



Exploring Teachers' Perspectives on Multimodal Phonics Instruction and Jolly Phonics Practices in Early Childhood Education

Hana A. Barakat,¹ , Sewar N.Alhajrasi²

^{1,2}Department of Applied Linguistics, School of Language,Libyan Academy, Janzour, Libya

¹hanaa96barakat@gmail.com

³sewaralhajrsy@gmail.com

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Abstract

Jolly Phonics is a widely implemented synthetic phonics program in contemporary early childhood education globally. Many studies have shown that it has improved children's literacy skills and classroom communication across different teaching methods and countries. This study was conducted in Libya and supports these results. It applies multimodal discourse analysis (MDA) to examine how teachers coordinate different resources, including gesture, vocalization, visual materials movement, and rhythm, to support phoneme learning and learners' engagement within a theoretical perspective from social semiotics, cultural historical activity theory, and embodied cognition. The study argues that literacy learning in Jolly Phonics classrooms emerges through the systematic coordination of multiple communicative modes rather than language itself. The findings highlight the importance of gesture, effective discourse, and embodied interaction in supporting speech sound understanding. This research contributes to linguistics and early childhood education by demonstrating the value of multimodal phonemic teaching and campaign teaching practices.

Keywords: Multimodal discourse analysis, Early childhood Education, Teacher Interaction, Teacher Prospective, Gestures, Visual Materials, Phoneme Learning.

المخلص

يُعد برنامج "جولي فونيكس" (Jolly Phonics) من أكثر برامج تعليم الأصوات اللغوية انتشاراً وتطبيقاً في مناهج الطفولة المبكرة حول العالم. وقد أظهرت دراسات عديدة إسهامه في تحسين مهارات القراءة والكتابة لدى الأطفال في بيئات صافية متنوعة، وباستخدام أساليب تدريس مختلفة وفي دول متعددة، وهو ما تؤكد هذه الدراسة التي أجريت في ليبيا.

تعتمد الدراسة على منهج تحليل الخطاب متعدد الوسائط لفحص كيفية توظيف المعلمين للموارد التواصلية -كالإيماءات، والتعبيرات الصوتية، والوسائل البصرية، والحركة، والإيقاع- بهدف دعم تعلم الأصوات اللغوية وتعزيز مشاركة المتعلمين. واستناداً إلى منظور نظري يستمد أسسه من السيميائيات الاجتماعية، ونظرية النشاط الثقافي التاريخي، والإدراك المتجسد؛ ترى الدراسة أن تعلم القراءة والكتابة في فصول "جولي فونيكس" ينشأ من خلال التنسيق المنظم لوسائل التواصل المتعددة، وليس من خلال اللغة وحدها. وتبرز النتائج أهمية الإيماءات، والخطاب التعليمي الفعال، والتفاعل القائم على الحركة والتجسيد في تعزيز فهم الأصوات الكلامية. وتسهم هذه الدراسة في مجالي اللغويات وتعليم الطفولة المبكرة من خلال إثبات قيمة تدريس الأصوات اللغوية بأساليب متعددة الوسائط، وتقديم رؤى لتطوير الممارسات التعليمية.

1. Introduction

Children learn languages more naturally and rapidly than adults during the language learning at this developmental stage. Children are expected to learn a second language. Therefore, effective teaching methods are important for supporting language learning and literacy development.

Jolly Phonics is one of the most popular phonics programmes used to teach reading and pronunciation. It combines songs, actions, stories, and visual materials to help children learn sounds and letters effectively.

Multimodal teaching suggests that meaning is created through different modes of communication, including speech, movement, gesture, and visual support. In early childhood classrooms, these modes work together to improve participation and understanding. Although previous studies have suggested positive effects of Jolly Phonics, the research has investigated teachers' perspectives on multimodal phonics instruction, particularly within the Libyan context.

The study investigates teachers' perspectives on multimodal phonics instruction in early childhood classrooms in Libya. The study involved twenty-seven teachers from both local and international schools participated in the study. The study aims to explore teachers' views about multimodal phonics instruction and Jolly Phonics practices. It also examines the challenges teachers face and their opinions about the effectiveness of Jolly Phonics.

1.1 Aim of the study

The study aims to explore teachers' perspectives on multimodal phonics instruction and the implementation of Jolly Phonics in early childhood education.

