



## Effects of Adjectives and Adverbs on Visually Impaired Students in Depicting Contents and Enhancing Retention in Inclusive Classrooms in Katsina State, Nigeria

Abdulkadir Jibrin<sup>1\*</sup>, Zakariya'u Musa Doka<sup>2</sup>, Zakariya'u Isah<sup>1</sup>, Isma'ila Salisu<sup>3</sup>

### Article Information

**Received:** July 23, 2024

**Accepted:** August 20, 2024

**Published:** October 22, 2024

### Keywords

*Inclusive Education, Visual Impairment, Adjectives, Adverbs, Content Depiction, Retention, Nigeria*

### ABSTRACT

This study investigated the impact of adjectives and adverbs on the content depiction and retention of visually impaired students within a Nigerian context. By employing a mixed-methods approach, the research examined the effects of these linguistic elements on students' comprehension, engagement, and overall learning experience. The findings revealed a significant positive correlation between using adjectives and adverbs and students' academic performance. Students perceived descriptive language as enhancing their understanding, imagination, and recall of information. Teachers predominantly incorporated adjectives and adverbs in their instruction, aligning with inclusive education principles. However, variations in the frequency and priority of descriptive language usage among teachers were observed. The study concludes that incorporating adjectives and adverbs into teaching practices significantly benefits visually impaired students by improving their content depiction and retention. These findings underscore the importance of descriptive language in creating inclusive and engaging learning environments for all students. Further research is recommended to explore the long-term effects of descriptive language on student outcomes and to develop specific pedagogical strategies for maximizing its impact on visually impaired learners.

### INTRODUCTION

Inclusive education emphasizes providing equal educational opportunities for students with diverse abilities, including those who are visually impaired. For visually impaired students, who rely on auditory and tactile senses for information acquisition, the use of descriptive language, including adjectives and adverbs, has the potential to greatly enhance their understanding of content and improve their overall learning experience. Adjectives provide additional information about nouns, enhancing the vividness of descriptions, while adverbs modify verbs, adjectives, or other adverbs to provide details about the manner, place, time, or degree of action. Hence, limited research has investigated the effects of adjectives and adverbs on visually impaired students in inclusive classrooms. While studies have explored various teaching strategies for visually impaired students, the specific impact of these linguistic elements on content depiction and retention remains unexplored. Understanding how adjectives and adverbs contribute to sensory learning, comprehension, retention, and inclusivity in the context of visually impaired students in inclusive classrooms is crucial for developing more effective educational practices.

This research intends to be unique in the sense that the researchers will explore the effects of adjectives and adverbs from the dimension of Arabic and English language in explaining concepts of various subjects to learners in inclusive classrooms this is because similar researches that explore the use of adjectives and adverbs of Arabic and English language are minimal in Nigeria. Literacy and the ability to communicate one's self is one

of the goals of education all over the world and Nigeria is no exception. Arabic and English languages play a great role in Nigeria, especially in the northern part of the country, where both languages serve both social and religious purposes. Above all, both languages are used for academic purposes. Thus, the English language is used as a medium of instruction and as a subject taught at all levels of education except lower grade levels in Primary education. Likewise, Arabic is taught as a subject to upper primary school levels up to the university and higher degrees. One can specialize in both languages as well. Considering these facts, the researchers deem it imperative to conduct research of this nature to discover the impacts of utilizing adjectives and adverbs of Arabic and English language in depicting the contents of subjects taught in inclusive classrooms purposely to improve retention. It is expected that the result of the research will facilitate pedagogy in levels of teaching and learning. Similarly, the research will enhance teachers' expertise in content delivery and the general objective of the school curriculum will be revived and achieved. This will further build confidence in both teachers and learners at all levels as visually impaired learners will be carried along in the instructional process. As such, the teaching and learning environment will become attractive because there will be archetypical explanations of the contents of the subjects taught in inclusive classes. Hence, visually impaired students will have the feeling of being interacted with when lessons are conducted and they will grasp many of the intended meanings in non-verbal messages used by teachers when explaining abstract concepts.

<sup>1</sup> Arabic Department, Federal College of Education, Katsina, Nigeria

<sup>2</sup> Early Childhood Care Education Department, Federal College of Education, Katsina, Nigeria

<sup>3</sup> Primary Education Department, Federal College of Education, Katsina, Nigeria

\* Corresponding author's e-mail: [mimibordeos@gmail.com](mailto:mimibordeos@gmail.com)

### **Problem/Justification**

Inclusive education strives to provide equal educational opportunities for students with diverse abilities, including visually impaired students. A critical aspect of effective classroom communication and learning involves using adjectives and adverbs to describe content and enhance information retention vividly. However, the impact of utilizing adjectives and adverbs on visually impaired students in terms of content depiction and retention within inclusive classroom settings is an underexplored area of research. The following issues underscore the significance of this study:

### **Sensory Learning for the Visually Impaired Students**

Visually impaired students heavily rely on their remaining senses to gather information and understand their environment. The role of adjectives and adverbs in providing sensory-rich descriptions has the potential to improve comprehension and engagement for visually impaired students. Yet, there is a dearth of research evaluating the extent to which these linguistic elements contribute to their learning experience.

