

ABSTRACT

An Investigation Into the Implementation of the Jolly Phonics Programme at Three Primary Schools in the Port of Spain and Environs District: The Concerns of Three Infant Level Teachers

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This study investigated three teachers' concerns about the implementation of the Jolly Phonics programme at three urban primary schools in Western Trinidad. Data were collected through interviews and observations. The findings revealed that all the teachers were quite clear about the factors that impeded implementation of the programme at their schools. It was found that factors such as: (a) administrative support, insufficient workshops and training; (b) local school factors such as storage, accountability, and collaboration among staff; and (c) external support through the supply of materials, all impacted on the implementation of the programme.

Keywords: Case studies; Jolly Phonics programme; Programme implementation; Primary school teachers; Teacher attitudes; Concerns; Reading instruction; Phonics; Trinidad and Tobago.