

ABSTRACT

A Case Study Exploring Teachers' Experiences in Implementing the Jolly Phonics Program With Students of Low Socio-Economic Status in Mixed Ability First and Second Year Classes

Renuka Ramsingh-Mahabir

This study sought to explore teachers' experiences in implementing the Jolly Phonics programme with students of low socio-economic status (SES) in mixed ability first and second year classes at a primary school in Trinidad and Tobago. Data were collected through interviews with three Infant level teachers and the principal, as well as through observations and document analysis. The findings revealed that: 1) most of the participants thought the programme was successful and met the needs of "at risk" children; and 2) implementation of the programme was hampered by limitations in the form of absence of professional development, the lack of a comprehensive Jolly Phonics programme for the second year, parental involvement, and difficulty in terms of the content of the programme.

Keywords: Jolly Phonics programme; Teaching techniques; Primary school teachers; Teacher attitudes; Programme implementation; Economically disadvantaged; Primary school students; Socioeconomic status; Trinidad and Tobago