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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE EFFECTIVENESS OF A SYNTHETIC PHONICS PROGRAMME IN TEACHING WORD READING, SPELLING AND READING COMPREHENSION: A CRITICAL REVIEW AND EFL PEDAGOGICAL IMPLICATIONS

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Abstract: This article presents a critical review and pedagogical analysis of Johnston and Watson's (2005) landmark seven-year longitudinal study on the effects of synthetic phonics teaching on reading and spelling attainment, with specific reference to three core outcome variables: word reading, spelling, and reading comprehension. The original study followed approximately 300 children in Clackmannanshire, Scotland, from Primary 1 through Primary 7, comparing pupils initially taught by synthetic phonics with those taught by analytic phonics. Results demonstrated that the synthetic phonics group's word reading was 3 years 6 months ahead of chronological age by Primary 7, spelling was 1 year 9 months ahead, and reading comprehension was 3.5 months ahead. The present article critically evaluates these findings in terms of research design, methodological rigour, and practical significance, and draws implications for the teaching of English reading and spelling in the EFL context of Uzbekistan's primary schools (Grades 1–2). It is argued that the findings of Johnston and Watson [1] provide a robust empirical foundation for the adoption of systematic synthetic phonics as the primary methodology for developing English reading competence in early EFL education in Uzbekistan.

Key words: synthetic phonics, analytic phonics, word reading, spelling, reading comprehension, longitudinal study, EFL, primary education, Grades 1-2, Uzbekistan.

Annotatsiya: Ushbu maqolada Johnston va Watsonning (2005) o'qish va imlo ko'nikmalarini shakllantirishda sintetik fonika o'qitishining ta'siriga bag'ishlangan yetti yillik muhim longitudinal tadqiqoti tanqidiy ko'rib chiqilib, pedagogik jihatdan tahlil qilinadi. Bunda uchta asosiy natijaviy ko'rsatkichga - so'zlarni o'qish, imlo va o'qib tushunishga alohida e'tibor qaratiladi. Dastlabki tadqiqotda Shotlandiyaning Clackmannanshire hududidagi taxminan 300 nafar bola 1-sinf dan 7-sinf gacha kuzatilib, dastlab sintetik fonika asosida o'qitilgan o'quvchilar analitik fonika asosida o'qitilgan o'quvchilar bilan taqqoslangan. Natijalar shuni ko'rsatdiki, 7-sinf ga kelib sintetik fonika guruhi o'quvchilarining so'zlarni o'qish ko'rsatkichi xronologik yoshidan 3 yil 6 oy, imlo ko'rsatkichi 1 yil 9 oy, o'qib tushunish ko'rsatkichi esa 3,5 oy oldinda bo'lgan. Mazkur maqolada ushbu natijalar tadqiqot dizayni, metodologik qat'iylik va amaliy ahamiyat nuqtayi nazaridan tanqidiy baholanadi hamda O'zbekiston boshlang'ich maktablarining EFL sharoitida (1-2-sinflar) ingliz tilida o'qish va imlo ko'nikmalarini o'rgatish uchun pedagogik xulosalar chiqariladi. Johnston va Watson [1] tadqiqoti natijalari O'zbekistonda ingliz tilini chet tili sifatida boshlang'ich bosqichda o'qitishda ingliz tilida o'qish kompetensiyasini rivojlantirishning asosiy metodologiyasi sifatida tizimli sintetik fonikani joriy etish uchun mustahkam empirik asos yaratishi ta'kidlanadi.

Kalit so'zlar: sintetik fonika, analitik fonika, so'zlarni o'qish, imlo, o'qib tushunish, longitudinal tadqiqot, EFL, boshlang'ich ta'lim, 1-2-sinflar, O'zbekiston.



Аннотация: В данной статье представлен критический обзор и педагогический анализ знакового семилетнего лонгитюдного исследования Johnston и Watson (2005), посвящённого влиянию обучения синтетической фонике на достижения в чтении и правописании, с особым акцентом на три основных результативных показателя: чтение слов, правописание и понимание прочитанного. В первоначальном исследовании наблюдались около 300 детей из Клакманнаншира, Шотландия, с 1-го по 7-й класс, при этом учащиеся, первоначально обучавшиеся с использованием синтетической фонки, сравнивались с учащимися, обучавшимися с использованием аналитической фонки. Результаты показали, что к 7-му классу показатели чтения слов у группы синтетической фонки опережали хронологический возраст на 3 года 6 месяцев, показатели правописания - на 1 год 9 месяцев, а показатели понимания прочитанного - на 3,5 месяца. В настоящей статье эти результаты критически оцениваются с точки зрения дизайна исследования, методологической строгости и практической значимости, а также рассматриваются их педагогические последствия для обучения чтению и правописанию на английском языке в условиях EFL в начальных школах Узбекистана (1-2-е классы). Утверждается, что результаты исследования Johnston и Watson [1] создают прочную эмпирическую основу для внедрения систематической синтетической фонки в качестве основной методологии развития компетенции чтения на английском языке на начальном этапе обучения английскому как иностранному в Узбекистане.