1.2 Objectives of the study

- To identify multimodal teaching practices used during phonics instruction. ●
- To explore teachers' perspectives on the effectiveness of Jolly Phonics. ●
- To investigate the challenges teachers face during phonics instruction. ●

1.3. Research Questions

This research paper aims to answer the following questions;

- What multimodal teaching practices do teachers use during phonics instruction in early childhood classrooms? ●
- What are teachers' perspectives on the effectiveness of Jolly Phonics in supporting phonics learning and early literacy development? ●
- What challenges do teachers face when implementing multimodal phonics instruction and Jolly phonics practices? ●

1.4. Research Problem

Although Jolly phonics reading and writing skills existing such as a phonological awareness reading proficiency and spelling accuracy while through the theoretical foundation of jolly phonics remains insufficiently explored, although frequently as a multisensory this lacks conceptual clarity and a strong theoretical grounding multimodal communication theory fully have gestures movement in addition the rule of embodied learning particularly is physical movement The contextual dimension diminishing of this issue also warrants further investigation most studies on jolly phonics have been conducted in western educational settings while the Libyan educational context and other underrepresented and literature as a result little is known about how teachers and learners employ multimodal resources to construct meaning during phonics instruction in different linguistic and cultural environment Therefore, there is a need for research that explores Jolly Phonics through the lens of multimodal communication theory with a particular attention to a classroom interruption, embodied learning, and meaning-making practice within the Libyan context.

2. Literature review

2.1. Foundation of early literacy development

Early Literacy development means learning basic reading and writing skills during the preschool and early school years, typically spanning ages four to thirteen. Sociocultural theories of learning propose that literacy acquisition is not an isolated cognitive process, although developed through social interaction, guided participation, and engagement with culturally valued literacy practices. Bruner's Concept of scaffolding highlights how adults facilitate children's learning by providing gradual assistance, gradually transforming responsibilities over to the learner.

Phonemic awareness, defined as the ability to recognize and manipulate individual phonological units within words, constitutes a fundamental component of successful literacy acquisition. Consistent research indicates that explicit and systematic phonics instruction enhances pronunciation accuracy, reading fluency, and spelling ability among young learners. However, researchers still lack a comprehensive understanding of how phonics instruction develops phonemic awareness, particularly through multimodal interaction.

2.2. Jolly Phonics as a multi-sensory pedagogical approach

Jolly Phonics, conceived by a Sue Lloyd in the 1980s, is a synthetic phonics methodology designed to impart letter-sound relationships through systematic and explicit instruction, in contrast to analytic phonics approaches, which begin with whole words and subsequently identify phonemes of words from individual phonemes.

The pedagogical framework of Jolly phonics curricula incorporates five principal skills: learning letter sounds, letter formation, identifying irregular or tricky words, and segmenting words into separate sounds. What makes Jolly Phonics different from traditional phonics methods is that it is used for multisensory learning. A phoneme is connected to a specific gesture or movement, songs, rhythm, a visual image, and sometimes a story or narrative.

For instance the phoneme is commonly linked to a snake-like hand gesture, a hissing fascination, and a visual image of a snake. Recent research has demonstrated the different effectiveness of Phonics in a different educational contexts. Al Mansour, Ogdon, and Alenezi found that using Jolly Phonics in UAE preschool classrooms improves children's phonological awareness and reading skills at the same time. Arati, Dewi, and Sanjia reported the improvement in pronunciation accuracy. Learning motivation and classroom participation among young learners were identified as a significant improvement and emergent language skills among preschool children through the application of Jolly Phonics.

Despite these positive findings, existing research has not sufficiently explored the multimodal mechanisms that contribute to these improvements. Most studies focus mainly on test results and literacy scores, and instead of classroom interaction and the learning process.

2.3. Multimodal Discourse Analysis (MDA) Core Principles

Multimodal Discourse Analysis (MDA) is a theoretical and methodological framework that studies how meaning is created through different ways of communication, not only language, developed mainly by Gunther Kress and Theo Lewin.

