

Concept Formation and Creative Expression in English Language Learning: A Study of Visually Impaired Learners in Inclusive Classrooms

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Abstract

The language learning process is multidimensional and encompasses the development of cognition, involvement of emotions, and creativity. In the case of visually impaired learners, this process needs to be taught according to the non-traditional approaches and choices to apply the multisensory, concept-centered approach to relating the language to the lived experience and imagination. The research paper explores the use of concept-based English language instructions to improve reading, understanding and creative communication skills in visually impaired students in regular classrooms. The study was based on constructivist and social learning theories and

used an action research design in a primary-level English classroom. Ten visually impaired learners (10-12 years old) were put through diagnostic testing, remedial instruction, and post-assessment to assess conceptual development in 3 linguistic domains, namely: spatial, emotional and idiomatic/figurative concepts. It was found that the improvement in all areas was significant: in the domains of space understanding improved by 37 to 88 percent, emotional vocabulary by 44 to 90 percent, and idiomatic understanding by 25 to 80 percent. These results substantiate that multisensory and experiential instruction is a major contributor in improving linguistic understanding, conceptual elucidation and

expressiveness in visually impaired students. The research is based on the theoretical contributions of Piaget, Vygotsky, Bruner, and Krashen and is in tandem with the inclusive and competency-based model of the National Education Policy (NEP) 2020 in India. It concludes that concept-based learning turns language as a mechanical

subject to a medium of thought, feeling, and creativity. The pedagogical implications include the significance of the inclusive, experiential and creative pedagogies which allow every learner to participate and express himself or herself safely in language.

Keywords: *Concept Formation; Creative Expression; English Language Learning; Visually Impaired Learners; Inclusive Education; Multisensory Pedagogy; Constructivism; TESL; Idiomatic Understanding; NEP 2020*

Introduction

The development of language proceeds closely with the development of symbolic thinking, conceptual development and cognitive maturity. The language acquisition process according to the theory of cognitive development proposed by Jean Piaget starts at the stage of pre-operational level when children begin to name objects as well as to build meaning with help of symbolic association. Learning occurs in the environment during the sensori-motor stage and at the later stages, abstract thinking and conceptualization can be assessed by the use of enrichment vocabulary, imagination, and experience.

Conceptual learning has been extensively considered to be the basis of linguistic competence in the area of language education and applied linguistics. Students do not just memorise words or grammatical patterns, they build language through creating and relating ideas that are a representation of their experiences, feelings and cognitive links. Formation of concepts helps the learners to go beyond the literal understanding to interpretive and creative expression which is vital in first language as well as second language learning. This is particularly important in the Teaching of English as a Second Language (TESL) because English learners should not only obtain the forms of language but also get to learn the context of the language, the underlying meaning, context, and figurative meaning of words.

This holistic perspective of learning languages is highly endorsed by the National Education Policy (NEP) 2020. It underlines that the process of teaching ought to be concept-oriented, experiential, and competency-based, oriented towards understanding, critical thinking, and creative communication instead of memorization. Another emphasis of the policy is multilingualism and inclusive education whereby disabled learners such as visually impaired students should be accorded equal opportunities to acquire linguistic and

cognitive skills by undergoing contextualized and meaningful learning experiences. In such inclusive classes, concept based language teaching does not only promote comprehension, but also promotes self-expression, imagination and confidence in diverse learners.

To address this correlation between conceptual building and expression of the creative language, the current study will focus on the influence of concept formation in English language learning on expressive ability among visually impaired learners in inclusion classrooms. The work divides the conceptual knowing into three main areas that reflect the fundamental levels of meaning building in English: Spatial Concepts, Emotional Concepts, and Idiomatic or Figurative Expressions. These types have been chosen to portray the way learners process language- literal and concrete to abstract and metaphorical.

1. **Spatial Concepts** (Positional and locational understanding as manifested in English language use): The concepts explain the space, direction, or position- are frequently used in ordinary communication, descriptive writing, and understanding activities.
2. **Emotional Concepts** (Expressions that say how one feels or feels about something): Emotional language is the essence of expressive language. It helps learners to be able to express personal feelings, attitudes, and moods in both spoken and written English.
3. **Figurative and Idiomatic Expressions** (Ambiguous or metaphorical ideas within the English literature and communication): Idioms are language forms that tend to be problematic to people learning the English second language because they are culturally and contextually diverse. Their comprehension demands the upper-order conceptual and cultural skills.

