

ABSTRACT

An Investigation Into the Methodology Promoted in the Jolly Phonics Programme at a Co-Educational School in the St. George East Educational District

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This study investigated the specific methodology used in the Jolly Phonics Programme and its implications for classroom practice, through an examination of the classroom practices of three teachers in the Infant department at a primary school in Trinidad and Tobago. Data were collected through interviews and observations. The results of the data analysis suggested that the teachers made competent decisions that were suited to their specific situations.

Keywords: Jolly Phonics programme; Teaching techniques; Programme implementation; Coeducational schools; Primary school teachers; Trinidad and Tobago