### **Comprehension and Conceptualization**

Adjectives and adverbs can aid in clarifying abstract concepts, setting, context, and elaborating on details. For visually impaired students, these descriptive words might play a pivotal role in creating mental images and aiding their conceptualization of complex topics. The question of whether visually impaired students' comprehension and retention are positively impacted by the use of adjectives and adverbs needs investigation.

### **Pedagogical Strategies**

Instructors in inclusive classrooms face the challenge of tailoring teaching strategies to accommodate diverse learning needs. The potential effectiveness of incorporating descriptive language, i.e., adjectives and adverbs, in their teaching methods remains unexplored. Understanding how educators can employ these linguistic tools to optimize teaching and learning for visually impaired students is crucial.

### **Retention and Engagement**

Enhancing retention is a central goal of effective teaching. Adjectives and adverbs can serve as memory cues, aiding in recalling information. The extent to which these linguistic devices impact the retention of visually impaired students, particularly in comparison to other sensory-based strategies, warrants investigation.

### **Promoting Inclusivity**

Inclusive classrooms demand strategies that create an equitable learning environment. The utilization of descriptive language might contribute to a more inclusive pedagogical approach. However, there is limited research addressing the potential of adjectives and adverbs in fostering inclusivity and equal learning experiences for visually impaired students.

Addressing these gaps in understanding the effects of utilizing adjectives and adverbs on visually impaired students in depicting content and enhancing retention within an inclusive classroom setting has the potential to inform educators, curriculum developers, and policymakers about effective teaching practices. By exploring this topic, educators can enhance their instructional methods and contribute to a more inclusive and supportive educational environment for visually impaired students in inclusive classrooms of various academic levels.

### **Objectives of the Study**

The primary objective of the study is to investigate the effects of utilizing adjectives and adverbs on visually impaired students in depicting the contents and enhancing retention in inclusive classrooms in Katsina, Nigeria, while the secondary objectives are as follows:

1. To explore the students' perceptions of the effects of teachers' utilizing adjectives and adverbs and how they affect their content comprehension and retention.
2. To determine whether teachers use adjectives and adverbs to depict content when teaching in inclusive classrooms.
3. This study will also explore whether the utilization of adjectives and adverbs promotes inclusivity within an inclusive classroom environment.

By achieving these objectives, the research intends to shed light on the potential benefits of incorporating descriptive language into inclusive classroom practices for visually impaired students, fostering a more inclusive, engaging, and effective educational environment.

## **LITERATURE REVIEW**

### **Introduction**

Adjectives and adverbs are fundamental to language, enriching expression and conveying nuanced meaning. However, the effectiveness of these linguistic tools can be influenced by various factors, including the specific context and the characteristics of the audience. This literature review explores the role of adjectives and adverbs in language, with a particular focus on their impact on comprehension for visually impaired learners. By examining existing research, this review identifies knowledge gaps and highlights the need for further investigation in this area. The above research by Takacs (2005) did not address the impact of adjectives and adverbs on content retention among impaired students. Therefore, there is a need to dive into this aspect and find out the effects.

Laurence *et al.* (2019) focused on adjective learning and developmental differences. He explored adjective acquisition in typically developing children and those with developmental language disorders (DLD). Their study demonstrated the efficacy of repeated spaced retrieval for boosting adjective learning. While children with DLD exhibited similar recall performance to their peers, they struggled with phonetic accuracy. This research highlights

the potential benefits of structured vocabulary instruction for both typical and atypical language learners.

The research gap identified by Laurence *et al.* Work was that they focused on preschool children and neglected growing-up students, therefore further research is needed to examine the long-term impact of repeated spaced retrieval on adjective acquisition and retention in older children and adolescents, including those with visual impairments.

In the aspect of descriptive language and visual impairment, Omabati (2018) and Obati and Mwangi (2018) investigated the challenges visually impaired students face in producing descriptive text. Their findings revealed a significant reliance on auditory cues and difficulties in conceptualizing visual attributes like colour, shape, and size. These studies emphasize the importance of developing alternative strategies for teaching descriptive language to visually impaired learners. Hence, the research gap identified here is that both studies primarily focused on written language and neglected verbal communication. Hence, further research is necessary to explore the use of descriptive language in oral communication among visually impaired individuals and its impact on social interaction and academic performance.

In addition, the role of adjectives and adverbs in Comprehension was investigated by Jones (2010) demonstrated the positive correlation between adjective and adverb use and comprehension in visually impaired students. These linguistic elements can enhance understanding by providing additional context and clarifying relationships between concepts. This finding underscores the importance of incorporating rich and varied vocabulary into instructional materials for visually impaired learners. The research gap identified by Jones' study suggests a positive association, further research is needed to investigate the causal relationship between adjective and adverb use and comprehension outcomes for visually impaired students.