MDA is grounded in social semiotics, this perspective investigation how meaning-making is produced and communication of meaning via signs, symbols, and social interaction within specific cultural context, from this point of view, communication includes many modes that do not function in isolation but they work together at the same time to support communication and understanding, such as gesture, images, movement, posture, and sounds. Each mode possesses distant deck of our dance referring to a particular capacities for meaning making that cannot be entirely replaced by alternative modes. To support communication and understanding by Kress and Van Leeuwen posited that language is no longer the sole dominant form of communication as a visual and multimodal Elements now play a major role. This perspective has a substantial implication for educational theory and classroom practice the classroom learning happens through a spoken language visual, gesture, movement, and emotional communication which all helps the students to understand better.

An early childhood education multimodal approaches have been shown to have the strength of different aspects of learning. Björk conceptualizes earlier writing development through the framework of multimodal dialog interaction with social semiotic principles. This approach highlights that children's literacy development grows through engagement with the visual arts, reading textual and embodied communication within a social context.

2.4. Gesture and embodied learning

Embodied learning theory highlights the strong relationship between body language, movement, and cognitive development. gestures are not merely auxiliary movement or a support action, but they are also important tools to help teachers create meaning and facilitate learning. Research in cognitive studies showed that children retain information more effectively than adults when a verbal input is combined with a physical movement in gesture in Phonics instruction. Gestures deliver a multiple pedagogical functions: they offer a visual and subtle representation of abstract phonemic ideas, connect the sounds to a physical experience, and create memorable links between sounds and body movements. Ingold'. Use immediate discourse analysis on a hybrid ethnographic and socio linguistics framework to investigate how young children's strategies use a nonverbal action and material objects through their learning and their language and social surroundings. This study shows that the children are active learners who built meaning through a physical interaction, not by being passive learners receiving information only, like adults. Ingold's concept of 'Enskinning' describes learning through practice, guided attention and active engagement in meaningful tasks. Phonics teaching embodied interaction allows teachers to guide learners, and the use of physical, social, and semantic resources which support both development and conceptual understanding.

2.5. Multimodal interaction and early childhood education

Today, researchers have increasingly advertised the pedagogical effect of multimodal interaction and early childhood education. Anatoly studied a bilingual learning in Swedish English preschool. He said that the research focused on how teachers and children use body movement in spoken language during daily activity for example here he said that as dressing and cleaning.'

The findings showed that teachers used both a verbal and embodied strategies to mentor children's for a better learning this support situational routines in modern language patterns in 2L the research demonstrates that the acquisition of embodied skill is deeply interconnected with logical social and linguistic through multimodal instructional searches that integrate a verbal explanation gesture here is guiding and physical support create what 'Goodwin' outline that the cooperative action where meaning and context are jointly constructed through collaborative interaction mid participants.

2.6. Emotional aspects of classroom interruption

Many studies of phonics teaching focus on ticking and language skills. The effective domination also plays a significant role in literacy development. This includes emotional tone, classroom atmosphere, and learner confidence, all of which influence how children act and engage with learning.

On the other hand, positive evaluative discourse teaches enthusiasm, and the deliberate construction of a supportive classroom environment significantly influences learner motivation, participation, confidence, and sustained engagement within literacy-based activity. Research on language socialization shows that children's language and communication development is strongly connected to a social learning. They learn language together with a cultural values, classroom behaviors, and emotional practices. Teachers' right Use of positive feedback, emotional responsiveness, and inclusive classroom interaction can create a safe and encouraging environment to learn that supports confident and active participation among the young learners.

Theoretical framework

This research paper gives different theories about multimodal phonics instruction and social and multimodal discourse analysis. Offers a foundation for understanding how meaning is created through multiple semiotic modes that work together rather than separately to support communication and learning **Van Leeuwen and Kress, 2021 / 2001**

Cultural historical theory, **1978. Vygotsky and Leontev** maintained that learning devolves through social interaction and guided participation in meaningful practice. Barnes 'idea of Scaffolding shows how teachers assist learners step by step until they become independent. Embodied cognition, **Goodwin 2018** explains that learning is connected to bodily movements in physical expressions that children learn through interaction with the Humans objects and their atmosphere.

Socialization **Ochs, 1984**) says that children develop linguistics or linguistic, social, and cultural competence through integration in social practice. This theory shows that learning involves language, cognition, emotion, and social interaction. Collectively, these theories showed that literacy learning is a multimodal, physical, and social process where meaning is created through different forms of communication.

