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THE EFFECTS OF A KINESTHETIC SYNTHETIC PHONICS PROGRAM ON PHONEMIC AWARENESS AND PHONICS SKILLS OF STRUGGLING STUDENTS

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Abstract
The current study looked at how a Kinesthetic Synthetic Phonics Program affected the phonemic awareness and phonics skills of students who were having trouble. The study used a quasi-experimental design with a pre-test and a post-test control group. Thirty first-grade students who were having trouble were chosen through purposive sampling and put into either an experimental group (n = 15) or a control group (n = 15). The experimental group learned through a kinesthetic synthetic phonics method, while the control group learned in a more traditional way. We used a standardized phonemic awareness test to gather data before and after the intervention. Before the test, the control and experimental groups did about the same (p = .939). The control group showed very little change after the test (p = .200), while the experimental group showed a lot of improvement (p < .001). The independent samples t-test showed that there was a big difference between the groups after the test, t(28) = −21.50, p <.001. The results show that a Kinesthetic Synthetic Phonics Program can help students who are having trouble with phonemic awareness and phonics skills. This supports the use of kinesthetic and multisensory methods in teaching reading and writing to young children.
Keywords: *kinesthetic synthetic phonics, phonemic awareness, phonics skills, struggling students*

INTRODUCTION

Reading is a basic academic skill and a good sign of how well a student will do in school overall. Students who have trouble reading early on often have trouble doing well in school for a long time, especially when they are learning to read in a second or foreign language (da Costa, 2022). Among these challenges, deficiencies in phonemic awareness and phonics skills are consistently recognized as fundamental obstacles to effective reading development (Woore, 2022). Phonemic awareness helps students hear, break down, and change sounds in spoken language. Phonics skills help them understand how sounds and letters are related in a systematic way (Rasheed, 2020; Rehfeld et al., 2022). Students who don't have these basic skills may have a hard time decoding words and becoming fluent readers.

Research has shown that teaching phonics in a structured and clear way is very important for helping kids read better in the early years, especially for kids who have trouble with traditional teaching methods. Many people agree that synthetic phonics, which focuses on teaching the relationships between letters and sounds and how to blend sounds together to make words, is a good way to help kids learn to read (Iqbal & Nasir, 2018; Ong et al.,2025). Phonics instruction is easier to understand and more useful for students who learn best through active and experiential learning when it includes physical movement, gestures, and other kinesthetic elements. Kinesthetic synthetic phonics methods use more than one sense at the same time, which helps with memory, attention, and sound-symbol associations (Mehmood & Naz, 2018; del Valle Agüero et al., 2023). These are all important for early reading development.

Students who are having trouble, especially those who are reading below grade level, often need more than just traditional whole-language or passive learning methods. These students might have trouble processing phonological information, remembering letter–sound correspondences, and using phonics knowledge when they read. A kinesthetic synthetic phonics approach solves these problems by getting students involved in the learning process and letting them physically experience and reinforce phonemic and phonics concepts. This kind of involvement can be especially helpful for students who need to practice a lot, have real-life experiences, and get structured help with their lessons.

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There needs to be real-world research on how well kinesthetic synthetic phonics programs work for students who are having trouble with reading because phonemic awareness and phonics skills are so important for early reading development and kinesthetic instructional strategies might help. Looking into how these kinds of programs affect students can give teachers and researchers useful information on how to help students who are having trouble reading and improve their educational outcomes.

VARIABLES OF THE STUDY

The study had one independent variable and two dependent variables. The independent variable was a Kinesthetic Synthetic Phonics Program, used as a teaching tool to improve early reading skills by combining phonics instruction with kinesthetic and multisensory activities. The dependent variables comprised the phonemic awareness and phonics skills of students experiencing difficulties. Phonemic awareness was the ability of students to hear and change the sounds in spoken words, while phonics skills were the ability of students to understand and use letter-sound relationships when reading.