Meanwhile, Sitompul *et al.* (2021) also investigated adverb usage and language learning. Their findings indicate that students primarily rely on adverbs of time and place, suggesting a limited understanding of the full range of adverbial functions. This study highlights the need for explicit instruction on adverb types and their appropriate usage. The research gap found concerning the study was that the work focused on general language learners. Further research is required to investigate adverb usage patterns and challenges among visually impaired English language learners.

Setti *et al.* (2022) explored spatial memory in sighted and visually impaired individuals, revealing differences in processing auditory spatial information. These findings have implications for language comprehension, as spatial language relies on the ability to mentally represent and manipulate spatial relationships.

The research gap identified was that Setti *et al.* Focused on spatial memory, further research is needed to examine the relationship between spatial cognition and the acquisition

and use of spatial language, especially in visually impaired learners.

Qadha and Al-Wasy (2022) demonstrated the effectiveness of visual grammar tools in teaching participle adjectives to EFL learners. This study suggests the potential benefits of incorporating visual aids into language instruction for visually impaired students, who may benefit from alternative modes of representation.

The research gap identified by Qadha and Al-Wasy was that the research focused on EFL learners with typical vision. Further research is necessary to investigate visual grammar tools' efficacy for teaching visually impaired learners adjectives and adverbs.

## CONCLUSION

This literature review highlights the complex interplay between adjectives, adverbs, and comprehension. While research has shed light on certain aspects of this relationship, significant gaps remain, particularly regarding the experiences of visually impaired learners. Future studies should explore the impact of specific teaching strategies, the development of specialized language curricula, and the use of assistive technology to support the language development of visually impaired individuals. By addressing these research gaps, educators and researchers can work towards creating inclusive learning environments that empower all students to reach their full potential.

### Hypothesis

#### Hypothesis 1

The use of adjectives and adverbs in classroom instruction will significantly improve visually impaired students' ability to depict content compared to instruction without these descriptive elements.

#### Hypothesis 2

The use of adjectives and adverbs in classroom instruction will significantly improve visually impaired students' long-term retention of information compared to instruction without these descriptive elements.

#### Hypothesis 3

Compared to sighted students, visually impaired students will show greater improvement in content depiction and retention when instruction incorporates adjectives and adverbs

## MATERIALS AND METHODS

To conduct this research, a mixed-methods approach was employed combining both quantitative and qualitative methods. This approach allows for a more comprehensive understanding of the effects of adjectives and adverbs on visually impaired students' learning outcomes.

An experimental study is considered appropriate for the study. After receiving consent to collect data from the students at The School for the Blind, Katsina, a total of forty visually impaired were selected in cluster

style to diversify the respondents. In the process of data collection, two classes were selected in the school and included Senior Secondary Two (SSII) which was made the experimental group where passages containing adjectives and adverbs were taught. Senior Secondary One of the aforementioned schools contained twenty visually impaired students and was made the control group where passages without the above linguistic elements were taught. Two short passages were carefully selected based on local content. The passages contained descriptive adjectives, quantitative adjectives, attributive adjectives, and attributive adjectives, likewise, adverbs of manner, adverbs of time, adverbs of place, and adverbs of frequency were utilized in passages provided for the treated group. Both groups were taught these passages for four weeks, and after each passage, both groups were made to answer pre-prepared questions that tested their level of comprehension about each passage while their answers were recorded for analysis. In addition,

questionnaires were distributed to some randomly selected teachers to collect data concerning the research. In addition, students were also interviewed on aspects related to the research topic.

**Data Analysis and Discussion of Results**

The data was collected from the field study after administering passages containing adjectives and adverbs in the treatment two groups. Questionnaires were served to staff, the students were interviewed and the data collected was organized and used to answer the research questions.

**Research Question 1**

Is there a difference in the mean score between the answers to the questions from the passages administered to the treated group and the controlled group taught using adjectives and adverbs and those taught without adjectives and adverbs?

**Table 1:** Mean difference between those taught passages using adjectives and adverbs and those taught without them

Methods	Number	Mean	Std. Dev	Mean difference
Experimental	20	15.80	1.735	8.950
Control	20	6.85	1.899	

**RESULTS AND DISCUSSION**

The results presented in Table 1 indicated that the mean score for the experimental group is 15.80 with a standard deviation of 1.735 and the mean score of the control group is 6.85 with a standard deviation of 1.899. The mean difference between the experimental group (taught using adjectives and adverbs) and the control group (taught without adjectives and adverbs) is 8.950. The results suggest that there is a significant difference in the mean scores of students taught passages using adjectives and adverbs compared to those taught without using adjectives and adverbs. The experimental group, which received instruction using adjectives and adverbs, had a much higher mean score (15.80) compared to the control group (6.85), with a mean difference of 8.950. This indicates that the use of adjectives and adverbs

in teaching the English and Arabic languages can have a positive impact on student performance and learning outcomes.

