

**REPORT ON THE MONITORING EXERCISE FOR
THE IMPLEMENTATION OF JOLLY PHONICS
APPROACH IN THE FEDERAL CAPITAL
TERRITORY, ABUJA – NIGERIA.**

Introduction

In March, 2014 Universal Basic Education Board (UBEB), in collaboration with the Universal Learning Solution (ULS) UK Trained One Hundred and Twenty (120) teachers from randomly selected sixty (60) primary schools in Federal Capital Territory, Abuja, Nigeria. Also trained were three (3) Academics, a project Coordinator, and some FCT, Universal Basic Education Board (UBEB) officials. The duty of the later was to monitor and evaluate the implementation of the Jolly Phonics Approach in the six area councils (AMAC, Bwari, Gwagwalada, Kuje, Kwali and Abaji) that made up FCT, Abuja. The purpose of the monitoring exercise was to find out the effectiveness of the strategy and the impact on the pupils' performances in Reading and Writing at the foundation level (primary one).

Monitoring Method

Before the actual monitoring pupils from both the experimental and control groups took the Burt Reading Test in April/May, 2014 for the pretest. The team visited twelve (12) primary schools made up of One Hundred and Sixty (160) pupils from Jolly Phonics and Eighty (80) pupils from non – Jolly Phonics classes which served as experimental and control groups respectively. Twenty (20) pupils were tested in each class to ascertain their reading ability before the commencement of Jolly Phonics Approach.

Burt Reading Test is a standardized reading test structured from two letter words to ten or more words. Pupils were tested individually and it was observed that most of the pupils could not pronounce nor read even the simplest words in the text, and those that did, stopped at few three letter words. Teachers that were involved in the implementation of the programme were enjoined to work hard in the application of the Jolly Phonics approach so as to reverse the ugly trend.

Sample of the Burt Reading Test

Burt Reading Test

Primary 1 children at the 6 focus schools should be tested before they start Jolly Phonics, and each term ideally to monitor project progress.

Please also test in 6 control schools (school that are not doing Jolly Phonics) for comparison purposes.

to	is	up	he	at	for	my
sun	one	of	big	some	his	or
an	went	boys	that	girl	water	just
day	wet	pot	things	no	told	love
now	sad	nurse	carry	quickly	village	scramble
journey	terror	return	twisted	shelves	beware	explorer
known	projecting	tongue	serious	domineer	obtain	belief

The team paid monthly visits to the selected schools for the implementation to monitor teaching using Jolly Phonics approach. There were three teams and each team (2 members) visited eighteen schools twice. On each visit, there was a sit - in -class observation, oral interview, and an interface between the teachers, pupils and head teachers. An on-the-spot correction, mentoring and suggestions on the time allotment were made. Some teachers had three periods for Jolly Phonics, while some had two periods, on rare cases, daily application.

Initially, sixty (60) schools made up of primary one pupils in FCT were selected for the programme but eighty (80) schools were visited during the exercise. Universal Learning Solutions (ULS) provided materials for every child in a primary one class for effective implementation. The head-teachers, teachers and

class assistants in the schools visited gave their acceptance and full cooperation during the exercise. Pupils enjoyed Jolly Phonics periods, and wished other subjects were taught the Jolly Phonics way!

Jolly Phonics Materials

The following Jolly Phonics materials were made available to the teachers and the pupils:

- i. Pupil's book 1 (contains the 42 letter sounds)
- ii. Teachers' book
- iii. Teachers' supplementary book
- iv. Word booklet and
- v. Pupils' book 2

The materials were sent to the six area councils for the programme and distributed to the pupils. Every pupil had a copy of the Jolly Phonics pupil's book One, and that made teaching and learning how to read and write more interesting and effective.

In the second monitoring exercise (ME), there was really an encouraging and enthusiastic response from both teachers and pupils simultaneously. At this point in time, the utilization of the Jolly Phonics in enhancing the reading and writing skills of the pupils had really improved tremendously in some schools, the Heads and the Jolly Phonics teachers encouraged the training of other teachers.