STATEMENT OF THE PROBLEM

Many students have trouble learning early reading skills, especially phonemic awareness and phonics, which are important for developing good reading skills. These problems are worse for students who are having a hard time, who often don't get enough out of traditional teaching methods. In schools where English is taught as a second or foreign language, these problems may be even worse because students don't get to hear the language as much and the phonological structures of the two languages are different. Systematic phonics instruction has been widely recommended for helping kids who have trouble reading early on, but traditional methods may not be enough to keep kids who need active and multisensory learning experiences interested.

Some people have suggested that kinesthetic synthetic phonics approaches could be useful for dealing with these problems in the classroom. However, there isn't a lot of real-world evidence that they work, especially for students who are having trouble. Because there aren't any experimental studies that look at these programs in a specific context, it's hard to say how well they can really help with phonemic awareness and phonics skills. Because of this, we need to look into how well a Kinesthetic Synthetic Phonics Program can help students who are having trouble with these basic reading skills.

SIGNIFICANCE OF THE STUDY

The results of this study are anticipated to benefit both education and research by demonstrating that a Kinesthetic Synthetic Phonics Program can assist students struggling with phonemic awareness and phonics skills. The findings may offer educators practical guidance in selecting and implementing instructional strategies that engage students actively and address fundamental reading challenges more effectively than traditional methods. The study may assist curriculum developers and school administrators in making informed decisions regarding early reading interventions for students experiencing learning difficulties.

The study adds to the existing body of research on multisensory and kinesthetic phonics instruction by looking at what happens when it is used in a controlled setting. The findings may assist in identifying effective instructional components and inform subsequent research designed to enhance the reading proficiency of struggling students. The study seeks to endorse evidence-based instructional practices that promote early literacy development and enhance academic achievement in students facing reading difficulties.

OBJECTIVE OF THE STUDY

The objective of the study is to:

Examine the effect of a Kinesthetic Synthetic Phonics Program on the phonemic awareness and phonics skills of struggling students.

RESEARCH QUESTION

This study finds the answer to the question:

What is the effect of a Kinesthetic Synthetic Phonics Program on the phonemic awareness and phonics skills of struggling students?

RESEARCH HYPOTHESES

Hypotheses of the study are:

Null Hypothesis (H_0): There is no significant effect of a Kinesthetic Synthetic Phonics Program on the phonemic awareness and phonics skills of struggling students.

Alternative Hypothesis (H_1): There is a significant effect of a Kinesthetic Synthetic Phonics Program on the phonemic awareness and phonics skills of struggling students.

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LITERATURE REVIEW

Early reading development is widely recognized as a crucial component of academic success, and difficulties in acquiring fundamental reading skills during early childhood often lead to persistent academic challenges. Two of the most important parts of early reading are phonemic awareness and phonics skills (Siregar et al., 2023). They have always been thought to be good signs of how well someone will read later. Phonemic awareness is the skill of being able to hear and change single sounds in spoken language (Riaz & Safdar, 2018; Ehri, 2022). On the other hand, phonics skills are the ability to systematically understand how sounds and letters are related (Jones & Christensen, 2022). These skills are important to teach early on because students who have trouble reading often have trouble with them.

Research on literacy development indicates that phonemic awareness is an essential component of reading acquisition. Students who can recognize, separate, and put together phonemes are better at learning how to read new words and getting better at reading quickly (Amalia, 2022). Students who don't have good phonemic awareness, on the other hand, often have trouble reading all the time, like when they can't spell or recognize words. These problems are especially clear for students who are having trouble, who may need more clear and organized ways of teaching to help them learn (Altamimi, 2024).

It has also been said that phonics instruction is an important part of teaching reading well. Synthetic phonics is all about teaching how letters and sounds go together and how to put sounds together to make words. This method is different from whole-language or implicit methods, which rely more on reading and understanding text and other clues in the context (Sanden, 2022). More and more studies show that teaching synthetic phonics works, especially for students who have trouble learning to read with less structured methods (Wyse & Bradbury, 2023; Bradbury & Wyse, 2025). Systematic phonics instruction has been shown to improve word recognition, decoding accuracy, and fluency in beginning reading.

