

Bridging Literacy Gaps – Teachers Perspectives Towards Jolly Phonics for Marathi Medium Learners

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Abstract: This paper explores the perceptions of English as a Third Language (ETL) teachers in Marathi-medium schools regarding the implementation of Jolly Phonics in their classrooms, with a focus on identifying challenges they face while teaching reading by different old methods in English language instruction. Data was collected from 36 teachers working in government Marathi-medium schools from Gadchiroli district in Maharashtra. All participants responded to a questionnaire provided by the researcher. The questionnaire responses were analyzed using descriptive statistics.

The findings indicate that most teachers view Jolly Phonics positively, considering it an engaging method that supports students in improving their overall English literacy skills. However, a very less proportion of teachers do not use Jolly Phonics in their classrooms, primarily due to a lack of confidence in implementing the method effectively. Additionally, the study highlights that many teachers in government schools are unfamiliar with synthetic phonics like Jolly Phonics, before its implementation and have not received sufficient training too to incorporate it successfully into their teaching practices. After getting introduced to Jolly Phonics method and its training, the views of almost teachers get changed. The very change in their opinions can be seen in each of their answer to the questionnaire.

Based on these findings, several recommendations are proposed to assist teachers and policymakers. These recommendations aim to help other teachers adopt Jolly Phonics effectively and encourage decision-makers to create enabling conditions, such as providing adequate training and required resources, to facilitate the implementation of Jolly Phonics in Marathi-medium schools.

Keywords – Marathi medium, synthetic phonics, Jolly Phonics, literacy, analysis.

OBJECTIVE

The main objective of this paper is to explore and analyse teachers perspective on the effectiveness of the Jolly Phonics method in enhancing English literacy skills among Marathi medium learners.

INTRODUCTION

In rural India, English education faces significant challenges due to large class sizes, untrained teachers, and a lack of resources. English is often taught using outdated methods like grammar-translation, which prioritize the native language over English. Students, particularly first-generation learners, struggle with basic skills due to limited practice opportunities and an exam-oriented system that emphasizes rote learning. Socioeconomic factors and minimal teacher training further hinder effective instruction. Additionally, as Graddol (p.12) notes, English is perceived across India as a symbol of upward mobility and a pathway out of poverty, yet many rural schools



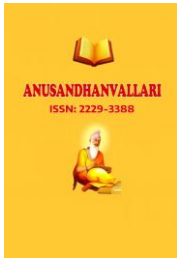
fail to teach it as a skill. As a result, despite years of study, many students fail to achieve fluency or accuracy in English, highlighting the need for systemic reforms and improved teaching methods.(Roy, n.d.)

Developing reading skills among rural primary school pupils faces challenges arising from psychological, biological, and environmental factors. Remedial education, which addresses learning deficiencies, is crucial for slow learners affected by intellectual limitations, emotional instability, and health issues (Ovando & Combs, 2018; Newman & Newman, 2017). Environmental challenges, such as inefficient school systems and lack of attention to multiple intelligences, further widen the gap in academic performance (Beare, Caldwell & Millikan, 2018). Language exposure deficits lead to difficulties in acquiring reading skills, causing low confidence, poor focus, and disciplinary issues (Suggate, 2016). Weak reading skills often result in verbal and writing deficiencies, further reducing students' interest in learning (Ehri, 2017; Akubuilu, Okorie, Onwuka & Uloh-Bethels, 2015). Socioeconomic factors like poverty, lack of parental attention, and low family income exacerbate these issues, creating significant pre-reading skill gaps (Owen, 2018). Learning disabilities, such as dyslexia or ADHD, also impact literacy development (Cortiella & Horowitz, 2014). Early literacy education is critical, with pre-reading skills forming the foundation for future learning. Children begin developing literacy as early as infancy, and early intervention significantly boosts their academic potential (Torgeson, 2004; Paris & Hamilton, 2014). Families and educators play pivotal roles in fostering inclusive literacy education through cooperation and resource allocation (Mason, 1980). Addressing these challenges requires interactive teaching techniques to spark interest and improve skill acquisition (Sugiarto & Sumarsono, 2014). Teachers must diversify methods and ensure early literacy development to mitigate the negative effects of environmental and biological limitations. A collaborative effort involving parents, schools, and policymakers is essential to overcome these barriers and provide equitable literacy opportunities for rural pupils. Through such measures, rural students can improve their reading skills and achieve greater academic success, bridging the gaps caused by systemic and external challenges (*Englishread Problems in Primary*, n.d.).

