

**Investigating Teachers' Perceptions, Confidence, and Implementation of
Jolly Phonics Strategies for Early English Language Learners (ELLS)**



A Thesis

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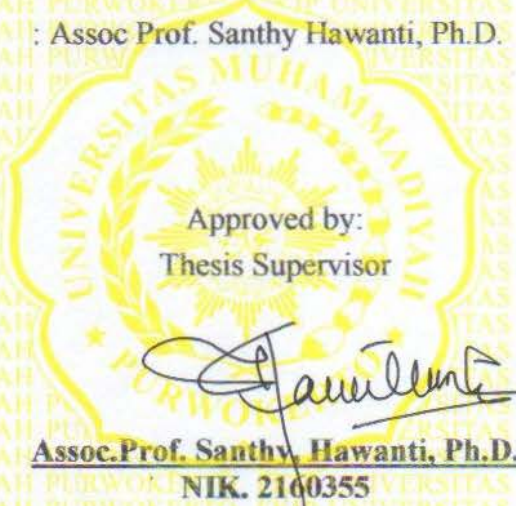
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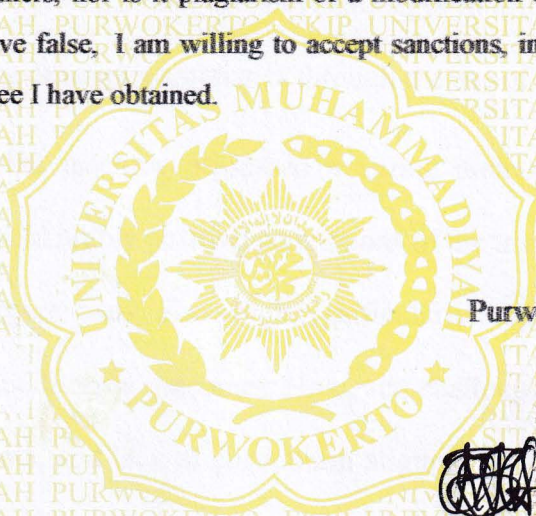
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ABSTRACT

This research explored Gambian English teachers' perceptions, confidence levels, and implementation practices related to Jolly Phonics strategies for early English Language Learners (ELLs). A total of 72 teachers who were selected through convenience sampling participated. These teachers had varying years of teaching experience and worked in either rural or urban school contexts. The study employed a quantitative research design using a structured questionnaire comprising four sections: demographic information, knowledge of Jolly Phonics, perception of the training, confidence in applying strategies, and challenges in implementation. The data were analyzed using descriptive statistics through the use of SPSS software.

The findings showed that teachers possessed a strong understanding of Jolly Phonics principles and held highly positive perceptions of the training. Confidence in applying the strategies was also high, particularly regarding observed improvements in students' literacy outcomes. However, challenges such as limited resources, time constraints, and lack of curriculum alignment were also reported. These results underscore the need for continued support and context-specific resources to ensure effective and sustained use of Jolly Phonics in early literacy instruction.

Keywords: Jolly Phonics, teacher perception, phonics instruction, early literacy, ELLs, classroom implementation, pedagogical practices

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