Ключевые слова: синтетическая фоника, аналитическая фоника, чтение слов, правописание, понимание прочитанного, лонгитюдное исследование, EFL, начальное образование, 1-2-е классы, Узбекистан.

INTRODUCTION

The question of how children most effectively acquire the foundational skills of reading and spelling has been one of the most debated issues in educational research over the past five decades. At the heart of this debate lies the choice between two broad instructional traditions: whole-language approaches, which emphasise contextual meaning-making, and phonics-based approaches, which prioritise the systematic teaching of letter-sound correspondences as the gateway to independent reading [2].

Among phonics methods, synthetic phonics has emerged as the approach with the strongest and most durable empirical support. Johnston and Watson's [1] seven-year longitudinal study, commissioned by the Scottish Executive Education Department, constitutes perhaps the most comprehensive and methodologically rigorous investigation of synthetic phonics ever conducted. Its findings - that children taught by synthetic phonics in Primary 1 (equivalent to Grade 1) continued to demonstrate reading and spelling attainment well above their chronological age through Primary 7 (Grade 7) - have had profound implications for literacy policy and practice in the United Kingdom and beyond.

The present article has two principal aims. First, it provides a structured critical review of Johnston and Watson [1], analysing the study's research design, methodology, key findings, and limitations across the three core literacy outcomes: word reading, spelling, and reading comprehension. Second, it draws pedagogical implications from these findings for the teaching of English in Grades 1-2 in Uzbekistan, where English is taught as a foreign language (EFL) and where a research-informed approach to early literacy methodology remains an urgent priority.

Johnston and Watson [1] is selected as the focal text of this review for four reasons. First, its longitudinal span - seven consecutive school years - provides an unusually complete picture of how early phonics instruction shapes literacy development over time. Second, it directly measures all three outcome variables central to the present PhD research: word reading, spelling, and reading comprehension. Third, it employs standardised, validated assessment instruments (BAS Word Reading Test [3], Schonell Spelling Test [4], Primary Reading Test [5]) that have been widely used in subsequent research and can be adapted for the EFL context. Fourth, it was cited as a key evidence base in the UK Rose Review [6], which led to the mandating of systematic synthetic phonics in English primary schools - making it a policy-relevant, not merely academic, contribution.

LITERATURE REVIEW

Synthetic phonics is defined as an accelerated form of phonics instruction in which children are taught letter sounds before being introduced to books, and are then shown how to blend these sounds left-to-right to decode unfamiliar words [7: 1]. This contrasts with analytic phonics, the predominant approach in UK schools prior to 2006, in which letter-sound relationships are inferred from whole words the child has already learned to read by sight.

The cognitive rationale for synthetic phonics draws on Share's [8] self-teaching hypothesis, which proposes that phonological decoding - the ability to convert print to sound - serves as the primary mechanism by which children independently acquire new words. Each successful decoding event functions as a self-teaching trial, enabling the child to build orthographic representations without direct instruction. Synthetic phonics, by prioritising decoding skill from the very first days of formal schooling, maximises the number and quality of these self-teaching trials.



The 2005 longitudinal study builds directly on Johnston and Watson’s [9] earlier quasi-experimental study, which compared 304 Primary 1 children across three instructional conditions: synthetic phonics, analytic phonics, and analytic phonics supplemented by phonemic awareness training. After a 16-week intervention of 20 minutes per day, the synthetic phonics group was reading 7 months ahead of chronological age and 7 months ahead of the two analytic phonics groups. Spelling attainment showed a similar advantage of 8-9 months. Crucially, adding phonemic awareness training to analytic phonics produced no reading or spelling gains, demonstrating that the superiority of synthetic phonics was not attributable to phonological awareness training alone.

Johnston and Watson’s work formed a central pillar of the Independent Review of the Teaching of Early Reading [6], which concluded that systematic synthetic phonics is the most effective approach to teaching early reading and should be the core of the literacy curriculum from the start of formal schooling. This review led to the mandating of synthetic phonics in all English primary schools from 2007 onward, and to the introduction of the Phonics Screening Check in Year 1 from 2012. The policy significance of Johnston and Watson [1] thus extends beyond the academic literature into legislative and curriculum reform.

RESEARCH METHODOLOGY

Johnston and Watson [1] employed a longitudinal quasi-experimental design, following the same cohort of approximately 300 children from Primary 1 (age 5) through Primary 7 (age 11-12) in Clackmannanshire, Scotland. The study began in 1997 and concluded in 2004. Children were initially assigned to one of three instructional conditions in Primary 1 (synthetic phonics; analytic phonics; analytic phonics + phonemic awareness training). From Primary 2 onward, all children received synthetic phonics instruction, allowing assessment of whether early versus delayed synthetic phonics produced differential outcomes.