English literacy in India faces significant challenges, particularly in rural and semi-urban areas, due to systemic and instructional shortcomings. The predominant method of teaching English—the Alphabet-Spelling approach—relies on rote memorization and bypasses evidence-based techniques like phonics instruction. Consequently, students often lack foundational reading skills, with approximately 50% of Grade 3 students unable to meet grade-level benchmarks in listening comprehension, word recognition, and reading comprehension (National Council of Educational Research and Training, 2014). Phonics-based instruction, a globally validated method, has been proven to improve early literacy outcomes significantly (Ehri et al., 2001; Dixon et al., 2011). However, its adoption in Indian classrooms remains limited. Studies conducted in India, such as those on synthetic phonics programs, demonstrate improved reading and spelling skills, with reductions in students at risk for reading difficulties (Schagen & Shamsan, 2007). Nonetheless, large-scale implementation is hindered by socio-economic disparities, curriculum gaps, and insufficient teacher training. This research highlights the critical need for integrating systematic phonics instruction into foundational literacy curricula in India to bridge learning gaps and align with the National Education Policy's goal of addressing foundational literacy challenges as a national priority.(Shenoy et al., 2024)

Lorane Moodie-Reid's study, *Teachers' Perceptions of the Impact of the Jolly Phonics Program on Students' Literacy* (2016), investigates how teachers perceive the effectiveness of the Jolly Phonics program in improving literacy among students in Grades 1-3 in two Jamaican primary schools. The qualitative evaluation, guided by Engeström's activity theory and sociocultural learning frameworks, involved interviews with eight teachers to assess the program's outcomes and strategies.

Teachers highlighted several positive impacts, including improved phonetic awareness, writing, comprehension, and listening skills, particularly among struggling readers. They commended the program's synthetic phonics approach, which integrates letter sounds, blending, and kinesthetic activities to create an engaging learning



environment. Additionally, teachers found the professional development workshops stimulating and beneficial for improving their instructional practices.

At the same time the study underscored challenges such as the need for ongoing teacher training, alignment of resources, and evaluation to ensure long-term success. Moodie-Reid emphasized the program's potential to contribute to positive social change by addressing literacy gaps and improving students' readiness for higher education levels. Overall, the research supports the Jolly Phonics program as a valuable intervention for early literacy development while advocating for continuous support and evaluation for sustained impact. (Moodie-Reid, 2016)

Khadija Muftah's study, EFL Primary School Teachers' Perceptions Towards the Implementation of Jolly Phonics for Enhancing Pupils' English Literacy Skills (2023), explores Libyan EFL teachers' views on using Jolly Phonics in primary schools. Data was collected from 27 teachers through questionnaires and interviews revealed that most teachers viewed Jolly Phonics positively, acknowledging its role in improving students' literacy, including reading, writing, and pronunciation. The multisensory and engaging nature of the method was highlighted as a major strength.

Although, significant challenges hindered its widespread use. Many teachers, particularly in public schools, lacked adequate training and resources to effectively implement Jolly Phonics. Time constraints during English lessons were another major obstacle. Approximately 50% of teachers who used Jolly Phonics reported needing further training to address these challenges. Limited administrative support and insufficient materials were also cited as barriers.

The study recommends providing comprehensive training programs for teachers, increasing lesson time dedicated to English, and improving access to teaching materials. These measures aim to ensure more effective implementation of Jolly Phonics and enhance its impact on students' literacy development in Libyan classrooms (Muftah, n.d.).

METHODOLOGY

The main aim of this research study is to evaluate the effectiveness of Jolly Phonics (JP) program in improving reading skill in English Language of Marathi medium learners in Gadchiroli district, Maharashtra State, India. The study was conducted on 993 IInd standard students from 72 Zilla Parishad schools. Three schools from each of the 12 Talukas in Gadchiroli district were selected and the selected learners from these schools participated in this study. To evaluate the effectiveness of JP method, the learners were divided into two groups viz; Group 1 and Group 2. The students in group 1 were taught by the traditional method and the students in the second group were taught by JP method throughout the academic year.

This research further aims to know the teachers' experience of teaching by JP method. It also strives to understand the importance of JP method to them in improving the five basic skills in the learners viz; learning letter sounds, letter formation, blending, identifying sounds in words and spelling the tricky words. The data was gathered from the teachers teaching at primary level and who underwent the JP program training.

The researcher has provided training about JP method to the teachers teaching at primary level in various Zilla Parishad schools in Gadchiroli district. During the training the required study material was distributed to the trainee teachers. 36 teachers from various Z P schools participated in the training program. After successfully completing the JP training, the teachers taught English to the 2nd standard students in their respective schools throughout the academic year 2023-24 by using JP method. This paper explains their experiences of teaching by using JP method and their feedback of the training program.

RESULTS & DISCUSSIONS

1. Teachers' Opinion about Effectiveness of Traditional & JP Method in Improving English Reading Skill of Students

As mentioned earlier, the main aim of this study is to evaluate the effectiveness of JP method in improving reading skills among the students. Keeping this objective in mind the teachers who successfully completed the JP training program were asked to rate the level of the 'English Reading Skills' of the students when taught by both i.e. traditional and JP method. The teachers were asked to rate the English reading skills of the students with respect to seven criteria on a five-point scale viz; 'very low', 'low', 'moderate', 'high' and 'very high'. The scores of English reading skills of the students are computed and further compared to derive the conclusions. The results are presented below.