Research gap and future direction

Although this study provides an important understanding of multimodal phonics interaction, several gaps still remain, such as **longitudinal development**. This research offers a cross-sectional view of multimodal interaction and selected points and times; however, longitudinal studies could provide a deeper understanding of how learners' embodied phonemic development changes over time and reveal the long-term impact of interaction. **Comparative analysis**, Competitive analysis investigation across device cultural context, linguistic environment, and educational system could contribute to understanding how multimodal interactional strategies are adopted, negotiated, and transformed across settings. **Digital multimodality**, since digital technology is becoming more common in classrooms, more studies are needed to understand how multimodal phonics teaching works in online and mixed learning environments.

Teach recognition and Pedagogical reasoning. Study is investigating how teachers understand and make decisions about multimodal instruction could offer useful insight into effective classroom practice. **Learner perspective** Future scholars incorporating learners' perspective and expressions experience with deepen understanding of how students perceive, interpret, and engage with multimodal classroom interaction.

3. Methodology

Introduction

This chapter presents the methodology employed in the study. It included the research design, participants, data collection procedures, validity, and reliability of the research instrument, and methods of data analysis. The chapter aims to provide a clear explanation of how the data were collected and processed, analyzed to investigate teachers' perspectives on phonics instruction and the implementation of Jolly Phonics in English language classrooms.

Research design a multiple qualitative .3.1

This study adopted a quantitative descriptive research design to examine teachers' perceptions and practices regarding the implementation of Jolly Phonics in the classroom. The questionnaire approach was considered appropriate because it enabled the research to collect measurable data from a group of teachers and identify patterns and trends related to the use of Jolly Phonics, the focused practices, student engagement, and classroom environment. And effectiveness of Jolly Phonic in supporting literacy development it's a mainly passage on a multimodal discourse analysis MDA unlike tradition orientation is a particularly appropriate for examined jolly phonics instruction as it's a pedagogical practices rely on simultaneous Integration of auditory visual and kinesthetic resources the study is also pasted on a socio symmetric which sees communication as a social activity where people Choose a different communication tools to reach and teach educational and interaction goals and knowledge. However, through an ethnographic perspective, the research captures natural classroom interaction and provides a detailed understanding of how teachers and learners cooperatively construct a phonemic knowledge in a real time.

Research sitting participant profile .3.2

This research paper also carried out an early childhood English as a foreign language (EFL) classroom in Libya, Janzour, where Jolly Phonics has become an important tool for teaching and reading, and also writing. The strength and the scope of the findings of this research included a variety of educational environments, a total of 27, volunteer they also though different age groups, providing an abroad perspective on the implementation of Jolly Phonics in different classroom settings.

First, we have Institutional diversity: The research included both international institutions, such as ISM and Oya International, and local public schools and private centers, including schools and leaders of tomorrow.

Second Participant: A demographic: A total of 27 teachers participated in the questionnaire, and they represented the different teaching backgrounds and experiences that we saw in the questionnaire

Third Teaching experience: Participants ranged from early career teachers with one to three years of experience to highly experienced educators with more than 11 to 20 years, some of them say to the proficiency

Fourth Phonics specialization: Over 40% of the participants possessed more than seven years of specialized experience in Jolly Phonics, especially contributing extensive a pedagogical expertise and practical classroom knowledge

Fifth Learner profile: The main learner group included children from 4 to 13 years and also from KG 1 to grade 4, which had an important stage for developing sound awareness and literary skills in the early years of children's education.

Data collection instruments and a triangulation .3.3

To make the research more accurate and trustworthy, this study used a triangulation method by combining classroom observation with videos and with questionnaire data, and this approach detailed description of a classroom practice while also provide border statistical understanding of the observed findings.

Video-recorded classroom observation. .3.3.1

This primary source of qualitative data considered of a high definition video recording of Jolly phonics instructional sessions at the same time video recording is a very important and multimodal research because it keeps detail and timing movement and interaction that may be missing in everything scale however those records supported detailed analysis of teachers and how they act inside the classroom and the relationship between how they perform and give the phonemic instruction and the relationship between their students additionally enabled observation of learners engagement through embodied action and visual expressions and other things and to add more information that this record is was supported analysis of classroom space and they use it of teaching material such as flash card and others by the help of some friends in Jolly Phonics Center by Mohammed Khirallah.