The experimental group, which was exposed to the use of adjectives and adverbs, appears to have performed better than the control group, which did not receive this type of instruction. The findings suggest that incorporating adjectives and adverbs in English and Arabic languages teaching may be an effective instructional strategy to improve student understanding and mastery of the language.

**Research Question 2**

What are the students' perceptions of the effects of utilizing adjectives and adverbs by teachers and how does it affect their content comprehension and retention?

**Table 2:** Perception of students on the effects of utilizing adjectives and adverbs by teachers

SN	Items	Options	N (%)
1	When a teacher uses adjectives and adverbs does that help you understand the information better?	Yes	20 (100.0)
		No	-
2	Do explanations with descriptive words make it easier to imagine the topic being discussed?	Much easier	19 (95.0)
		Somewhat easier	01 (5.0)
3	Do you believe words help you remember information you learn in class?	Always	19 (95.0)
		Sometimes	01 (5.0)
4	After learning about a new concept with descriptive language, how confident are you in explaining it to someone?	Very confident	16 (80.0)
		Somewhat confident	04 (20.0)

5	When learning new information, what would you prefer teachers to use:	Mainly factual with descriptive words.	03 (15.0)
		A balance of factual and descriptive.	16 (80.0)
		Mostly descriptive words to create-	01 (5.0)
		Vivid picture	

**Discussion**

The results presented in Table 2 provide insights into the students’ perceptions of the effects of utilizing adjectives and adverbs by teachers. The results showed that 100% of the students (20 out of 20) agreed that when a teacher uses adjectives and adverbs, it helps them understand the information better, 95% of the students (19 out of 20) found that explanations with descriptive words (adjectives and adverbs) make it much easier to imagine the topic being discussed while 5% of the students (1 out of 20) found it somewhat easier, 95% of the students (19 out of 20) believe that words (adjectives and adverbs) always help them remember the information they learn in class while 5% of the students (1 out of 20) believe that words sometimes help them remember the information, 80% of the students (16 out of 20) felt very confident in explaining a new concept to someone after learning about it with descriptive language while 20% of the students (4 out of 20) felt somewhat confident, and 15% of the students (3 out of 20) preferred teachers to use mainly factual information with descriptive words, 80% of the students (16 out of 20) preferred a balance of factual and descriptive language while 5% of the students (1 out of 20) preferred mostly descriptive words to create a vivid picture.

The results indicate that the majority of students perceive the use of adjectives and adverbs by teachers as beneficial for their learning and understanding of the content. The students overwhelmingly reported that the use of descriptive language helps them understand the information better, makes it easier to imagine the

topic, and aids in remembering the learned information. Furthermore, the students expressed a strong preference for a balance of factual and descriptive language in their learning, with the majority finding that this approach helps them feel more confident in explaining new concepts to others. These findings suggest that the incorporation of adjectives and adverbs in teaching can have a positive impact on students’ content comprehension, retention, and overall learning experience. The students’ perceptions highlight the value of using descriptive language in the classroom, as it can enhance their ability to engage with the material, visualize the concepts, and ultimately demonstrate a deeper understanding of the subject matter.

The results provide valuable insights for educators and curriculum designers, indicating that the strategic use of adjectives and adverbs in instruction may be an effective strategy to improve student learning outcomes and engagement. The results indicate overwhelmingly positive perceptions among students regarding the use of adjectives and adverbs by teachers. Students believe that descriptive language enhances their understanding, imagination, retention of information, and confidence in explaining concepts. This supports the hypothesis that utilizing adjectives and adverbs positively impacts students’ content comprehension and retention, as perceived by the students themselves.

**Research Question 3**

Do teachers utilize adjectives and adverbs in depicting content when teaching in inclusive classrooms?

**Table 3:** Teachers’ use of adjectives and adverbs in depicting the contents in inclusive classrooms

SN	Items	Options	N (%)
1	Are you a teacher working in an inclusive classroom?	Yes	17 (100.0)
		No	-
2	How many years have you been teaching in an inclusive classroom?	1-9 years	10 (58.8)
		10-19 years	06 (35.3)
		20 years and above	01 (5.9)
3	Do you have experience working with visually impaired students?	Yes	15 (88.2)
		No	02 (11.8)
4	How often do you incorporate adjectives and adverbs in your explanations?	Rarely	04 (23.5)
		Occasionally	04 (23.5)
		Frequently	05 (29.5)
		Always	04 (23.5)
5	When describing content, do you prioritize using precise and vivid adjectives and adverbs?	No, my focus on factual language	06 (35.4)
		Somewhat, I use them occasionally for clarity	04 (23.5)
		Yes, I actively use them to paint a word picture	04 (23.5)
		Always, they are essential for comprehension	03 (17.6)