Even though synthetic phonics has been shown to work, teaching phonics the old-fashioned way may not be enough for everyone (Gibb & Peal, 2025). Students who are having trouble often have more trouble paying attention, remembering things, and processing phonological information (Scull & Lyons, 2024). As a result, researchers and teachers have been looking into more and more ways to teach that use more than one sense and movement (Dedaxanov, 2025). Multisensory instruction makes it easier to learn and remember things by using more than one sense at a time, such as sight, sound, and movement (Bonilla & Fernández, 2025). Kinesthetic methods, which involve moving around and using your hands, have been shown to be very helpful for students who need to be involved in order to learn and remember things.

Kinesthetic phonics instruction teaches phonics while doing things that require movement (Komalasari et al., 2025). This lets students show sounds, letters, and words with their bodies. For example, students could use gestures to show phonemes, trace letters while saying sounds, or do activities that require them to move, blend, and segment (Lozy et al, 2024). These activities help kids remember the sounds and symbols that go together and give them examples from real life that help them understand abstract phonological ideas (Mustapha et al., 2024). Research shows that these methods can make students more interested, motivated, and successful in school, especially for those who have trouble with traditional teaching methods.

Struggling students are a wide range of learners who have trouble picking up academic skills that are right for their age, even though they have had formal instruction (Ali, 2015; Arnou et al., 2025). Students who have trouble reading often have trouble with phonological processing, which includes phonemic awareness and phonics skills (Cockerill et al., 2023). These challenges may be influenced by several factors, including inadequate early literacy experiences, linguistic differences, or cognitive processing issues (Lindström-Sandahl et al, 2023). No matter what the root causes are, the best way to stop reading failure from happening in the long run is to find problems early and fix them.

Students who are having trouble in school, especially those learning English as a second or foreign language, have even more trouble because the sounds of the languages are different (Neitzel et al., 2022). Some sounds in English may not be in the students' first languages, which makes it harder for them to tell the difference between phonemes and make sounds. In these cases, it is even more important to teach phonics and phonemic awareness in a way that is clear and organized (Grills et al., 2023). Kinesthetic and multisensory approaches may enhance learning by providing students with experiential opportunities that facilitate improved comprehension.

Research examining the efficacy of multisensory and kinesthetic phonics instruction indicates that it benefits students experiencing reading difficulties. These studies show that combining explicit phonics instruction with

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movement and sensory activities can help students become more aware of phonemes, decode words better, and read better overall (Solichah & Fardana, 2024). Even though the specific teaching methods and materials used in different studies are different, they all focus on active participation and organized practice. This shows how kinesthetic synthetic phonics methods could be helpful in the future (Komalasari et al., 2025).

Nonetheless, despite the growing interest in kinesthetic and multisensory phonics instruction, there remains a necessity for experimental studies that systematically examine their impact on specific reading-related skills. Many current studies look at reading achievement or literacy development in a general way, not separating phonemic awareness and phonics skills as different outcomes. Additionally, insufficient research has been conducted across diverse educational and cultural contexts, underscoring the necessity for investigations tailored to these specific environments.

This study adds to the body of research by using an experimental design to look at how a Kinesthetic Synthetic Phonics Program affects phonemic awareness and phonics skills in students who are having trouble with them. The study's goal is to provide empirical evidence by focusing on basic reading skills and using a structured intervention method. This will help teachers plan their lessons and interventions. By understanding how well kinesthetic synthetic phonics instruction works, teachers can make literacy interventions that are better and more responsive for students who have trouble reading.