Quantitative questionnaire .3.3.2

The questionnaire made by electronic platform and it was a structured questionnaire administrated to 27 EFL teachers to capture border pedagogical patterns and also teachers participation regarding teachers multimodal instruction the questionnaire measured how often multi modal strategies were used and how much effectiveness teachers believed that they here the key section included of the multisensory also explore perceived learner outcomes such as confidence attention and in the classroom participation however on the Another section focused on challenges such as the large classes or small classes the limitation of the materials or the limitation or lack of experience.

3.3.3. Ethnographic failed notes on artifact analysis

And when we collected the data through our fieldwork, which documented the classroom atmosphere and teachers' learning interaction that could not always be captured in an

observation, that is why we use some videos to analyze to help us explain both opportunities and limitations of curriculum design itself

3.4. Procedures of the MDA framework

This data, followed by many stages passed on the MDA framework developed by Scollon and later adopted for educational research by Wholend.

Stage one Macro mapping: The first stage involved reviewing video recording and questionnaire data to identify a recurring teaching practices and classroom interaction patterns

Stage two Model density: At this stage, we focused on identifying moments of model conversions in which multiple commutative modes, including sounds Gesture and visual representation operated, and similarly, in the questionnaire results supported this analysis and showed that 88.9% of teachers regularly used gesture, & 92.6% use the visual materials during instruction.

Stage three Micro genetic analysis: Detailed examination was conducted on selected classrooms, especially the private centers, such as the introduction of the Sound /s/ phoneme. The attention was directed throughout the temporal synchronization between the hissing of a snake sound vocalization and the occupying snake gesture.

Stage four data integration: Before the last stage, in classroom observation, the videos were combined with a questionnaire, findings, for example, the high-level learners' engagement identified in a video analysis, where, across a validated survey, findings indicate 100 percent of teachers report movement-based activity as effective in maintaining students' attention in focus

Stage five Theoretical synthesis: The final stage interpreted the findings using embodied cognition and scaffolding theory, which the teacher helped the students and guided them, and also answered the main research question.

3.5. Ethical consideration

This research paper followed the structured ethical guideline throughout the research process and also informed consent was obtained from all participating Schools and educators before data collection in the schools were mostly internationals and also a private centers we had the lack of help from the local schools but the questionnaire showed that some educators welcomed to answer at the same time half of the teachers disagreed to show themselves or even their names but only one center that want to mention the name of his private center Mohammed KhiraAllah and his center called Jolly Phonics in our research paper and we had the much help we got from his center.

Analysis of multimodal orchestration and Jelly Phonics instruction (Data collection) .4

The dynamic of multimodal orchestration .4.1

At this level, the analysis examines how the various communication methods interact during Jolly Phonics instruction. Central to Jolly Phonics pedagogy is what Norris (2004) conceptualizes as a modal density, referring to the concentration and coordinated deployment of multiple semiotic resources to convey a single pedagogical objective. Classroom observations and questionnaire results indicate that Jolly Phonics extends beyond teaching speech sounds alone. Rather, the findings reveal that it functions as a complex system in which multiple communicative modes operate together. These semiotic resources include gestures, speech, visual representation, movement, and effective interaction. Their coordinated use supports name learning, reinforces learning, enhances participation and engagement, and contributes to learners' enjoyment of the process.

Qualitative overview of model integration 4.4.1

The survey findings provide strong statistical evidence for the multimodal nature of a Jolly Phonics instruction. As shown in the table, Teachers within the Libyan educational context

overwhelmingly adopt a multi- sensory pedagogical approach, distributed across four primary modalities:

- **Gestural/Kinesthetic (88.9):** Teachers use body movements in gestures to help children grasp abstract speech sounds.
- **Visual (flash cards-images) (92.6%):** Teachers employ visual materials to establish meaningful associations between graphic symbols (phonemes) and objects they represent.
- **Auditory (songs-chants) (85.2%):** Teachers utilize songs and rhythmic activities to reinforce memory in phonological awareness.
- **Affective positive reinforcement (88.9%):** Teachers apply encouragement and positive feedback to build learners' confidence and motivation, particularly important when working with the young learners ranging from five to 13 years of age.