Test	Method	N	Mean	SD	Description
Q1	Traditional	36	2.53	.810	Moderate
	JP	36	3.67	.894	High
Q2	Traditional	36	2.14	.833	Low
	JP	36	3.36	.798	Moderate
Q3	Traditional	36	2.36	.762	Low
	JP	36	3.31	.822	Moderate
Q4	Traditional	36	2.39	.728	Low
	JP	36	3.33	.828	Moderate
Q5	Traditional	36	2.44	.877	Low
	JP	36	3.39	.871	Moderate
Q6	Traditional	36	1.97	.845	Low
	JP	36	3.19	.980	Moderate
Q7	Traditional	36	2.17	.941	Low
	JP	36	3.39	.964	Moderate

Table 1. Descriptive Statistics of English Reading Skills Rated by Teachers

Note: Q1: Ability to read words; Q2: Ability to read sentences; Q3: Ability to answer short questions; Q4: Ability to recite a poem in English; Q5: Ability to give self-introduction in English; Q6: Ability to write dictation in English; Q7: Overall fluency of reading English

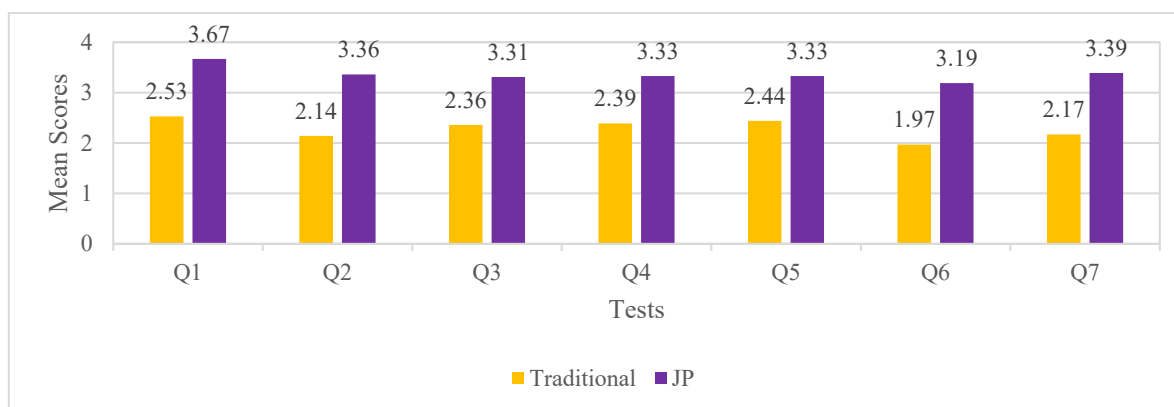


Figure 1. English Reading Skills Rated by Teachers when Taught by Traditional & JP Method

The levels of performance of boys and girls in all the seven tests when taught by traditional and JP method are assessed by computing means and standard deviations. The results indicate that:

- **Q1:** The mean score of students' ability to read words is found be 'moderate' (mean = 2.53) when taught by traditional method; and it is 'high' (mean = 3.67) when taught by JP method.
- **Q2:** The mean score of students' ability to read sentences is found be 'low' (mean = 2.14) when taught by traditional method; and it is 'moderate' (mean = 3.36) when taught by JP method.
- **Q3:** The mean score of students' ability to answer short questions is found be 'low' (mean = 2.36) when taught by traditional method; and it is 'moderate' (mean = 3.31) when taught by JP method.
- **Q4:** The mean score of students' ability to recite a poem in English is found be 'low' (mean = 2.39) when taught by traditional method; and it is 'moderate' (mean = 3.33) when taught by JP method.
- **Q5:** The mean score of students' ability to give self-introduction in English is found be 'low' (mean = 2.44) when taught by traditional method; and it is 'moderate' (mean = 3.33) when taught by JP method.
- **Q6:** The mean score of students' ability to write dictation is found be 'low' (mean = 1.97) when taught by traditional method; and it is 'moderate' (mean = 3.19) when taught by JP method.
- **Q7:** The mean score of students' overall fluency of reading English is found be 'low' (mean = 2.17) when taught by traditional method; and it is 'moderate' (mean = 3.39) when taught by JP method.

To know whether the differences in the means for the above seven tests conducted for traditional and JP method, the following hypothesis and sub-hypotheses are formulated:

H1: There is no significant difference in the students' overall fluency of reading English when they are taught by traditional and JP method.

H1a: There is no significant difference in the students' ability to read words when taught by traditional and JP method

H1b: There is no significant difference in the students' ability to read sentences when taught by traditional and JP method

H1c: There is no significant difference in the students' ability to answer short questions when taught by traditional and JP method

H1d: There is no significant difference in the students' ability to recite a poem in English when taught by traditional and JP method

H1e: There is no significant difference in the students' ability to give self-introduction in English when taught by traditional and JP method

H1f: There is no significant difference in the students' ability to write dictation when taught by traditional and JP method

Independent samples t-test for comparing two group means (two-tailed) was applied at .05 significance level to test the differences in students' English reading skill when they are taught by traditional and JP method. The results of hypothesis testing are presented in Table 4.51.