METHODOLOGY

RESEARCH DESIGN

The study employed a quasi-experimental pre-test–post-test control group design to assess the effects of a Kinesthetic Synthetic Phonics Program on the phonemic awareness and phonics skills of students experiencing difficulties. We formed two groups: an experimental group employing the kinesthetic synthetic phonics method and a control group utilizing conventional teaching methods. Both groups were assessed before and after the intervention period using the same assessment tool to determine changes in phonemic awareness and phonics skills due to the intervention. This design was selected because it facilitates group comparisons while accounting for initial differences, and it is effective in educational contexts where random assignment of participants is not always feasible.

POPULATION, SAMPLE AND SAMPLING

The study population comprised Grade One students enrolled in a government educational institution tailored for individuals encountering learning difficulties. These students were getting formal English lessons and had different levels of early reading skill.

The study included 30 students who were having trouble with schoolwork and were chosen from the target population. A purposive sampling method was employed to identify students demonstrating inadequate early reading proficiency. The first step was to check that the students who were chosen met the inclusion criteria, which included having trouble with phonemic awareness and phonics-related skills and having an IQ that was in the range that is usually associated with students who are having trouble learning.

After the selection process, the participants were randomly assigned to either the experimental group or the control group. There were 15 students in each group. The sample included students of both genders. The people who took part were 7 to 11 years old. Before the intervention was implemented, random assignment ensured the equivalence of the experimental and control groups.

INSTRUMENTATION

The Phonemic Awareness Skills Assessment was the main tool used to measure the study's dependent variables. This test is a standardized way to see how well students understand phonemes by giving them different tasks that are right for their age. The test checks for basic phonemic awareness skills like knowing how to recognize rhymes, find the first sound, blend sounds, break words into parts, and find the last sound. People think these skills are very important for getting the skills needed for phonics and early reading.

Because phonemic awareness is an auditory skill, the test was given orally and students had to answer verbally instead of writing down their answers. You got one point for each right answer, and the higher your score, the better your phonemic awareness and phonics skills were. To make sure the measurements were the same, the same tool was used for both the pre-test and the post-test.

People say that the Phonemic Awareness Skills Assessment is reliable and valid enough to test how well young learners can read. It is a good way to see how students' phonemic awareness and phonics skills change after they have had instruction because it is structured and focuses on basic phonological skills.

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INTERVENTION

This study used a Kinesthetic Synthetic Phonics Program as an intervention. This program is based on a well-known synthetic phonics framework that uses multisensory instruction to help kids learn to read early on. The program was chosen because it systematically focuses on letter-sound relationships and includes kinesthetic activities, which are thought to be very helpful for helping students who are having trouble learning basic reading skills.

The experimental group underwent the intervention for eight weeks, whereas the control group persisted with conventional teaching methods. We used structured sessions to teach phonics and phonemic awareness using a synthetic phonics sequence. The way the teacher taught was to teach one sound at a time and then have the students do activities that helped them blend and break up the sounds.

Students in the experimental group engaged in learning activities that incorporated movement, gestures, verbal communication, and visual cues to facilitate their retention of the associations between sounds and symbols. The lessons included tasks for making sounds, telling sounds apart, and putting sounds into groups to help students learn how to recognize phonemes. There were also activities for learning how to identify and make letters. For example, students traced letters in the air and used things they could touch. Doing blending and segmenting exercises on a regular basis helped improve phonemic awareness and other phonics skills.

The researcher did the intervention during regular class time. A structured instructional plan ensured that the content and support were consistently delivered in every session. After the intervention period was over, both the experimental and control groups took post-test assessments to see how well the program worked.

DATA COLLECTION AND INTERVENTION

There were two stages to collecting the data. In the first step, a pre-test was given to both the experimental and control groups before the intervention. This was done to see how well they already knew phonemic awareness and phonics. Following the pre-test, the experimental group engaged in the Kinesthetic Synthetic Phonics Program for eight weeks, while the control group continued with conventional instructional methods. At the end of the intervention period, both groups took a post-test with the same tool to see how their phonics and phonemic awareness skills had changed.