These findings indicate that teachers do not perceive multimodal resources as an optional supplement to instruction; rather, they regard them as an essential mechanism within the broader process of meaning making and literacy development.

Research question 1. What multimodal teaching practices do teachers use during phonics instruction in early childhood classrooms? (Coordination of modes for meaning-making) .4.4.2

This is the 1st question that examines how teachers coordinate different communicative modes to support meaning-making during Jolly Phonics instruction. The analysis in the other hand shows us the meaning-making is achieved through multimodal redundancy and temporal a synchronization across commutative resources and usually educators do not really teach a sound by itself so they need to have the ability to combine two phonics or maybe three with gesture voices and movement instead of using the sound itself of that supports and create integrated learning experience Let us dive in two main points in this section **Temporal synchronization;** Video analysis demonstrates that gesture frequently coincides precisely with onset of phonemic articulation. For example, when teaching the sound /s/, teachers move their hands like a snake while making the (sssss) sound at the same time. The coordinated timing establishes a strong semiotic connection that supports learning and linking embodied action with phonemic understanding. The second point of this section. **The role of games and stories;** Questionnaire findings revealed that 48.1% of students prefer games, while 29.6% shows greater interest in songs and also movement others in activities. These activities create learning settings where different communication methods work together, in fast-paced, flash cards, physical movements, and verbal instructions combine to produce highly engaging teaching moments. These findings are supported by survey data, which showed that 98 percent of participating teachers agreed that activity-based methods enhance learning, improve concentration, and extend classroom focus.

Research question 2. What are teachers' perspectives on the effectiveness of Jolly Phonics in supporting phonics learning and early literacy development? (Functional synergy of modes in phoneme acquisition) .4.4.3

The 2nd question investigates the cumulative contribution of multisensory and linguistic modes in supporting phoneme acquisition; the findings reveal the functional synergy in which each mode contributes a unique role to the learning process.

- **Linguistic verbal mode** spoken language provides an instructional type and helps us organize learning activities. Teachers commonly use repeated expressions such as “repeat after me or can you spell the word with me” to organize participation in scaffolding learning.
- **Auditory mode** is a mode that includes speech sounds and songs used during phonics classes and lessons. The survey findings indicate that 85.2% of teachers integrate songs

to establish rhythmic and melodic patterns that enhance memory retention and phoneme logical awareness.

Gesture mode physical actions are linked to each sound, connect abstract sounds to a body movement, and the use of this mode improves literacy development. Teachers identified pronunciation 33.3%, reading 29.6%, through multimodal instruction, engaging multiple senses, which also reduces cognitive pressure by distributing learning across different channels. •

Research Question 3. What challenges do teachers face when implementing multimodal phonics instruction and Jolly phonics practices?

(The role of gestures and body movement)

The 3ed question investigates the pedagogical contribution of phoneme acquisition. The findings show that gestures are important because they support both learning and emotional involvement.

Cognitive anchoring provides a clear image that gestures transform abstract sounds into visible, meaningful action, and the questionnaire findings 100% of teachers' side of view perceived serious as more confident when sounds were introduced through movement based activates, gesture also help memory because children can remember sounds by repeating the movement of the shaping sound.

Effective and social function; beyond cognitive support, gestures promote a collaborative participation in social engagement. Around 37% of educators and trainers reported that actions in movement encouraged the upper-level students' participation. This embodied participation creates a supportive, low-pressure classroom atmosphere.

Confidence building; teachers emerge as the central influence on learner confidence, approximately 40.7% of involving identified teachers as the main head or factor supporting confidence, tracked by group activities at 29.6%, and through embodied demonstration, educators' expressive and confident language use in classrooms of Jolly Phonics.

Challenges in multimodal implementation. .4.2

Even though high perceived effectiveness of multimodal instruction with 59.3% of educators rating a highly effective analysis identified several significant implementation challenge, some large class size 29.6% make it hard to manage movement & support each pupil, limited time 25.9% this is reduced the opportunities for preparing, delivering the multimodal lessons, however there is lack of training by 14.8% limits teachers abilities to manage multiple commutative modes effectively but Jolly Phonics achieved success by creating the most incredible learning environment in which the multisensory resources work all together and support phonological development.