Table 2. Testing of Hypothesis

Hypothesis	Nature	Mean Diff.	t-value	p-value	Result
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H10	Overall Fluency (Q7)	-.4115	-5.442	.000**	Rejected
H10a	Q1	-1.139	-5.662	.000**	Rejected
H10b	Q2	-1.222	-6.355	.000**	Rejected
H10c	Q3	-.944	-5.057	.000**	Rejected
H10d	Q4	-.944	-5.139	.000**	Rejected
H10e	Q5	-.944	-4.586	.000**	Rejected
H10f	Q6	-1.222	-5.667	.000**	Rejected

** Results are rejected at .05 significance level

The results of hypothesis testing show that:

- There is significant difference in the students' overall fluency of reading English when they are taught by traditional and JP method ($t=5.442$, $p<.05$). **Hence, H1 is rejected.** Therefore, it is interpreted that JP method is more effective than traditional method in improving students' overall fluency of reading English
- There is significant difference in the students' ability to read English words when they are taught by traditional and JP method ($t=5.662$, $p<.05$). **Hence, H1a is rejected.** Therefore, it is interpreted that JP method is more effective than traditional method in improving students' ability to read English words.
- There is significant difference in the students' ability to read English sentences when they are taught by traditional and JP method ($t=6.355$, $p<.05$). **Hence, H1b is rejected.** Therefore, it is interpreted that JP method is more effective than traditional method in improving students' ability to read sentences in English.
- There is significant difference in the students' ability to answer short questions in English when they are taught by traditional and JP method ($t=5.057$, $p<.05$). **Hence, H1c is rejected.** Therefore, it is interpreted that JP method is more effective than traditional method in improving students' ability to answer short questions in English.
- There is significant difference in the students' ability to recite a poem in English when they are taught by traditional and JP method ($t=5.139$, $p<.05$). **Hence, H1d is rejected.** Therefore, it is interpreted that JP method is more effective than traditional method in improving students' ability to recite a poem in English.
- There is significant difference in the students' ability to give self-introduction in English when they are taught by traditional and JP method ($t=4.586$, $p<.05$). **Hence, H1e is rejected.** Therefore, it is interpreted that JP method is more effective than traditional method in improving students' ability to give self-introduction in English.
- There is significant difference in the students' ability to write dictation in English when they are taught by traditional and JP method ($t=5.667$, $p<.05$). **Hence, H1f is rejected.** Therefore, it is interpreted that

JP method is more effective than traditional method in improving students' ability to write dictation in English.

Interpretation: JP method is more effective in improving the overall fluency of reading English than traditional method. Moreover, JP method is also found to be more effective than traditional method in improving students' ability to read English words, sentences, answering short questions, reciting a poem, giving self-introduction and writing dictation in English.

2. Teachers' Opinion about Effectiveness of a Method for achieving 'meaningful English reading' by the students

The trainee teachers were further asked, which method is effective in achieving 'meaningful English reading' by the students considering your experience. The results are presented below:

Method	No. of Teachers	%
Traditional	1	2.78
JP	35	97.22
Total	36	100.00

Table 3. Teachers' Opinion about the Most Effective method

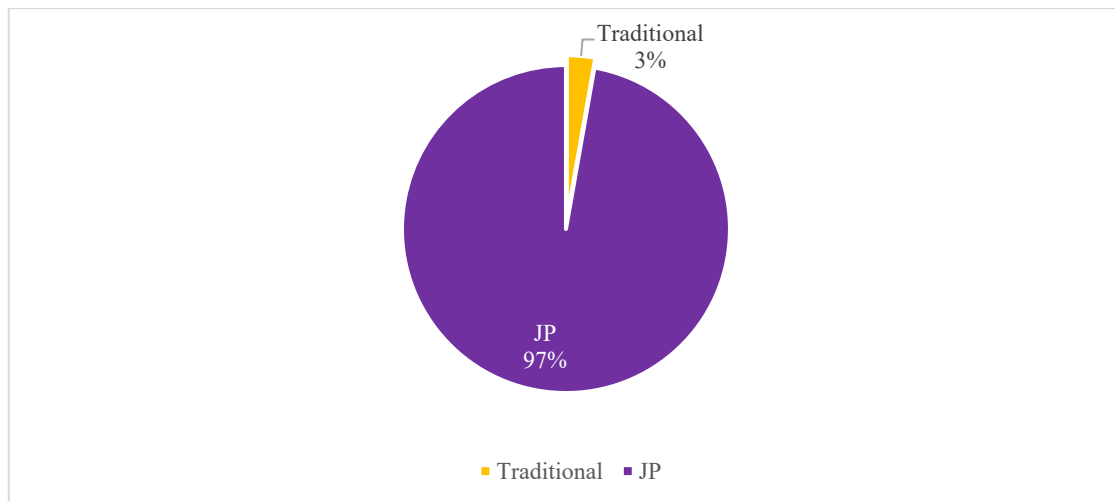


Figure 2. Teachers' Opinion about the Most Effective method

The results show that, most of the teachers i.e. 35 (97.22%) are of the opinion that JP method is more effective than traditional method in achieving 'meaningful English reading' by the students.

