
REGIONAL DIRECTORATE OF DAOUKRO



FOLLOW-UP REPORT OF THE JOLLY PHONICS PILOT PROJECT



Context

In November 2017, the project of learning the English language at the beginning of the primary cycle was presented to the Director of Cabinet of the Minister of National Education, Technical Education and Vocational Training, Mr. ASSOUMOU KABRAN. He then gave us the opportunity to do a small-scale experiment.

We had contacted Mrs. DRENET-FP of Daoukro, Mrs. TAREGUE CHANTALE, who gave her agreement for the experiment in her Regional Directorate.

It is the Inspector of Preschool and Primary Education of Ouellé, Mr. Vanié Bi Gonné Michel who decided to host this pilot project.

Following these consultations, a training session was organized on 07 and 09 March 2018 in Daoukro by the Jolly Phonics team for the Regional Director, a Secretary General of the DRENET-FP, the Head of the Pedagogy and Continuing Education Branch, a Pedagogical Advisor in French in charge of primary education, an Inspector of Preschool and Primary Education, school directors and twelve (12) teachers holding cp1 classes.

The aim of this training was to equip teachers with the skills needed to teach English to primary school pupils. The above-mentioned officials were invited to follow the training entirely, like the teachers, for a more efficient and effective follow-up of the pilot project.

The teachers who participated in the training then presented Jolly Phonics in their classrooms for 20 minutes per lesson, three times a week, on Mondays, Wednesdays and Fridays.

To ensure that teachers implement Jolly Phonics optimally and verify the achievements, the Project Coordinator, the Head of the Pedagogy and Continuing Education Branch of Daoukro and the Inspector of Preschool and Primary Education, Head of Ouellé District carried out follow-up visits to the twelve (12) teachers who participated in the training from 18 April to 21 April 2018 and from 23 April 2018 to May 26, 2018.

I- WHAT IS JOLLY PHONICS?

JOLLY PHONICS is an easy and fast method of teaching reading and writing English to children. This approach is multi-sensory and based on learning phonemes (sounds). Its application helps increase student success rates, as it allows all children to read and write with confidence and provide universal literacy in developing countries.

Every child in the first year of school receives books from Jolly Phonics students, while his teacher receives a full training, as well as a Starter Kit from Jolly Phonics.

Jolly Phonics, is being realized in several countries of the world, including America, Europe, Asia and Africa. It provides these states with free resources and provides teacher training for the Jolly Phonics method.

In Côte d'Ivoire, a team composed of the Representative of Jolly Phonics, Mr AKPA Méléde Emile, English teacher; two (2) international trainers of JP: Mrs OLUFUNMI Bankole and Mrs KEMI Olusola Dapo-Tonade and Mr ALLA Koffi, Inspector of Secondary Education, ensured the training of the actors in order to equip them for the teaching of Jolly Phonics.

After the pilot phase, if the Government decides to adopt this method and extend it to the national level, the Director being its offer of free material and also training to all actors of primary schools in the country.

II- CLASS OBSERVATIONS

Each of the twelve (12) teachers was seen in a classroom situation. In all schools, students already read and write in English. Their writing is admirable, especially on the slate.

Students combine the sounds of letters to read simple English words, showing the effectiveness of the method. Spelling words is becoming easier and easier for students. And the experiment was carried out successfully in all schools.

The monitoring team was able to observe that, like the teachers in charge of these courses, the learners were very interested and enthusiastic during the learning process, the courses being very lively and lively. The monitoring team also noted the ownership of the project by school principals. They not only prepared the lessons with the experimental teachers of the project, but replaced them in class in case of absence. In other words, they monitored the project on a regular basis in their various schools.

III- TEACHERS' POINT OF VIEW

According to the teachers, in three (03) weeks of learning, learners have made tremendous progress in English and French.

Seduced by the Jolly Phonics method, even the notorious absentee learners, were now jostling in the classrooms. In addition, learners not currently involved in these courses did not hesitate to come and attend as soon as they had the opportunity. Informed, parents as a whole expressed their pride and satisfaction in seeing their children learn English. Indeed, at home, learners take back practically everything they have learned in class in front of their parents and classmates who do not yet do these classes: articulations of various sounds, songs, greetings etc.... in English.