A key design decision was to deliberately assign the synthetic phonics group a higher proportion of children from socioeconomically disadvantaged homes, representing a conservative test of the intervention’s effectiveness. Pre-test verbal ability (British Picture Vocabulary Scale) was measured to control for initial differences in linguistic aptitude.

Table 1: Assessment Instruments Used in Johnston & Watson [1]

Outcome	Instrument	Description
Word Reading	BAS Word Reading Test [3]; WRAT (P6–7)	Standardised individually administered single-word reading test; reading ages up to 14.5 years
Spelling	Schonell Spelling Test [4]; WRAT (P7)	Group spelling dictation; 100 words by difficulty; produces spelling age scores
Reading Comp.	Primary Reading Test [5] P2–3; Group Reading Test [10] P4–7	Cloze procedure group measure; missing words selected from alternatives; norm-referenced
Phonol. Skills	Yopp-Singer Phoneme Segmentation Test [11]; Rhyme Generation Task	Assessed phoneme awareness and rhyme production pre- and post-intervention in Primary 1
Decoding	CVC Nonword Reading Test (custom)	20 CVC nonwords; tests phonological decoding independent of sight vocabulary

The synthetic phonics programme consisted of 20 minutes of scripted whole-class instruction per day over 16 weeks in Primary 1. Children were taught letter sounds at a rapid pace, immediately learning to blend sounds to read words and to segment words for spelling, before any reading books were introduced. The programme used by the teachers was based on the Austrian method developed by Feitelson [7] and subsequently refined by the researchers. The use of scripted lessons is a critical methodological strength, ensuring instructional fidelity across classrooms.

ANALYSIS AND RESULTS

Word reading outcomes demonstrated a consistently increasing advantage for the synthetic phonics group relative to chronological age across all seven years of the study [1]. At the end of the 16-week Primary 1 intervention, the synthetic phonics group was reading 7 months ahead of chronological age and 7 months ahead of both analytic phonics groups. By Primary 2, word reading was 11.5 months ahead of chronological age. By Primary 7, word reading was 3 years 6 months ahead of chronological age - a gain that continued to increase even though formal phonics instruction had ceased at the end of Primary 1.

A notable finding concerned the gender gap in reading. In contrast to an international survey of 35 countries (including Scotland) which found boys’ reading comprehension significantly lower than girls’, the boys in

this study showed word reading significantly above girls' from Primary 3 onward, being 11 months ahead by Primary 7 ^[1]. This finding suggests that synthetic phonics may be particularly beneficial for boys' early reading acquisition.

Spelling attainment followed a similar trajectory ^[1]. At the end of Primary 1, the synthetic phonics group was spelling 7 months ahead of chronological age and 8-9 months ahead of the analytic phonics groups (who were themselves 2-3 months behind chronological age). By Primary 2, spelling was 12 months ahead of chronological age. By Primary 7, spelling was 1 year 9 months ahead.

Spelling gains were also found to differentiate boys and girls. Boys outperformed girls in spelling at Primaries 4, 6, and 7, being 8.6 months ahead by the end of the study. The authors attribute this to the particular benefit of synthetic phonics for boys' phonological encoding skills, which underpin both reading and spelling.

Reading comprehension showed a different developmental pattern from word reading and spelling ^[1]. At the end of Primary 2, comprehension was 7 months ahead of chronological age. However, unlike word reading and spelling, the comprehension advantage did not increase over time; by Primary 7, it had declined to a 3.5-month advantage over chronological age.

The authors interpret this finding within the framework of the Simple View of Reading ^[12]: reading comprehension is the product of decoding accuracy and linguistic comprehension. While synthetic phonics strongly and durably develops the decoding component, reading comprehension at later stages is increasingly dependent on language comprehension skills - vocabulary, background knowledge, inferencing - which are not directly targeted by phonics instruction.

A particularly important finding concerns the relationship between socioeconomic disadvantage and literacy attainment ^[1]. Children from disadvantaged homes did not read significantly less well than those from advantaged homes in the early years of the study, with the difference only approaching significance in Primary 7. For reading comprehension, disadvantaged children were actually ahead in Primary 2 but fell behind in Primaries 5 and 7. This finding is important because the synthetic phonics group was deliberately assigned a higher proportion of disadvantaged children, making their strong outcomes across all measures particularly impressive.