We used the Statistical Package for the Social Sciences (SPSS) to analyze the data from the pre-test and post-test. We used descriptive statistics like means, medians, standard deviations, and variances to figure out how well the students did on the pre-test and post-test measures. We checked the assumptions of normality to see if parametric statistical tests were right before we did inferential analysis.

We used t-tests to find out how well the Kinesthetic Synthetic Phonics Program worked. We employed paired-sample t-tests to evaluate scores pre- and post-test within groups, and independent-sample t-tests to assess scores post-test between the experimental and control groups. The goal of these analyses was to determine whether the intervention resulted in a statistically significant impact on phonemic awareness and phonics skills.

ETHICAL CONSIDERATIONS

The study followed ethical rules while it was being done. The research was allowed to happen by the right institutional authorities before any data was collected. The school administrators, teachers, and the parents or guardians of the students who took part all agreed to it. It was up to each person whether or not to take part in the study, and they were told they could leave at any time without any academic or personal consequences.

The participants' privacy and anonymity were protected by giving each one an ID code and making sure that the research report didn't include any personally identifiable information. We only used the data for research and made sure it was safe. The intervention posed no physical or psychological risks to participants, and instructional activities were conducted in typical classroom settings employing developmentally appropriate teaching methods.

DATA ANALYSIS

We used descriptive statistics like the mean, median, standard deviation, and variance to summarize the distribution and central tendency of phonemic awareness and phonics scores for both the control and experimental groups before and after the test.

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Table 1: Descriptive Statistics for Phonemic Awareness and Phonics Scores by Group and Time

Group	Time	n	M	Median	SD	Variance
Control	Pre-test	15	39.33	38.00	7.28	52.95
Control	Post-test	15	36.33	35.00	4.45	19.81
Experimental	Pre-test	15	39.53	40.00	6.93	47.98
Experimental	Post-test	15	102.53	103.00	11.06	122.41

Descriptive statistics indicated similar pre-test mean scores for the control group (M = 39.33, SD = 7.28) and the experimental group (M = 39.53, SD = 6.93). In contrast, post-test scores for the control group remained relatively stable (M = 36.33, SD = 4.45), while those for the experimental group increased significantly (M = 102.53, SD = 11.06). These descriptive patterns show that the students who got the kinesthetic synthetic phonics intervention made a lot of progress in their phonemic awareness and phonics skills. The control group, on the other hand, did not show any meaningful change.

The Shapiro–Wilk test was employed to assess the normality assumption for pre-test and post-test scores in both the control and experimental groups.

Table 2: Shapiro–Wilk Test of Normality for Phonemic Awareness and Phonics Scores by Group

Group	Time	n	W	p	Interpretation
Control	Pre-test	15	0.93	.314	Normal distribution
Control	Post-test	15	0.92	.200	Normal distribution
Experimental	Pre-test	15	0.97	.922	Normal distribution
Experimental	Post-test	15	0.97	.898	Normal distribution

The Shapiro–Wilk tests showed that the pre-test and post-test scores for both the control group and the experimental group (all $p > .05$) were not significantly different from normal. These findings indicate that the normality assumption was satisfied for all groups and time points, thereby endorsing the application of parametric statistical tests in future analyses.

An independent samples t-test was performed to compare pre-test scores between the control and experimental groups, thereby establishing baseline equivalence prior to the intervention.

Table 3: Independent Samples t-Test for Pre-Test Scores by Group

Group	N	Mean	Variance	t	df	p
Control	15	39.33	52.95	−0.08	28	.939
Experimental	15	39.53	47.98			

The independent samples t-test showed that there was no significant difference in pre-test scores between the control group and the experimental group, $t(28) = -0.08$, $p = .939$. These results demonstrate that the control and experimental groups were statistically equivalent at pre-test, thereby validating baseline comparability prior to the intervention.