3. Importance of JP Method in improving Five Basic Skills

Using their teaching experience, the trainee teachers were asked to rate the helpfulness of JP method in improving the below five basic skills in students:

- Learning Letter Sounds
- Learning Letter Formation

- c) Blending
- d) Identifying Sounds in Words
- e) Spelling the Tricky Words

The results are presented below:

3.1 Learning Letter Sounds

Using their experience, the trainee teachers were requested to rate the helpfulness of JP method to students in learning letter sounds on a five-point rating scale ranging from 'not at all helpful' to 'very helpful'. The results are presented below:

Response	Identifying Capital English Alphabets		Identifying Small English Alphabets		Recognition of 42 Phonic Sounds	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
a) Not at all Helpful	2	5.6	2	5.6	7	0.00
b) Helpful to a Little Extent	5	13.9	6	16.7	8	19.4
c) Somewhat Helpful	5	13.9	3	8.3	9	22.2
d) Helpful	14	38.9	11	30.6	12	25.0
e) Very Helpful	10	27.8	14	38.9	36	33.3
Total	36	100.0	36	100.0	7	100.0

Table 3. Importance of JP Method in Learning Letter Sounds

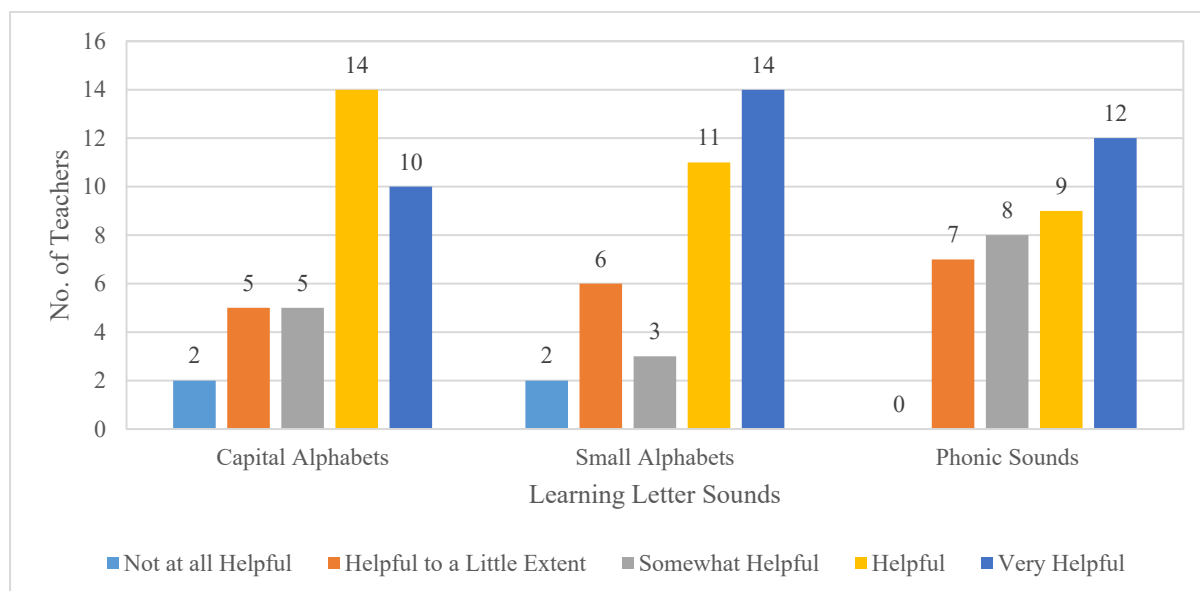


Figure 3. Importance of JP Method in Learning Letter Sounds

The results reveal that:

- **Identifying capital English alphabets:** Maximum 38.9% teachers found JP method is helpful, 27.8% found it very helpful, 13.9% each found somewhat helpful and helpful to a little extent and only 5.6% teachers found it not at all helpful to students in identifying capital English alphabets.

- **Identifying small English alphabets:** 30.6% teachers found JP method is helpful, 38.9% found it very helpful, 16.7% found it helpful to a little extent, 8.3% found it somewhat helpful, and only 5.6% teachers found it not at all helpful to students in identifying small English alphabets.
- **Recognition of 42 Phonic Sounds:** Maximum 33.3% teachers found JP method very useful, 25% found it helpful, 22.2% found it somewhat helpful and 19.4% teachers found it helpful to a little extent to students in recognising 42 phonic sounds in English.

Interpretation: Most of the teachers found JP method is helpful to students in learning letter sounds.

