

ABSTRACT

A Case Study of Teachers' Perceptions of the Impact of Using the Jolly Phonics Programme to Teach Reading in the Infant Classes at one Primary School

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This study sought to explore teachers' perceptions of the impact of using the Jolly Phonics programme to teach reading in the Infant classes at a primary school in Trinidad and Tobago. Data were collected through interviews with six Infant-level teachers, as well as through observations and document analysis. The findings revealed that one of the teachers did not use the Jolly Phonics programme but clung to the "traditional" method. The other five all believed that the Jolly Phonics programme had a positive impact on students' reading. They believed that the students showed improvement in their pronunciation, spelling, and writing. The teachers also noticed that slower students' performance was enhanced after exposure to the programme. It was further noted that the teachers had taught the programme with some modifications. With regard to the implications for using the programme to improve reading, the findings indicated that five of the teachers wanted to continue using the programme, but with an eclectic approach that included whole language, sight word, and use of an analytic phonic primer.

Keywords: Perceptions; Primary school teachers; Teaching methods; Jolly Phonics programme; Programme evaluation; Case studies; Classroom environment; Phonics; Reading instruction; Reading research; Trinidad and Tobago