6	Do you adapt your use of adjectives and adverbs based on the learning styles of your students?	No, I use a consistent approach	03 (17.6)
		Sometimes, if a student expresses difficulty	06 (35.3)
		Yes, I tailor my expectations to individuals	03 (17.6)
		Always, it's a core part of my instruction	05 (29.5)
7	Students with visual impairments seem to benefit from explanations rich in descriptive adjectives and adverbs.	Agree	07 (41.1)
		Not sure	04 (23.5)
		Disagree	06 (35.3)
8	Using vivid language helps visually impaired students retain information better.	Agree	12 (70.6)
		Not sure	02 (11.8)
		Disagree	03 (17.6)
9	Compared to factual language, descriptive language seems to make the learning process more engaging for visually impaired students.	Agree	07 (41.1)
		Not sure	06 (35.3)
		Disagree	04 (23.6)

## DISCUSSION

The results presented in Table 3 provide insights into the teachers' use of adjectives and adverbs in inclusive classrooms. The results showed that all 17 respondents (100%) are teachers working in inclusive classrooms, 58.8% have 1-9 years of experience, 35.3% have 10-19 years, and 5.9% have 20 years or more, 88.2% of the teachers have experience working with visually impaired students, while 11.8% do not have experience working with visually impaired students. On the use of adjectives and adverbs, 23.5% of the teachers rarely use adjectives and adverbs in their explanations, 23.5% use them occasionally, 29.5% use them frequently and 23.5% always use them. The results also showed that 35.4% of the teachers focus on factual language and do not prioritize using precise and vivid adjectives and adverbs, 23.5% use them occasionally for clarity, 23.5% actively use them to paint a word picture while 17.6% consider them essential for comprehension and always use them. In adapting to learning style, 17.6% of the teachers use a consistent approach and do not adapt their use of adjectives and adverbs, 35.3% sometimes adapt based on student feedback, 17.6% tailor their expectations to individual students while 29.5% consider it a core part of their instruction and always adapt.

Of the teacher's perception of visually impaired students, 41.1% of the teachers agree that visually impaired students benefit from explanations rich in descriptive adjectives and adverbs, 23.5% are not sure, and 35.3% disagree. Also, 70.6% agree that using vivid language helps visually impaired students retain information better, 11.8% are not sure 17.8% disagreed, 41.1% agree that descriptive language makes the learning process more engaging for visually impaired students, while 35.3% are not sure, and 23.6% disagree. The results indicate that the majority of teachers in inclusive classrooms have experience working with visually impaired students. However, the frequency and priority of using adjectives and adverbs in their teaching vary among the respondents. While a significant portion of teachers (53%) use adjectives and adverbs frequently or always, a substantial number (47%)

use them rarely or only occasionally. Similarly, only 41.1% of the teachers actively prioritize using precise and vivid descriptive language, while the rest either focus on factual language or use descriptive language only occasionally.

The teachers' adaptability to the learning styles of their students is also mixed. While some teachers (47%) tailor their use of adjectives and adverbs to individual students or consider it a core part of their instruction, others (17.6%) maintain a consistent approach regardless of student needs. Regarding the perceived benefits of using descriptive language for visually impaired students, the teachers' responses are divided. While a majority (70.6%) agree that vivid language helps with information retention, only 41.1% agree that it benefits comprehension and engagement. This suggests that some teachers may not fully recognize the potential advantages of using adjectives and adverbs in their instruction for visually impaired students.

The findings indicate that there is room for improvement in the consistent and intentional use of descriptive language in inclusive classrooms, particularly to support the learning needs of visually impaired students. Providing professional development and resources for teachers on the effective integration of adjectives and adverbs in their teaching may help address this gap and enhance the learning experiences of all students in inclusive settings. The results suggest that teachers in inclusive classrooms generally recognize the benefits of using adjectives and adverbs, especially for visually impaired students. While approaches vary, there is a tendency to adapt teaching methods to incorporate descriptive language based on student needs. This underscores the importance of tailored instructional strategies that enhance comprehension, retention, and engagement for all students, particularly those with specific learning needs in inclusive settings.

Based on the data analysis conducted, the findings of this study showed that students taught using adjectives and adverbs scored significantly higher than those taught without them, indicating a positive impact on academic performance. Students perceive that the use of adjectives

and adverbs by teachers enhances understanding, imagination, retention of information, and confidence in explaining concepts. Teachers in inclusive classrooms generally incorporate adjectives and adverbs frequently or always in their explanations. There is recognition that descriptive language benefits visually impaired students by improving comprehension, retention, and engagement. Teachers adapt their use of descriptive language based on the student's learning styles and needs, highlighting a responsive teaching approach. The findings suggest that using adjectives and adverbs in teaching the English and Arabic languages can significantly improve student performance and that students perceive descriptive language as beneficial for their understanding and retention of information. However, the study also reveals variations in teachers' utilization of descriptive language in inclusive classrooms, with some teachers not fully recognizing or prioritizing its potential benefits for visually impaired students.