3.2 Learning Letter Formation

Using their experience, the trainee teachers were requested to rate the helpfulness of JP method to students in learning letter formation on a five-point rating scale ranging from 'not at all helpful' to 'very helpful'. The results are presented below:

Table 4. Importance of JP Method in Learning Letter Formation

Response	Ability to Hold Pencil Correctly		Ability of Letter Formation		Ability to Spell Word Correctly	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
a) Not at all Helpful	2	5.6	1	2.8	1	2.8
b) Helpful to a Little Extent	9	25.0	9	25.0	11	30.6
c) Somewhat Helpful	5	13.9	5	13.9	5	13.9
d) Helpful	17	47.2	18	50.0	10	27.8
e) Very Helpful	3	8.3	3	8.3	9	25.0
Total	36	100.0	36	100.0	36	100.0

Table 4.54 Importance of JP Method in Learning Letter Formation

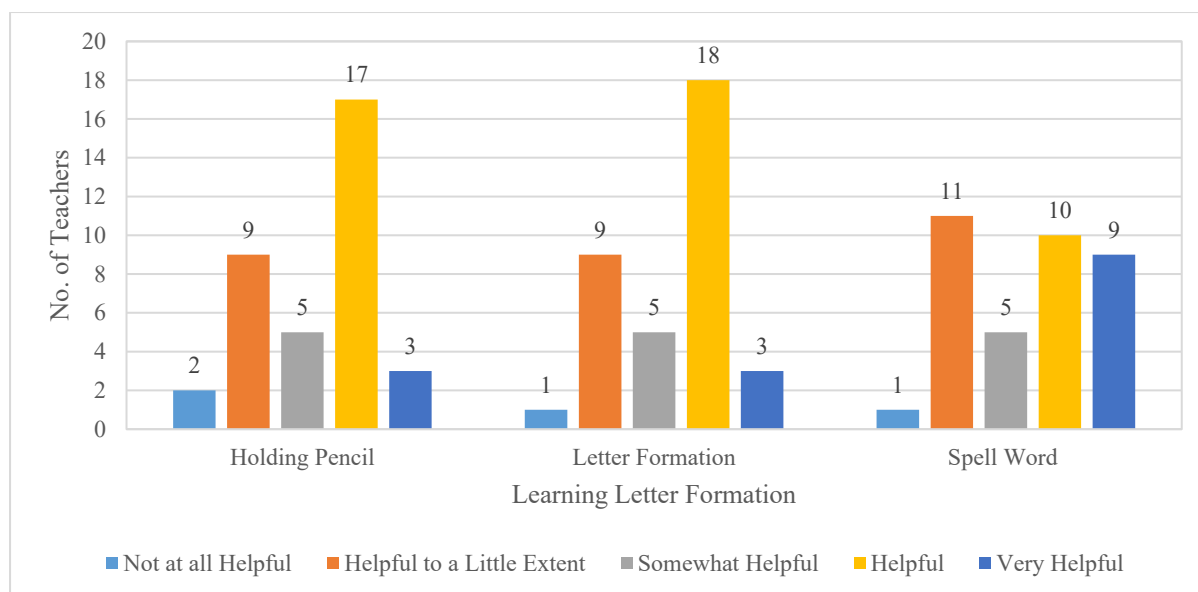


Figure 4. Importance of JP Method in Learning Letter Formation

The results reveal that:

- **Students' ability to hold pencils correctly:** Maximum 47.2% teachers found JP method is helpful, 8.3% found it very helpful, 13.9% each found somewhat helpful, 25% found it helpful to a little extent and only 5.6% teachers found it not at all helpful in improving students' ability to hold pencil correctly.
- **Students' ability to form each letter in each word correctly:** 50% teachers found JP method is helpful, 8.39% found it very helpful, 25% found it helpful to a little extent, 13.9% found it somewhat helpful, and only 2.8% teachers found it not at all helpful in improving students' ability to form each letter in each word correctly.
- **Students' ability to spell words correctly:** 25% teachers found JP method very useful, 27.8% found it helpful, 13.9% found it somewhat helpful, 30.6% found it helpful to a little extent and only 2.8% teachers found it not at all helpful in improving students' ability to spell words correctly.

Interpretation: Most of the teachers found JP method is helpful to students in learning letter formation.

3.3 Blending

Using their experience, the trainee teachers were requested to rate the helpfulness of JP method to students in blending (i.e. the ability to combine speech sounds together to make words) on a five-point rating scale ranging from 'not at all helpful' to 'very helpful'. The results are presented below:

Table 5. Importance of JP Method in Blending

Response	Blending Ability		Recognize Digraph		Distinguishing Blending & Diagraph		Ability to Read Irregular Words	
	f	%	f	%	f	%	f	%
Not at all Helpful	00	0.00	00	0.00	00	0.00	1	2.8
Helpful to a Little Extent	10	27.8	12	33.3	12	33.3	10	27.8
Somewhat Helpful	6	16.7	2	5.6	4	11.1	5	13.9
Helpful	10	27.8	13	36.1	13	36.1	15	41.7
Very Helpful	10	27.8	9	25.0	7	19.4	5	13.9
Total	36	100.0	36	100.0	36	100.0	36	100.0