Discussions

Below are the table presentations:

The oral interviews conducted for the pupils during the pre and post tests. The analysis was done using the simple percentage

Table 1: Demographic Variables of the Pupils

S/N	Variables	Category	Frequency	Percentage (%)
1	Gender	Male	102	42.5
		Female	138	57.5
		Total	240	100
2.	Location	Urban	80	33.3
		Rural	160	66.7
		Total	240	100
3.	Group	Jolly Phonics	160	66.7
		Control	80	33.3
		Total	240	100

The table above reviewed the gender, location and groups of the pupils. From the table, it could be seen that the population of females are more than male. However, in the case of the location, urban schools are more in population than the rural schools. It was observed that teachers and pupils in the rural areas did better than the urban. This could be attributed to the fact that schools in the urban areas were overcrowded.

Table 2: Language Spoken at Home

Variables	Category	Frequency	Percentage (%)
Main language used at home	English	47	19.6
	Others	193	80.4
	Total	240	100
Use of English at home	Never		
	Rarely	22	9.2

Some of the times	100	41.7
Most of the times	80	33.3
All the time	38	15.8
Total	240	100

From the table above, about 193 pupils representing 80.4% speak their local dialects with their parents, siblings and sometimes with their peers. While pupils that speak English at home is not up to half of the sample population.

Table 3: Previous Education Acquisition

S/N	Variable	Category	Frequency	Percentage (%)
1	Attended Nursery School	No	146	60.8
		Yes	94	39.2
		Total	240	100
2.	Attended Primary School Before	No	83	34.6
		Yes	157	65.4
		Total	240	100

From the table above, 39.2% of the sample population attended nursery school while 60.8% of the pupils did not attended nursery schools before proceeding to primary one.

Table 4: Ownership of Household Property

S/N	Variables	Category	Frequency	Percentage (%)
1.	Radio	No	23	9.6
		Yes	217	90.4
		Total	240	100
2.	Motorcycle	No	114	47.5
		Yes	126	52.5
		Total	240	100
3.	Car	No	155	64.6
		Yes	85	35.4
		Total	240	100
4.	Television	No	160	66.7
		Yes	80	33.3
		Total	240	100
5.	Refrigerator	No	174	72.5
		Yes	66	27.5
		Total	240	100

The table above shows that most of the pupils have no access to basic amenities.

Table 5: independent T-test Analysis of the difference in performance between the Jolly Phonics classes and the Control group in the Pre-Test

S/N	Variables	Group	Frequency	Mean	SD	T
1.	Letter name knowledge	Jolly	160	12.34	15.65	- .876
		Phonics	80	13.23	14.02	
		Control				
2.	Letter Sounds Test	Jolly	160	0.20	0.78	1.067
		Phonics	80	0.21	0.83	
		Control				
3.	Burt Reading Test	Jolly	160	3.09	6.54	- .709
		Phonics	80	3.10	6.03	
		Control				
4.	Sentence Reading	Jolly	160	1.64	3.05	.965
		Phonics	80	1.50	3.10	
		Control				
5.	Dictation/word writing	Jolly	160	1.43	3.56	- .298
		Phonics	80	1.53	3.49	
		Control				

p>.05, df=251, critical t = 1.69

The result in table 5 shows that there was no significant difference between the Jolly Phonics classes and the control classes in performance in the Early Grade Reading Assessment (EGRA) test using the pretest data. All the calculated t-values obtained were less than the critical t – value of 1.69 at .05 level of significance with 205 degree of freedom.

Table 6: independent T-test Analysis of the difference in performance between the Jolly Phonics classes and the control group in the Post-Test

S/N	Variables	Group	Frequency	Mean	SD	T
1	Letter name knowledge	Jolly Phonics	160	22.13	22.76	0.870
		Control	80	20.07	22.02	
1	Letter Sounds Test	Jolly Phonics	160	18.63	17.74	9.012
		Control	80	2.76	4.93	
2.	Burt Reading Test	Jolly Phonics	160	20.9	21.53	2.205
		Control	80	9.21	10.73	
3.	Sentence Reading	Jolly Phonics	160	17.04	22.51	4.069
		Control	80	5.50	6.43	
4.	Dictation/word writing	Jolly Phonics	160	21.43	21.83	3.650
		Control	80	8.53	12.40	

Table 6 shows the result between the Jolly Phonics class (experimental group and the control group with respect to their performances in the post-test. The results show that apart from the letter name knowledge, the Jolly Phonics group was significantly better than the Control group. The calculated t-values were each higher than the critical t-value of 1.69 for all the reading tests except letter name knowledge. That is, pupils from the different groups had almost the same ability in identifying letters of the alphabetical order (i.e. A, B, C, D etc).

