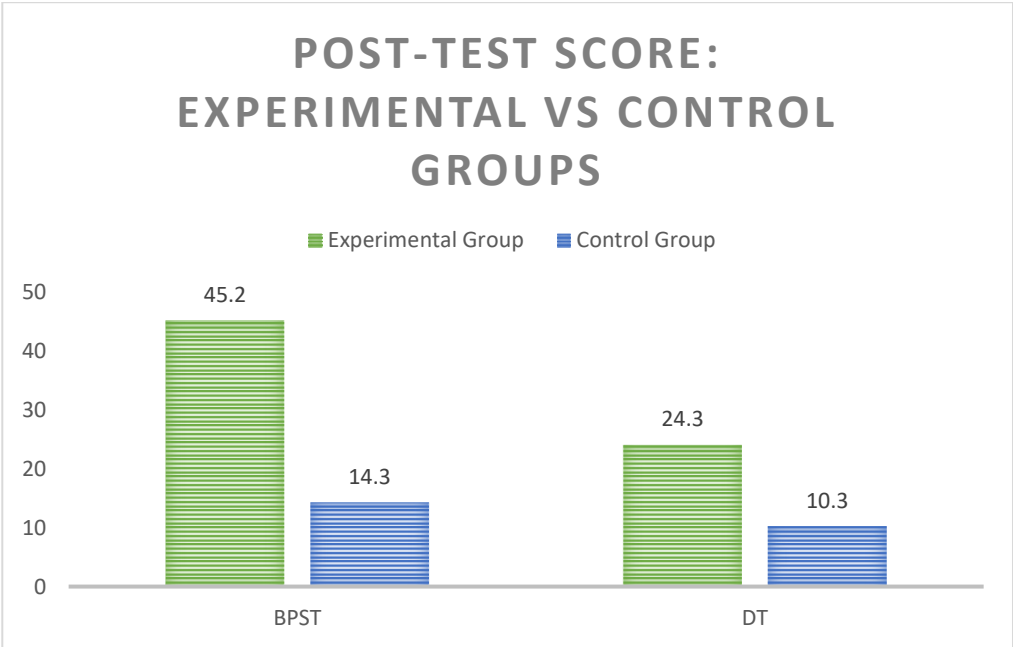
Post-Test Descriptive Statistics for Control Group

Student Code	BPST Score (Out of 73)	DT Score (Out of 27)	Student Code	BPST Score (Out of 73)	DT Score (Out of 27)
C-1	15/73	4/27	C-12	39/73	13/27
C-2	16/73	4/27	C-13	15/73	8/27
C-3	31/73	12/27	C-14	30/73	12/27
C-4	17/73	9/27	C-15	29/73	12/27
C-5	13/73	7/27	C-16	16/73	8/27
C-6	28/73	12/27	C-17	33/73	17/27
C-7	23/73	13/27	C-18	40/73	15/27
C-8	19/73	8/27	C-19	21/73	8/27
C-9	16/73	6/27	C-20	23/73	12/27
C-10	17/73	12/27	C-21	18/73	9/27
C-11	38/73	13/27			

The post-test results revealed a marked improvement in reading and writing skills for both groups, with the experimental group outperforming the control group. This finding confirms the positive impact of the Jolly Phonics on enhancing pupils' literacy performance. However, it was observed that one pupil in the experimental group (student no. 9) showed no noticeable progress in either reading or writing performance compared to the pre-test. Upon closer examination, the researcher reported this observation to the school administration and recommended that the pupil's parents be informed to investigate potential underlying factors, such as learning difficulties or insufficient home practice. The researcher further suggested implementing remedial measures, including individualized support sessions and closer teacher-parent collaboration, to help the pupil overcome these challenges.

The experimental group achieved an average BPST score of 45.2 (SD = 13.1) and a mean DT score of 14.3 (SD = 4.1). In contrast, the control group’s mean BPST score was 24.1 (SD = 8.9), and their average DT score was 10.3 (SD = 3.7). This significant difference highlights the efficacy of the Jolly Phonics intervention. A column chart illustrating the post-test scores for both groups is provided below. It compares the BPST (reading) and DT (writing) scores and includes error bars to represent standard deviations.

Figure 3
Post-Test Scores: Experimental Vs. Control Groups



An independent sample t-test verified that the post-test differences were statistically significant. The experimental group outperformed the control group in both the BPST ($p < 0.001$) and the DT ($p = 0.002$), indicating that the Jolly Phonics intervention had a substantial positive impact on the pupils' literacy achievements.

5.1 Discussion of Findings

The findings of this study confirm that Jolly Phonics significantly enhanced both reading and writing achievements among Libyan third-grade pupils. The experimental group demonstrated higher post-test scores compared to the control group, indicating that systematic, multisensory phonics instruction is more effective than traditional expository teaching methods in promoting early literacy

skills. These results align with findings from previous international studies. For example, Essayed (2017) in Egypt and Belbes et al. (2022) in the Philippines both reported substantial improvements in word recognition, spelling, and reading fluency among pupils taught using phonics-based approaches. Similarly, Nasrawi and Al-Jamal (2017) in Jordan found that systematic phonics instruction strengthened pupils' decoding and pronunciation abilities. The consistent outcomes across these studies and the present research reinforce the effectiveness of phonics as a foundational method for early literacy acquisition. Furthermore, the results support the premise that multisensory learning, a central component of Jolly Phonics, enhances pupil engagement and retention of phoneme-grapheme relationships. This finding is consistent with Shawaqfeh (2024) in Jordan and Almansoori et al. (2024) in the UAE, who both highlighted how multisensory phonics strategies increase learners' motivation, participation, and confidence in reading activities. The use of visual, auditory, and kinesthetic cues in Jolly Phonics appears to promote stronger cognitive connections and long-term literacy retention.