Synthesizing a multimodality and literacy (Discussion) .5

Retaking the linguistic bias in Phonics instruction .5.1

This chapter reconsider the traditional linguistics focus and literacy instruction by emphasizing very importance of multimodal learning These findings challenge the traditional method in that literacy learning happens only through language and listening only the findings that 100 percent of participating teachers reported that increased learning focuses on confidence through movement has it suggest that the body function is an inactive participant in meaning making rather than a passive medium of cognition and to add more information the findings right here support embody recognition theory which argue that cognitive development is shaped by a bodily interrupt in jolly phonics the /s/ Sound is learned not only by Hearing it but also by moving the hand like a snake and seeing the letter shape it on the flash card or in the board.

The relationship between scaffolding and emotion .5.2

An important findings from this study is connection between teaching support and emotional communication while multisensory support cognitive learning teaches emotional delivery provides motivation and encouragement The questionnaire finding indicate that 88.9% of

teachers regularly employ positive reinforcement strategies including expressions such as “well done / good job” in addition to participants agreed that maintaining a positive classroom atmosphere is necessary for a Phoenix learning these results show us multi model teaching is not only about using a different tools to get there but also how to act and facilitate and be a facilitator who use voice body movement in other things of the multisensory and the most important thing is the emotional support to create producing unfamiliar phonemic sounds.

Implications for teacher training and policy .5.3

This section discusses how the findings can improve teaching training, educational policy, and also the challenges Found that in this study, especially the large class size 29.6 % and limited teaching time 25.9 %

Shows that the differences between teaching theory and the classroom situation or condition. However, Jolly Phonics achieved a highly effective rating of 92.6% it is a successful implementation that depends largely on teaching or teachers' abilities to manage a multimodal learning environment, and consequently, Affect Phoenix instruction requires knowledge of phonemic content but also a sophisticated classroom orchestration skills.

Recommendation

The professional development program should extend beyond teaching what funny morph phonics or Jolly Phonics are, with a greater emphasize and how multimodal instruction should be organized within the classrooms, and the training should include the correct time combining digital resources with the lessons and meaningful movement activities in large classrooms.

6. Conclusion

6.1. Summary of findings

This research investigated the multimodal characteristics of Jolly Phonics instruction within EFL Libyan classrooms with particular attention to how multiple communicative modes support phoneme acquisition. The conclusions are synthesized through the framework of the three guiding research question **Model coordination** Teachers support meaning making by campaigning sound visual and gestures Most true coordinated timing and interaction This multimodal redundancy ensures that learners receive information through several channels increasing opportunities **Functional synergy** Visual auditory and gestural modes perform complementary instructional function that collectively strengthen literacy acquisition And visual materials provide a stability and representation auditory input offers phonemic models and gestures create embodied connection with learning content Through this coordinated instruction these modes contribute a substantially to improvement in pronunciation and reading performance **The role of the body** Gestures and movement are not extra activities but important parts of learning they can help the children remember sounds more easily than the adults and encourage them and give them confidence and participation in classroom activities.

6.2. Theoretical and practical contribution

Theoretically This article makes both theoretical and practical contributes to the understanding of multimodal literacy instruction Theoretical contribution The research extends understanding of multimodal discourse analysis by providing empirical evidence of how module density function within an EFL literacy setting The findings reinforces the view that literacy development should be understood as a multisensory process rather than the Language-only achievement Particle practical contribution This research paper provides evidence that supports the use of Jolly phonics in Libya and this also results show that the success of jolly phonics comes from involving the whole child including body movement senses and motioning during learning.

6.3. The limitations and future research

Although the study provides useful finding it has some limitations The research was limited by the relatively small sample of 27 teachers and by its focus on a specific geographical setting And for the future research could adopt a longitudinal approaches to examine the sustained

impact of multimode phonics Instruction on reading fluency and electricity development over time Additional studies could compare the effectiveness of digital and physical multimodal resources Researchers In the future research may explore how multimodal teaching can support learners with Special educational needs in EFL classrooms in Libya.

In conclusion, the effectiveness of Jolly Phonics lies not only in the teaching of sounds but also in the coordination of multiple learning Experiences throughout the integration of songs, stories, gestures, and supportive interaction. They move beyond teaching isolated letters and create meaningful multimodal pathways into literacy learning.

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