Table 2: Summary of Key Findings: Johnston & Watson ^[1]

Outcome	End of P1	End of P2	End of P7	Trend
Word Reading	7 mo vs. CA	11.5 mo vs. CA	3 yrs 6 mo vs. CA	Continuously increasing
Spelling	7 mo vs. CA	12 mo vs. CA	1 yr 9 mo vs. CA	Continuously increasing
Reading Comprehension	N/A	7 mo vs. CA	3.5 mo vs. CA	Decreasing over time
Boys vs. Girls (Word Reading)	No diff.	No diff.	Boys 11 mo ahead of girls	Boys accel. from P3

Note. CA = Chronological Age; mo = months; P = Primary school year.

Johnston and Watson ^[1] is a study of exceptional methodological strength. Its principal advantages include:

- (1) longitudinal span of seven years, enabling assessment of durable effects beyond the immediate intervention;
- (2) large sample (approximately 300 children), reducing the risk of Type II error;
- (3) three comparison conditions in Primary 1, allowing fine-grained differentiation of instructional effects;
- (4) use of standardised, norm-referenced instruments across all outcome variables;
- (5) scripted lessons ensuring instructional fidelity; and
- (6) deliberate disadvantaging of the synthetic phonics group (higher SES deprivation), providing a conservative test of effectiveness.

Its limitations must also be acknowledged. First, it is a quasi-experimental rather than randomised controlled trial; intact classes were assigned to conditions, introducing the possibility of selection bias at the class level. Second, the study was conducted in a single Scottish local authority (Clackmannanshire), limiting generalisability. Third, the L1 English context differs fundamentally from EFL settings such as Uzbekistan, where children encounter English as an entirely foreign linguistic system and where the phonological interference of Uzbek may influence phonics acquisition. Fourth, no measure of reading fluency (rate and prosody) was included, leaving an important dimension of reading competence unassessed.



Despite the L1-EFL contextual difference, Johnston and Watson's ^[1] findings carry substantial implications for reading pedagogy in Uzbekistan's primary English classrooms. The following implications are proposed:

First, synthetic phonics should be introduced at the start of Grade 1 EFL instruction, before sight-word reading is established. The study demonstrates that early introduction is critical, particularly for girls' word reading and for all children's spelling.

Second, phonics instruction should be explicit, systematic, and sequenced - not incidental or embedded within communicative tasks. The scripted programme used by Johnston and Watson ^[1], with its carefully ordered introduction of grapheme-phoneme correspondences, provides a replicable model for Uzbek EFL teachers.

Third, the finding that reading comprehension gains, while significant, were smaller and diminished over time relative to word reading and spelling gains suggests that phonics instruction in the Uzbek EFL context must be complemented by systematic oral language development, vocabulary instruction, and reading comprehension strategies - particularly given EFL learners' limited exposure to English outside the classroom.

Fourth, the study's finding that synthetic phonics substantially narrows the gender gap in reading - and indeed reverses it in favour of boys - is particularly relevant for Uzbekistan, where gender-differentiated outcomes in English literacy have been reported ^[13].

Fifth, the durable, self-sustaining nature of the gains - word reading continuing to improve for six years after the 16-week intervention concluded - suggests that synthetic phonics equips children with a transferable self-teaching mechanism ^[8] that enables independent vocabulary acquisition through reading, which is of particular value in the EFL context, where teacher input is limited to classroom hours.

This critical review is based primarily on the published report and related secondary sources, as full access to the original dataset and supplementary statistical tables was not available. The review focuses on the three outcome variables most relevant to the present PhD study; a comprehensive review of all variables (phonological awareness, nonword reading, attitudes to reading) falls outside its scope. Future research should directly test the replicability of Johnston and Watson's ^[1] findings in the Uzbek EFL context through a contextually adapted randomised controlled trial.

CONCLUSION AND SUGGESTIONS

Johnston and Watson's ^[1] seven-year longitudinal study remains, over two decades after its publication, the most compelling and comprehensive empirical demonstration of the long-term effectiveness of synthetic phonics instruction. Its findings - that a 16-week synthetic phonics programme in Primary 1 produced word reading gains of 3 years 6 months and spelling gains of 1 year 9 months above chronological age by Primary 7 - represent an effect of exceptional magnitude and durability in educational research.

For researchers and educators in the Uzbekistan EFL context, this study provides an indispensable empirical and theoretical foundation. The adoption of systematic synthetic phonics as the core methodology for developing English word reading and spelling competence in Grades 1-2 is strongly supported by this evidence. Simultaneously, the study's finding that reading comprehension gains are more limited underscores the need to combine phonics instruction with broader language development approaches tailored to the EFL learner's specific linguistic needs.

The present PhD research will contribute to this body of knowledge by examining whether Johnston and Watson's ^[1] findings are replicable and contextually adaptable within Uzbekistan's primary EFL education system - extending the evidence base from the L1 English context to one of the most rapidly developing EFL educational systems in Central Asia.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.