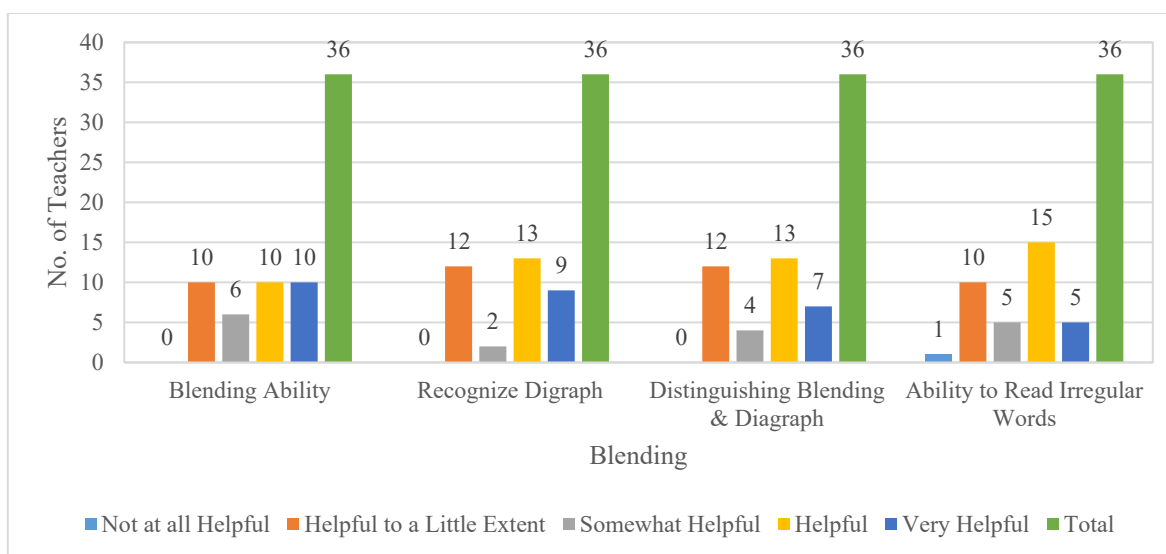


Figure 5. Importance of JP Method in Blending

The results reveal that:

- **Students' blending ability:** 27.8% each teachers found JP method is helpful and very helpful, 16.7% found somewhat helpful, 27.8% teachers found it helpful to a little extent in improving students' blending ability.
- **Students' ability to recognize diagraph:** 36.1% teachers found JP method is helpful, 25% found it very helpful, 33.3% found it helpful to a little extent and only 5.6% teachers found it somewhat helpful in improving students' ability to recognize diagraph.
- **Students' ability to distinguish between a blend and a digraph:** 19.4% teachers found JP method very useful, 36.1% found it helpful, 11.1% found it somewhat helpful and 33.3% teachers found it helpful to a little extent in improving students' ability to spell words correctly.
- **Students' ability to read irregular or tricky words:** 13.9% teachers found JP method very useful, 41.7% found it helpful, 13.9% found it somewhat helpful, 27.8% found it helpful to a little extent and only 2.8% teachers found it not at all helpful in improving students' ability to read irregular or tricky words.

Interpretation: Most of the teachers found JP method is helpful to students in improving their blending ability.

3.4 Identifying Sounds in Words

Using their experience, the trainee teachers were requested to rate the helpfulness of JP method to students in identifying sounds in words on a five-point rating scale ranging from 'not at all helpful' to 'very helpful'. The results are presented below:

Response	Frequency	Percent
Not at all Helpful	0	0.00
Helpful to a Little Extent	2	5.6
Somewhat Helpful	4	11.1
Helpful	15	41.7
Very Helpful	15	41.7
Total	36	100.0

Table 6. Importance of JP Method improving Students' Ability to Identify Sounds in Words