We used a paired samples t-test to look at how the control group's pre-test and post-test scores changed. This was done to see how scores naturally change without the intervention.

Table 4: Paired Samples t-Test for Control Group Pre-Test and Post-Test Scores

Test	n	Mean	Variance	t	df	P
Pre-test	15	39.33	52.95	1.34	14	.200
Post-test	15	36.33	19.81			

This result shows that the students in the control group did not show a big change in their phonemic awareness and phonics skills over time without the intervention.

A paired samples t-test was utilized to compare pre-test and post-test scores within the experimental group to assess the impact of the kinesthetic synthetic phonics intervention.

Table 5: Paired Samples t-Test for Experimental Group Pre-Test and Post-Test Scores

Test	N	Mean	Variance	t	df	P
Pre-test	15	39.53	47.98	−15.98	14	< .001
Post-test	15	102.53	122.41			

A paired samples t-test demonstrated a statistically significant difference between the pre-test and post-test scores of the experimental group, $t(14) = -15.98$, $p < .001$. This outcome signifies that the kinesthetic synthetic

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phonics intervention yielded a significant enhancement in phonemic awareness and phonics proficiency among students in the experimental group.

To see how well the intervention worked compared to the control condition, an independent samples t-test was used to compare the post-test scores of the control and experimental groups.

Table 6: Independent Samples t-Test for Post-Test Scores by Group

Group	n	Mean	Variance	t	df	p
Control	15	36.33	19.81	−21.50	28	< .001
Experimental	15	102.53	122.41			

An independent samples t-test found a statistically significant difference in post-test scores between the control group and the experimental group, $t(28) = -21.50$, $p < .001$. This result shows that students who got the kinesthetic synthetic phonics intervention did much better in phonics and phonemic awareness than those in the control group after the intervention.

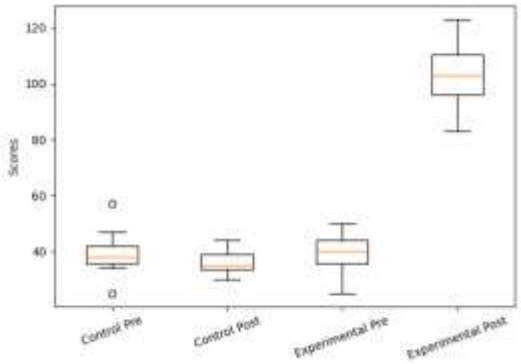

Figure 1: Boxplot of Scores By Group and Time

Figure 1 shows how the pre-test and post-test scores were spread out for the control and experimental groups. It shows that the control group scores didn't change much, but the experimental group scores went up a lot after the test.

INTERPRETATIONS OF FINDINGS

The goal of this study was to find out how a Kinesthetic Synthetic Phonics Program affected the phonemic awareness and phonics skills of students who were having trouble. In general, the results backed up the research hypothesis and showed that the intervention helped students do better.

Before the intervention, the control and experimental groups had similar levels of phonemic awareness and phonics skills. This shows that the two groups were the same at the start. Because these groups are so similar, any differences that come up later can be linked to the instructional intervention and not to differences in skill levels that were already there.

After the intervention period, the control group didn't show much or any change in performance. Students who received regular instruction did not show significant improvement in their phonemic awareness or phonics skills over time. This means that regular teaching methods were not enough to make these basic reading skills noticeably better during the study period.

On the other hand, students who took part in the Kinesthetic Synthetic Phonics Program showed a big improvement in their phonemic awareness and phonics skills from the pre-test to the post-test. Everyone in the experimental group showed the same improvement, which showed that students were getting better at recognizing and manipulating sounds and using letter-sound relationships.

When we looked at how well the students did after the intervention, the students in the experimental group did better than the students in the control group. This difference shows that the kinesthetic synthetic phonics intervention was better at helping students who were having trouble with phonemic awareness and phonics skills than regular instruction.