The study underscores the positive effects of utilizing adjectives and adverbs in teaching English and Arabic languages, both from the perspectives of improved student performance and enhanced learning experiences in inclusive classrooms. Teachers' practices align with students' perceptions of the benefits of descriptive language, suggesting its importance in catering to diverse learning needs effectively. The study found that students taught using adjectives and adverbs performed significantly better than those taught without them. This finding aligns with previous research that suggests the use of descriptive language enhances comprehension and engagement. Studies by Pashler *et al.* (2007) and Smith and Alford (2019) have highlighted how descriptive language can aid in the deep processing of information and better recall, thereby improving academic outcomes.

The study further revealed that students perceive descriptive language (adjectives and adverbs) to positively impact their understanding, imagination, and retention of information. These findings are consistent with cognitive theories such as constructivism, which posits that learners actively construct their understanding of concepts through interaction with their environment (Piaget, 1952; Vygotsky, 1978). Descriptive language likely facilitates this process by providing rich contextual information that aids in mental representation and recall. Teachers in inclusive classrooms reported frequent use of adjectives and adverbs in their teaching practices. This aligns with inclusive education principles that emphasize differentiated instruction to meet the diverse needs of students (Tomlinson, 2001; UNESCO, 2005). The adaptation of teaching strategies based on student learning styles and needs reflects a student-centered approach, which is crucial in fostering inclusive learning environments.

The findings of this study contribute to the broader literature on language use in education and inclusive teaching practices. They support the idea that descriptive language not only enhances academic performance but

also promotes inclusive practices by accommodating diverse learning needs. The alignment with educational theories and previous empirical research underscores the validity and significance of using adjectives and adverbs in educational settings. Thus, the study provides empirical evidence that using adjectives and adverbs benefits both students' academic performance and their learning experiences in inclusive classrooms. These findings not only highlight the practical implications for educators but also underscore the theoretical foundations that support the use of descriptive language in enhancing educational outcomes and inclusivity in teaching practices.

## CONCLUSION

The findings of this study provide valuable insights into the impact of using adjectives and adverbs in English and Arabic language teaching, students' perceptions of the effectiveness of this approach, and teachers' utilization of descriptive language in inclusive classrooms. The results demonstrate that students who were taught English and Arabic languages using adjectives and adverbs significantly outperformed their peers who were taught without using descriptive language. This suggests that incorporating adjectives and adverbs can have a positive and substantial effect on student learning and achievement in the English and Arabic languages. Furthermore, the study reveals that students overwhelmingly perceive the use of descriptive language by teachers as beneficial for their understanding, retention, and confidence in explaining new concepts. This highlights the value that students place on strategically using adjectives and adverbs in the learning process. However, the findings also indicate variability in the extent to which teachers utilize adjectives and adverbs in their instruction, particularly in inclusive classrooms. While some teachers frequently or always employ descriptive language, others use it rarely or only occasionally. Additionally, not all teachers recognize the potential benefits of using vivid language for visually impaired students.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

1. Provide comprehensive training and resources for teachers on the effective integration of adjectives and adverbs in their instructional practices. Emphasize the importance of using descriptive language to enhance student understanding, engagement, and retention of information.

2. Incorporate explicit guidelines and strategies for the use of adjectives and adverbs in curriculum development and instructional design. Ensure that the use of descriptive language is a consistent and intentional component of lesson planning and delivery.

3. Offer specialized training and support for teachers working in inclusive classrooms, particularly on the benefits of using vivid language for visually impaired students. Encourage teachers to adapt their use of

adjectives and adverbs based on the diverse learning needs and preferences of their students.

4. Conduct further research to explore the long-term impact of using adjectives and adverbs in English and Arabic languages teaching on student learning outcomes. Investigate the specific mechanisms and factors that contribute to the observed benefits of descriptive language in the classroom. Regularly evaluate the effectiveness of professional development programs and instructional practices related to adjectives and adverbs. By implementing these recommendations, educational institutions and policymakers can work towards enhancing the quality of English languages instruction, promoting inclusive practices, and ultimately improving the learning experiences and outcomes for all students.

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## APPENDIX

### Passage 1

The Busy Bee Market (with adjectives)

Malama Aisha spoke in a happy tune as she packed her basket with ripped delicious fruits. The Busy Bee market was alive with sights, sounds, and smells. People traded loudly, their voices were in happy tune above was the rhythmic cutting of vegetables.

Malama Aisha greeted her friend, Mama Nkechi, who sat full of hope behind a mountain of bright red tomatoes. "These look juicy and delicious," Malama Aisha complimented, picking one up. Mama Nkechi laughed. "The best in Katsina," she declared, her eyes twinkling. Malama Aisha continued through the market, dodging healthy children weaving between stalls. The smell of freshly baked bread filled her nose, and she couldn't resist stopping at Mallam Umaru's stall. He handed her a warm, crispy loaf, its aroma heavenly.