Finally, the teachers say they are now using Jolly Phonics to teach English and French. According to them, there is the association of sounds for reading both in the APC and Jolly Phonics. Jolly Phonics taught them to correctly tell the sounds resulting from the correct sound association results. One teacher even said:

"Previously, pupils had difficulty reading. Teachers have made a lot of mistakes without knowing it. For example: the word *tap* we were telling students to read like this: t(to) - a-p(po). Ringing: toapo (read 'o' as in 'clean'). Now we know it's t-a-p: tap (tap)"

They do group tasks and play using the skills acquired by Jolly Phonics.

Given the effectiveness of the Jolly Phonics method in the teaching-learning process in general, according to teachers, they want the promoters of the project to think about extending it to all levels of primary education.

Teachers also want Jolly Phonics to be part of the Educational Programs (PE) to increase or strengthen basic literacy.

IV- PUPILS' POINT OF VIEW

All the students interviewed expressed their satisfaction with the courses taught according to the Jolly Phonics method. In this innovation, they say they were particularly impressed with the stories, actions and songs that make it easier for them to read and write.

V- POINT OF VIEW OF THE NATIONAL EDUCATION OFFICIALS OF THE REGION

➤ The DRENED-FP

She was deeply grateful to the Jolly Phonics team for this great pedagogical innovation and to the Chief of Staff for Jolly Phonics' experimentation in the conduct of primary school learning.

According to her, English in primary school would be a great innovation to be welcomed but above all to be concretized in view of the importance of this language in our world today.

➤ The Head of FPAC

During the informal discussions, the Head of the Daoukro Pedagogy and Continuing Education Branch, Mr KONAN N'Guessan, who was part of the supervisory team, indicated that Jolly Phonics is a major innovation and is to be welcomed. It is true that initially he expressed some apprehensions about the level of English of the experimental teachers who abandoned this language for years, but fortunately, from the first visits, his doubts quickly dissipated. He found this method very effective; because it facilitates learning and achieves meaningful results in such a short time. Unfortunately, the time allotted for experimentation was too short.

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➤ The IEPP of Ouellé

He said he was fascinated by the prowess that learners have achieved in learning thanks to Jolly Phonics. Today they can say hello and read a few words, which was not the case before and with this movement they will be able to read well in the space of a year.

With Jolly Phonics, the sound is correct and thanks to the teaching of Jolly Phonics, our children began to read correctly even in French.

Learners have become more assiduous at school because the application of Jolly Phonics that allows them to learn while having fun. Quite naturally, parents feel a great pride in it.

He did not fail to express his gratitude to the Chief of Staff of MENET-FP for allowing the testing of such an innovative project in our region. He has therefore made a commitment to browse the schools under his responsibility to ensure the efficient implementation of the project.

CONCLUSION

Although it is still too early to tell, the pilot project has greatly helped teachers to provide literature skills. In addition to the expected result of early access to the English language, students also succeed in learning French. The effect of Jolly Phonics is so clear that some C P 1 students and teachers who have become aware of the teaching method, are now complaining that they have been excluded from participation in the project. Jolly Phonics teachers want all other teachers to receive this training. Parents whose children are taught by Jolly Phonics are happy that their children have this privilege.

The students received this training in just seven (07) weeks and made impressive progress. We are certain that by starting to read the books of small stories that have been provided to them, they will move from reading and writing simple words, to reading and writing sentences and composing their own simple stories in English.

Other benefits of Jolly Phonics include improved school attendance and interest in students, improved English skills of teachers, and increased enthusiasm to teach in a committed manner. In reality, Jolly Phonics is not only about teaching a discipline, but it is a complete teaching method that is capable of transforming teaching and learning.

Monitoring is essential for optimal impact. The government and the Jolly Phonics team invested a lot of time and effort in the project. It is not surprising that the pilot phase was very successful at take-off.

The teaching of Jolly Phonics should not remain a privilege for some students in Côte d'Ivoire. The training is available to all C P 1 teachers in the country. We suggest that the Ministry of National Education accept the offer of free training and books made available by Jolly Learning UK via Optimaplath Consulting.

To continue this offer, the Chief of Staff could approve pilots in all regions of Côte d'Ivoire from September 2018 and a large-scale deployment in the IFFOU region during the same period.

The Regional Director

TAREGUE Chantal M. Rosine







