

## عنوان مقاله:

The Impact of Using Multisensory Synthetic Phonics on Iranian Young EFL Learners Reading and Spelling: The Case of Diphthongs and Digraphs

## محل انتشار:

چهارمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1395)

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## خلاصه مقاله:

This study aimed at investigating the effects of synthetic multisensory phonics instruction (i.e. Jolly Phonics) on Iranian young learners of diphthongs and digraphs. To this end, 32 young female beginners of English ages 8 to 11 participated in this study. Following a convenient sampling method and pretest-posttest design, two intact classes were recruited from an institute in Amol, Mazandaran. One class served as the experimental group receiving Jolly Phonics program and the other forming the control group received reading instruction through the traditional phonics approach. The study took place over a time span of 12 weeks including 24 teaching sessions. Quantitative and qualitative methods were employed to analyze the collected data. Using the SPSS 23, the analysis of the pretest-posttest scores revealed the outperformance of the experimental group over the control group on the reading and spelling tests. The qualitative analysis of the collected questionnaire also confirmed that Jolly Phonics instruction is a reader-friendly and enjoyable procedure to teach L2 reading at the kids' level. On implication side, the study suggests that Jolly Phonics method has the potential to rule out the complexities and difficulties of learning to read and write in EFL classrooms.

## کلمات کلیدی:

synthetic phonics, multisensory approach, Jolly Phonics, L2 Reading, EFL young learner, Spelling

## لینک ثابت مقاله در پایگاه سیویلیکا:

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