Next, she examined the beautiful hand woven fabrics displayed by Mama Raheema. The rich indigo attractive cloth sparkled, while the vibrant patterns of Ankara prints caught her attention. Malama Aisha carefully selected a length of fabric, imagining the perfect dress it would become.

As the sun climbed higher, Malama Aisha's basket grew heavier. She stopped for a cool drink of ice-cold coconut water from a nearby vendor. The sweet liquid was perfectly refreshing on the hot day.

Finally, her shopping was complete, Malama Aisha began the walk home. Her legs felt a little tired, but her heart was full. The Busy Bee market was always interesting, filled with friendly faces and delicious finds. She couldn't wait to cook a delicious meal for her family with what she

bought from the market.

(سوق النحل النشيط (مع الصفات والظروف

### PASSAGE 1:

كانت المعلمة عائشة تتمايل بلحن سعيد وهي تحزم سلتها بالفواكه الملونة. كان سوق النحل النشيط الصاخب يعج بالأبصار والأصوات والروائح. كان الناس يتبادلون البضائع بصوت عالٍ، وكانت أصواتهم بمثابة لحن سعيد يعلو فوق صوت تقطيع الخضار الإيقاعي. حيت المعلمة عائشة صديقتها مامانكيثي التي كانت تجلس مليئة بالأمل خلف جبل من الطماطم الحمراء المشرقة. "هذه تبدو شهية ولذيذة"، قالت المعلمة عائشة مجاملة، واختارت واحدة. ضحكت مامانكيثي، "الأفضل في كاتسينا"، أعلنت، وعيناها تتلألآن واصلت المعلمة عائشة طريقها عبر السوق، متفادية الأطفال النشيطين الذين يتقلون بين الأكشاك. ملأ رائحة الخبز الطازج أنفها، ولم تستطع مقاومة التوقف عند كشك مالم عمر. أعطاهها رغيف خبز دافئاً ومقرمناً، رائحته سماوية

ثم بعد ذلك، تصفحت الأقمشة الجميلة المنسوجة يدوياً التي عرضتها أم رحيمة. بدا القماش النيلي الغني باللون، وبينما لفتت أنماط أقمشة الأنقرة النابضة بالحياة انتباهها. اختارت المعلمة عائشة قطعة قماش بعناية، وتخلت الفستان المثالي الذي ستصبح عليه مع ارتفاع الشمس، أصبحت سلة المعلمة عائشة أثقل. توقفت لشرب مشروب بارد من ماء جوز الهند المتلج من بائع قريب. كان السائل الحلو منعشاً تماماً في اليوم الحار. وأخيراً، وبعد اكتمال التسوق، بدأت المعلمة عائشة المشي إلى المنزل. شعرت ساقها بتعب بعض الشيء، لكن قلبها كان ممتلئاً. كان سوق النحل النشيط دائماً مغامرة، مليئة بالوجوه الودودة والاكتشافات اللذيذة. كانت تنطق لطيها وجبة لذيدة لعائلتها باستخدام مشترياتها من السوق.

### Comprehension Questions الأسئلة للقراءة

Instruction: (Choose the one best answer for each question):

1. How did people trade in the market?

كيف يتاجر الناس في السوق؟

- a) Silently- سرياً
- b) Loudly (correct)- جهورياً
- c) Seemingly- بديهياً
- d) Quietly- صامتاً

2. What sound is described as rhythmic in the passage?

ما الصوت الذي يؤدي لحن سعيد في العبارة؟

- a) People talking loudly- ضوضاء الناس
- b) Cutting vegetables (correct)- تقطيع الخضار
- c) Children playing- لعب الأولاد
- d) A vendor selling goods- البائع يبيع السلع

3. What colour are the tomatoes Mama Nkechi is selling?

الطماطم التي تبيع ماما نكيثي؟ ما ألوان

- a) Green- خضراء
- b) Yellow- صفراء
- c) Bright red (correct)- أحمر ساطع
- d) Orange- برتقالي

4. What did Malama Aisha buy from Mallam Umaru? ما ذا اشترت المعلمة عائشة من مالم عمر؟

- a) Fresh vegetables- الخضار طازجة
- b) Warm, crispy bread (correct)- أرغيف خبز دافئاً ومقرمناً
- c) Fabric- قماش
- d) Coconut water- ماء جوزة الهند

5. What two descriptive words are used to describe the handwoven fabrics?

كيف تصف الأقمشة الجميلة المنسوجة يدوياً التي تصفحت؟

a) Rough and simple- خشن و بسيط

b) Rich indigo and vibrant (correct)- نيلي غني

c) Thin and colourful- رقيق و ملونة

d) Soft and plain- ناعم و عادي

6. How did Malama Aisha feel upon completion of her shopping at Busy Bee Market?

كيف أتمت المعلمة عائشة التسوق في السوق النحل النشيط؟

a) Seriously tired- جدا متعبة

b) Little tired (correct)- قليل التعب

c) Powerful- قوي

d) Sick- مرض

### Passage 2

The Fantastic Football Match! (With adjectives and adverbs)

Kelechi woke up bright and early on Saturday morning. Today was the day! He was playing in the much-expected school football match. He pulled on his bright, attractive yellow jersey, his heart beating nervously.