Observations

The first visitation for the monitoring witnessed non utilization of the Jolly Phonics materials by the teachers. The materials were kept in the school library. Observed also were that:

- a. Some of the teachers that participated in the programme do not have English language background and this deficiency affects their performance.
- b. The head teachers of some schools were ignorant of the programme.
- c. The Jolly Phonics materials were not enough for the pupils in some of the schools.
- d. Some of the visited schools have two teachers as participants while others have one teacher as a participant.

Recommendations

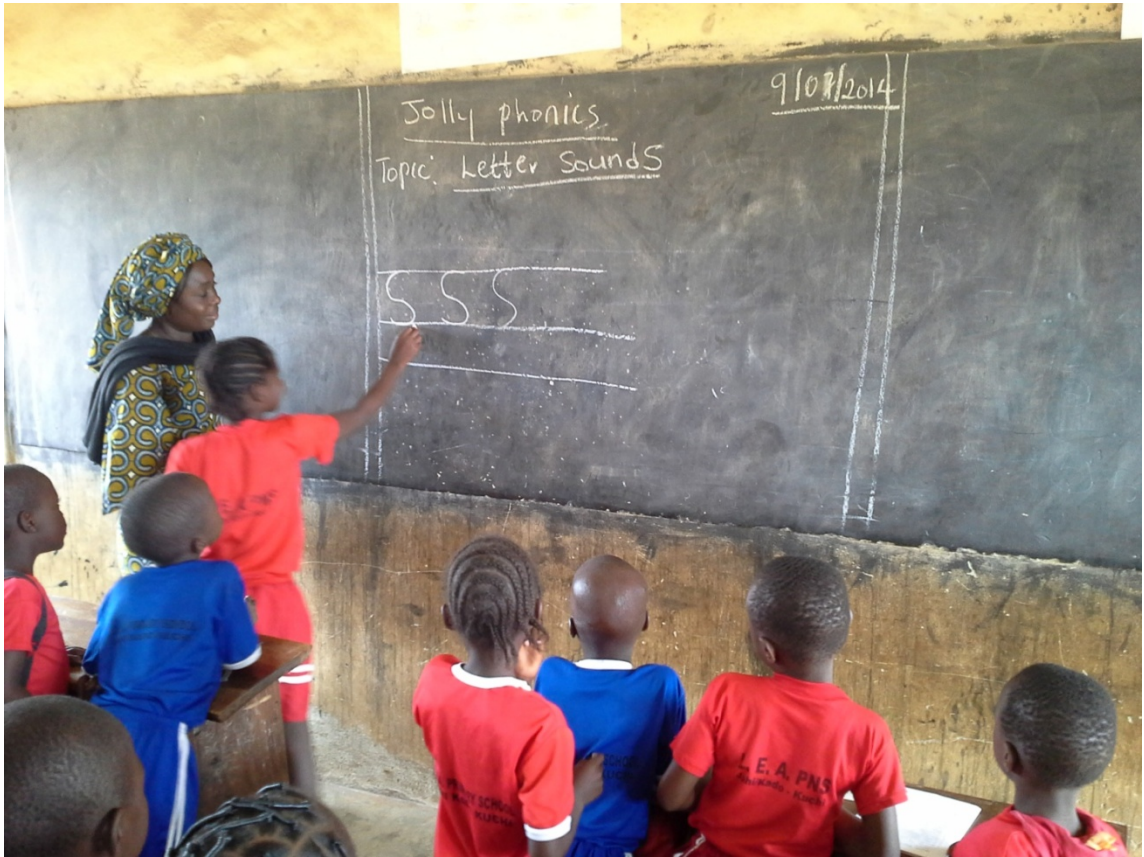
Sequels to the above-stated observations, the recommendations, are made thus:

1. Only teachers with English language background should be allowed to participate in the programme since the knowledge of phonetics and phonology enhances the rudiments of Jolly Phonics.
2. The training programme should be extended to many teachers so that it can be an all-embracing programme.
3. More incentives should be provided for both academic monitors and participants particularly in the aspect of remuneration (allowances) due to the tedious nature of the job as well as difficult terrain of some of the schools.

Nevertheless, it is a worthwhile venture and we look forward to extending the frontiers of the programme.

PICTURES OF SOME OF THE CLASSES VISITED





MONITORING TEAM



TEAM MEMBERS:

1. Jane Asonze - Team Leader
2. Doherty G. Agunloye
3. Chika Nwaedozie
4. Sadiq Haruna
5. Donatus Nwosu - FCT Coordinator