Regarding writing achievement, pupils in the experimental group demonstrated notable progress in spelling accuracy and sentence construction, confirming that phoneme-grapheme correspondence supports learners in applying phonics principles to written expression. Similar findings were reported in Abu Bakar and Nafgerin (2023) in Malaysia, who observed improved writing fluency and spelling competence following phonics-based intervention. This convergence suggests that Jolly Phonics contributes not only to reading fluency but also to the development of accurate, confident writing among young EFL learners. An interesting observation emerged during data analysis: one pupil (Student 9) in the experimental group showed no measurable improvement between the pre-test and post-test. Upon reviewing the case, the researcher informed the school administration and recommended that the pupil's parents be contacted to discuss possible contributing factors, such as limited home reading support, learning difficulties, or attendance issues. This individual case underscores the importance of continuous monitoring and differentiated instruction to ensure that all learners benefit from phonics-based programs.

The current findings also contribute to addressing a major research gap in the Libyan context, where studies on phonics-based instruction are still limited. Muftah (2023) explored teachers' perceptions of Jolly Phonics implementation in Benghazi

schools and noted the method's potential benefits but emphasized challenges such as insufficient training and teaching resources. However, unlike Muftah's study, which was perception-based and did not assess pupil performance, the present research provides empirical evidence of Jolly Phonics' measurable effects on learners' reading and writing outcomes. This distinction marks a significant advancement in understanding how phonics methods function within Libyan classrooms. Overall, the findings of this study are consistent with international research from Egypt, Jordan, the Philippines, Indonesia, Malaysia, and the UAE, which collectively demonstrate the universal applicability of Jolly Phonics across diverse linguistic and cultural settings. However, this study fills the gap of literature by offering direct, classroom-based evidence from Libyan context in phonics instruction. The outcomes suggest that systematic, multisensory phonics teaching can effectively support EFL literacy acquisition in Libyan primary schools and should be considered for broader curricular integration.

6.1 Recommendations

Based on the findings of the study, several recommendations are proposed to enhance literacy instruction in primary schools. One of the key recommendations is adopting the Jolly Phonics as part of the primary school curriculum, particularly in the early grades. The positive outcomes observed in this study indicate that phonics instruction significantly improves reading and writing skills. Policymakers should integrate phonics-based instruction into the national curriculum to provide pupils with a strong foundation in literacy. By incorporating systematic phonics instruction, pupils can develop essential decoding and encoding skills, which are fundamental for reading fluency and comprehension.

Another important recommendation is the need for teacher training and professional development programs. The successful implementation of Jolly Phonics depends on the ability of teachers to deliver instruction effectively. Educational authorities must invest in comprehensive training programs that equip teachers with the knowledge and skills necessary to implement phonics instruction confidently and accurately. Professional development should include both theoretical knowledge and practical applications of phonics instruction, ensuring teachers can apply multisensory teaching techniques and adapt the method to meet the diverse needs of their pupils. Ongoing support, refresher courses, and

workshops will further enhance teachers' effectiveness in delivering phonics-based instruction.

In addition to teacher training, further research is recommended to evaluate the long-term effectiveness of Jolly Phonics in improving literacy skills. While this study has demonstrated immediate benefits, longitudinal studies are needed to assess its impact over multiple academic years. Such research will provide valuable insights into the sustainability of phonics-based learning outcomes and help identify areas for refinement, ensuring the instruction remains responsive to pupils' evolving educational needs.

Tailoring phonics instruction to local contexts is another crucial consideration for effective implementation. Although Jolly Phonics has been successful in various international settings, its application in Libya should be adapted to suit the linguistic and cultural backgrounds of local pupils. Customizing phonics materials and instructional strategies will make learning more relevant and accessible, enhancing pupil engagement and comprehension. Teachers should be encouraged to modify lesson content where necessary to align with pupils' language experiences while maintaining the core principles of phonics instruction.

Furthermore, additional support should be provided for struggling learners who may face challenges in mastering foundational literacy skills. Jolly Phonics is particularly beneficial for these pupils because its multisensory and systematic approach reinforces letter-sound relationships through visual, auditory, and kinesthetic activities. This multisensory engagement helps struggling learners improve phonemic awareness and memory retention. Schools should implement targeted interventions using the flexible and adaptive nature of Jolly Phonics, such as small-group instruction or one-on-one tutoring, to provide personalized support. Supplementary phonics lessons, remedial classes, or individualized learning plans designed within the Jolly Phonics framework can help these pupils build confidence and close learning gaps effectively. Differentiated instruction based on Jolly Phonics principles ensures that all pupils, regardless of their initial literacy levels, benefit from phonics-based teaching.

Ultimately, promoting collaboration among researchers, educators, and policymakers is crucial for maintaining and advancing the effectiveness of phonics instruction. By sharing insights and best practices, these stakeholders can refine phonics programs, improve teaching strategies, and better support pupils' literacy

development. Continuous dialogue and research-informed decision-making will foster enhanced literacy instruction, benefiting young learners' reading and writing proficiency in the long term.

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