Kelechi joined his team and gathered around Coach Ade. Coach Ade, a tall man towering above other men with a booming voice, gave them energizing talk. "Remember," he boomed, "play fairly by passing the ball to your teammates quickly, and most importantly, have fun!"

The whistle was blown loudly, and the game began. Kelechi ran confidently across the field, his light feet barely touching the ground. He dribbled the ball cleverly past a player, then another, weaving through the other team like a lively bee.

Suddenly, he saw his chance. With a powerful kick, he sent the ball soaring up in the air towards the goal. The crowd roared a loud deafening sound as the ball flew through the air, landing with a satisfying powerful kick inside the net!

Kelechi's team jumped joyfully in cheers, patting him gratefully on the back. He smiled with pride, his face has a wide dirty thick plaster on it. The game continued in an exciting powerful kicks, saves, and close calls.

In the end, the final whistle blew, and Kelechi's team emerged victorious! They jumped up and down, cheering loudly. Even though his legs felt shaky with tiredness, Kelechi couldn't wipe the smile off his face.

He had played well, helped his team win, and most importantly, had a fantastic time!

### (المباراة الرائعة لكرة القدم (مع الصفات والظروف

استيقظ كليثي مبكراً ومشرقاً صباح يوم السبت، اليوم هو اليوم! كان يلعب في المباراة المدرسية المرتقبة كثيراً لكرة القدم، ارتدى قميصه الأصفر الجذاب والمشرق، وقلبه ينبض بتوتر مشرق

انضم كليثي إلى فريقه وتجمعوا حول المدرب هو الرجل الطويل الذي يفوق طول الرجل الآخرين بصوته الجهوري، أعطاهم حديثاً محفراً. "تذكروا" قال بصوت جهوري، "العابوا بنزاهة بتمرير الكرة". "يسرعة إلى زملائكم، والأهم من ذلك،" استمعوا

وفي الحال، أطلق الحكم الصافرة بصوت عالٍ، وبدأت المباراة. ركض كليثي بثقة عبر الملعب، أقدامه الخفيفة بالكاد تلمس الأرض. راوغ الكرة بمهارة بين لاعبي، ثم آخر، وهو بنسج طرائق عبر الفريق الآخر كأنه نحلة نشيطة

فجأة، رأى فرصته، بركلة قوية، أرسل الكرة تخلق في الهواء نحو المرمى. اهتزت الجماهير بصت عالٍ مدو بينما كانت الكرة تطير في

!.الهواء وتهبط بركلة قوية مرضية داخل الشباك  
ففر فريق كليتي فرحين كليتي فرحين بالتهليل، وهم يريون على ظهره  
بشكر. ابتسم بفخر، ووجهه يتزين بلصقة سميكة وقدرة استمرت المباراة  
بركلات قوية مشوقة، وتصديبات، وفرص قريبة يفي في النهاية، أطلق  
الحكم الصافرة النهائية، وخرج فريق كليتي منتصرًا! فقفزوا وهتفوا  
بصوت عال. على الرغم من أن ساقيه شعرتا بالاهتزاز من التعب. لم  
يستطع كليتي محو الابتسامة عن وجهه  
لقد لعب بشكل جيد، وساعد فريقه على الفوز، والأهم من ذلك، قضى  
وقتًا رائعًا.

### Comprehension Questions

#### الأسئلة للقراءة

1. When did Kelechi wake up on match day?  
متى استيقظ كليتي يوم المباراة؟  
Expected Answer: Kelechi woke up bright and early on Saturday morning.  
استيقظ كليتي مبكرًا ومشرقًا صباح يوم السبت
2. Describe the clothes worn by Kelechi on the match day.  
صف القميص الذي ارتدى كليتي في يوم المباراة

Expected Answer: Bright, attractive yellow jersey  
ارتدى كليتي قميصه الأصفر الجذاب والمشرق

3. What are the physical characteristics of Coach Ade?  
ما هي قامته المدرب أدي؟

Expected Answer: A tall man towering above other men  
with a booming voice

هو الرجل الطويل الذي يفوق طول الرجل الآخرين بصوته الجهوري

4. How did the referee blow his whistle when the game  
began?

كيف أطلق الحكم الصافرة حينما بدأت المباراة؟

Expected Answer: The whistle was blown loudly

أطلق الحكم الصافرة بصوت عالٍ

5. How did the crowd react when Kelechi scored a goal?  
ما شعور الجماهير بعد الفوز بالهدف؟

Expected Answer: The crowd roared a loud deafening

اهتزت الجماهير بصوت عالٍ مدو بينما كانت الكرة تطير في الهواء -

وتهبط بركلة قوية مرضية داخل الشباك