When you look at all of these results together, they show that a Kinesthetic Synthetic Phonics Program can help students who are having trouble with basic reading skills. The results show that kinesthetic and multisensory phonics instruction is a good way to help kids learn to read better when they are young.

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DISCUSSION AND CONCLUSION

The current study looked at how a Kinesthetic Synthetic Phonics Program affected the phonemic awareness and phonics skills of students who were having trouble. The results show that students who took part in the intervention made significant progress in these basic reading skills, while students who received regular instruction did not. These results support the study's goal and show that the kinesthetic synthetic phonics method helped struggling students improve their early reading skills.

The progress made by the experimental group shows how important it is to teach phonics in a structured and clear way that gets students involved. Phonemic awareness and phonics skills are important for early reading development. Students who have trouble with these skills often need more than just passive or text-based teaching methods. The kinesthetic synthetic phonics program used in this study focused on active participation through movement, sound articulation, and multisensory engagement. This may have helped students make stronger connections between sounds and symbols and remember phonological information better. These teaching methods probably helped students improve their phonemic awareness and phonics skills, as seen in the results.

The results of this study are in line with what other studies have found: that teaching synthetic phonics can help kids learn to read, especially those who are having trouble with it. Studies have shown that teaching letter-sound relationships directly and giving structured practice in blending and segmenting can make phonological processing skills much better. Also, studies on multisensory and kinesthetic learning show that adding movement and sensory input can help students who have trouble with traditional teaching methods learn better. This study adds to the existing research by showing that using a kinesthetic synthetic phonics approach with students who are having trouble is a good idea.

The fact that the control group didn't show any real improvement shows even more how important targeted instructional interventions are for helping kids with basic reading problems. Traditional teaching methods may not be enough to help students who are having trouble, especially when they need to practice a lot and get structured help. The difference between the results of the experimental and control groups shows that phonemic awareness and phonics skills need to be improved through planned, skill-based interventions.

Overall, the results of this study suggest that a Kinesthetic Synthetic Phonics Program can be a good way to help students who are having trouble with phonemic awareness and phonics skills. By combining structured phonics lessons with hands-on and multisensory activities, teachers may be better able to help students who have trouble learning to read early on.

LIMITATIONS OF THE STUDY

Even though the study's results are important, there are some things to keep in mind when looking at them. First, the sample size was small and only included students from one school. Because of this, the results may not apply to all groups of struggling students or to different types of teaching. Second, the study only looked at one specific type of teaching intervention and used only one standardized test to measure phonemic awareness and phonics skills. The tool was good for measuring the skills that were targeted, but using more measures could have given a better picture of how students' reading skills were improving and how the intervention affected them in general. Third, the intervention only lasted for a short period of time during the lesson. The study did not look at how well the skills were retained or transferred over time, even though there were big improvements. Finally, since the study took place in real classrooms, differences in how lessons were taught and tests were given may have affected how well students did.

RECOMMENDATIONS

The study recommends the following:

1. Teachers who work with students who are having trouble should use kinesthetic and multisensory phonics-based teaching methods in early reading lessons to help them learn phonemic awareness and phonics skills.
2. Schools might think about adding structured synthetic phonics programs to regular classroom lessons, especially for kids who don't learn well with traditional methods.
3. Teacher training programs should stress how important it is to teach phonics clearly and give teachers useful tips on how to use kinesthetic and multisensory strategies well in early literacy classrooms.

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4. Curriculum developers should create and modify early reading resources that actively involve students through movement, auditory stimuli, and tactile activities to strengthen sound-symbol associations.
5. Subsequent research ought to replicate the current study utilizing larger and more heterogeneous samples to augment the generalizability of the findings and to further investigate the efficacy of kinesthetic synthetic phonics interventions across various educational settings.
6. Longitudinal studies are advised to examine the durability of enhancements in phonemic awareness and phonics skills, and to assess whether these improvements result in enduring progress in overall reading outcomes.

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