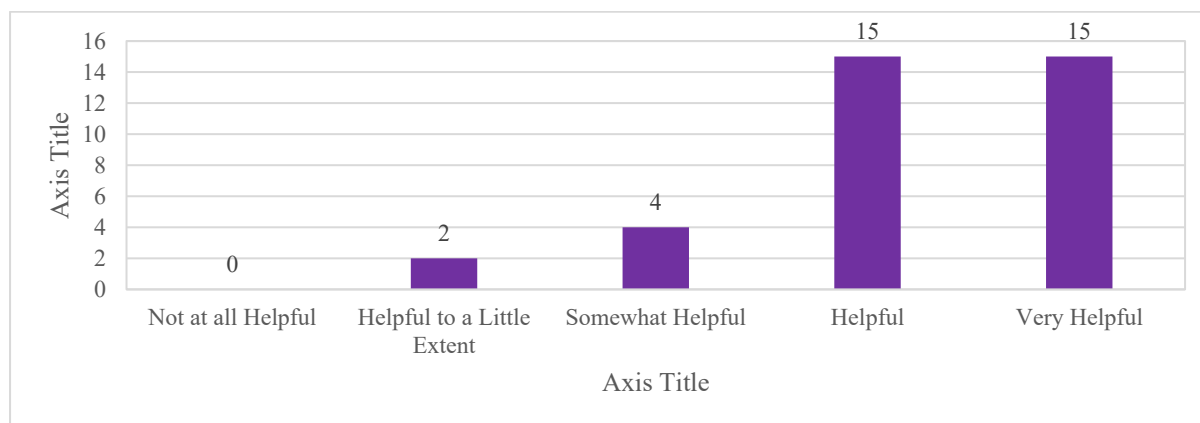


Figure 6. Importance of JP Method in Identifying Sounds in Words

The results reveal that 41.7% each teachers found JP method is helpful and very helpful, 11.1% found somewhat helpful and 5.6% teachers found it helpful to a little extent in improving students' ability to identify sounds in words. To summarise maximum teachers are of the opinion that JP method is helpful in improving students' ability to identify sounds in words.

4.10.5 Ability to Spell Tricky Words

Using their experience, the trainee teachers were requested to rate the helpfulness of JP method to students in spelling tricky words on a five-point rating scale ranging from 'not at all helpful' to 'very helpful'. The results are presented below:

Response	Frequency	Percent
Not at all Helpful	0	0.00
Helpful to a Little Extent	2	5.6
Somewhat Helpful	7	19.4
Helpful	20	55.6
Very Helpful	7	19.4
Total	36	100.0

Table 7. Importance of JP Method to Students in improving their ability to Spell Tricky Words

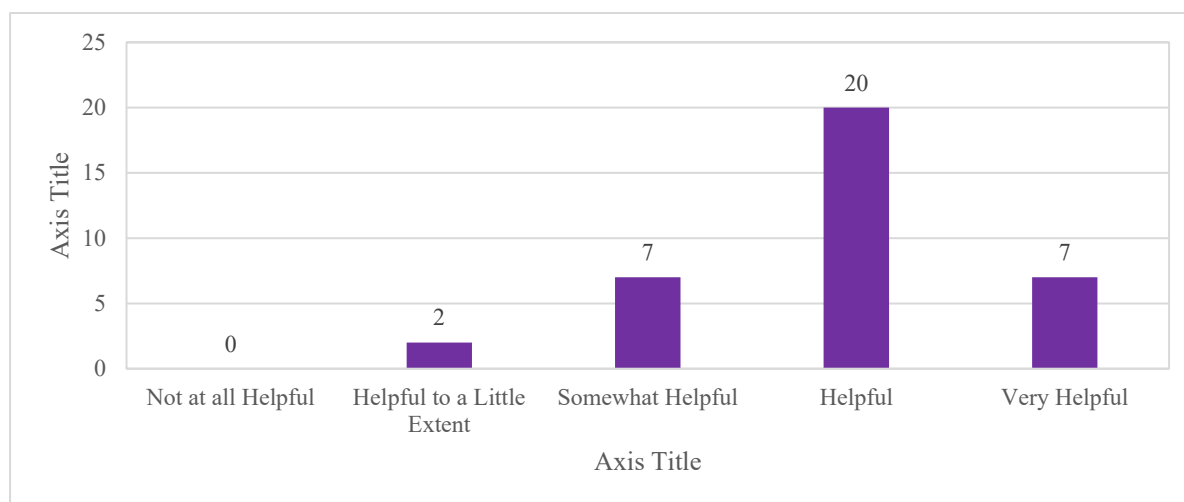


Figure 7. Importance of JP Method to Students in improving their ability to Spell Tricky Words

The results reveal that 19.4% teachers found JP method very helpful, 55.6% found it helpful, 19.4% found it somewhat helpful and 5.6% teachers found it helpful to a little extent in improving students' ability to spell tricky words. To summarise maximum teachers are of the opinion that JP method is helpful in improving students' ability to spell tricky words.

Conclusion

The study examines the perspectives of Marathi-medium primary school teachers from government schools in Gadchiroli district, Maharashtra, regarding the use of the Jolly Phonics method to enhance literacy skills. Most of the teachers expressed positive attitudes toward the approach, recognizing its potential to significantly improve students' reading abilities. However, very few of them highlighted few challenges including, insufficient training on the method, limited time given in classrooms for English instructions and about lack of confidence while taking



the JP method in the classroom in front of students. Though there were 36 teachers from schools but as the sample size seemed small, the findings should be interpreted cautiously. Future research in similar contexts should include larger teacher populations and employ methods like classroom observations and focus groups to gain deeper insights.

To address all these challenges, teachers are encouraged to independently enhance their understanding of Jolly Phonics through available resources such as books, research articles, case studies and online training. More work should be done on the synthetic phonics like JP, as researcher had not found much work on this topic in Maharashtra and in India as well. Simultaneously, educational authorities should prioritize structured training programs for teachers and reconsider the duration of English classes to allow effective implementation of the method. Additionally, policies should emphasize on monitoring and evaluation of teaching practices to ensure improved literacy outcomes for students in the interior region like this district.

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