Table 1: Categories of Concepts Used in the Study

S. No.	Spatial Concepts	Emotional Concepts	Ambiguous / Idiomatic Expressions
1	Above	Joy	Break the ice <i>to initiate conversation</i>
2	Beneath	Sorrow	Hit the nail on the head <i>to be exactly right</i>
3	Across	Anger	Spill the beans <i>to reveal a secret</i>
4	Between	Fear	Burn the midnight oil <i>to work late into the night</i>
5	Within	Gratitude	Piece of cake <i>something very easy</i>
6	Beyond	Disappointment	Under the weather (<i>feeling ill</i>)
7	Upward	Excitement	Beat around the bush

			<i>to avoid the main topic</i>
8	Downward	Affection	Once in a blue moon <i>rarely</i>
9	Inside	Empathy	Cry over spilled milk <i>to regret the irreversible</i>
10	Outside	Relief	In hot water <i>in trouble</i>

These three types of concepts have been integrated to assist in examining how the learners shift between concrete knowledge (spatial) to emotional interpretation and eventually to abstract or figurative expression. This is in line with constructivist and cognitive-interactionist approach in TESL that postulates that learning occurs when learners actively construct meaning via contextual and conceptual interaction. The sample of visually impaired students used in this research was the age group of 10-12 years who were observed in English classrooms that were inclusive and experienced difficulties in understanding and communicating abstract or figurative language. Although their mental abilities were of age, they had little exposure to conceptually enriched instruction due to which their expressive growth was limited. Through the concept-based teaching, the research goal was to determine how specialized teaching in these three areas can lead to improved comprehension, linguistic creativity and expressive confidence.

Therefore, the research paper can have its place in the wider areas of study in education, linguistics, and TESL as it establishes that concept formation is a filtering system between cognition and communication. It offers practical data on the way language teaching may go beyond mechanistic learning to foster more insight, innovativeness, and inclusivity in English-classrooms- the transformational vision of NEP 2020.

Review of Literature

Language learning is both a socio-cultural and cognitive process that entails the development of meaning, building conceptual awareness, and conveying thoughts through communication. Educational studies, cognitive linguistics, and TESL studies have continually indicated that concept-based learning promotes deeper insight, and creativity, since language is connected to thought. When students create mental images between linguistic signs and real life concepts, their understanding and ability to express is enhanced significantly. This vision between cognition and language is especially important in the English language learning, where the meaning in most instances goes beyond the literal meanings to encompass the emotional, cultural, and figurative meaning.

In the traditional classroom when memorization and mechanical practice are the driving forces, it is common that abstract or figurative meanings cannot be internalized by the learners. This task is even more daunting when it comes to learners with disabilities, particularly those with visual disabilities, whose learning styles need to be multisensory and conceptual scaffolds in order to overcome the gap between lingual input and cognitive processing. Concept based language teaching is thus a pedagogic reaction that fosters the meaning and the articulation. It promotes the active, interactive, and creative use of language by learners instead of them passively retelling something that they are regurgitating.

Cognitive constructivism, according to Jean Piaget, can play an important role in explaining the contribution of concept formation in learning a language. To Piaget knowledge was actively created by experience and interaction with the environment. Forming concepts in language learning is the mental transition between forms of a language and internal forms of thought. In the case of visually impaired learners, in which the major learning powers are the power of hearing and speaking, conceptual development will help them to understand the meanings and be able to convey the abstract or figurative concept. By teaching spatial and emotional ideas in a sense of tactile, auditory, and dramatized experiences, these learners can experience language in a sense other than the literal one and use it as a means of discovery and sense-making.

Lev Vygotsky, in turn, took this knowledge a step further by his social constructivism theory, which states that learning is social in nature, and language is the focal point of cognitive development. His theory of the Zone of Proximal Development (ZPD) is the way that learners can progress through levels of dependent and independent knowledge by receiving encouraging help of the teachers and peers. Socialization, group activities, and facilitated participation in inclusive English classrooms give the learner the chance to learn new concepts of language, particularly abstract and idiomatic concepts. The group discussions, role plays, and story reconstruction can be regarded as activities that change language into a collective experience among the visually impaired students, thus encouraging the multifaceted growth of concepts and emotion.

The concept-based pedagogy can also be analyzed with the help of the ideas of spiral curriculum and discovery learning presented by Jerome Bruner. Bruner believed that learning ought to be designed in such a manner that the important concepts are revisited in increasingly more complex levels. This is a way of teaching English language in the case of English language teachers when they are teaching simple and concrete vocabulary which is then progressively advanced to more abstract and figurative language. Discovery learning also stimulates students to develop knowledge by using narratives, dramatizations, and

conversations instead of memorizing separate facts. This research is consistent with the method of Bruner as it uses experiential and remedial teaching methods to enable the visually impaired students to gradually broaden their repertoire of concepts and their creative expression.

The perspectives are supplemented by the Input Hypothesis of Stephen Krashen, which is concerned with the process of language acquisition. Krashen suggested that learners learn by being exposed to input of some level ($i + 1$) and the input must be meaningful and contextual. Idiomatic and figurative expressions can be considered rich forms of comprehensible input that can be used in this study to stimulate meaning-making processes by the learners through the context, inference, and discussion. In case with visually impaired learners, activities based on listening, storytelling and participation in dialogue are used in place of visual references, which makes learning a language in such a setting stimulating and accessible.

The National Education Policy (NEP) 2020 supports such theoretical views by means of its vision of inclusive and experiential language education. It reiterates the necessity of multilingual learning, competency-based learning environments that emphasize on understanding, creativity and communication over rote learning. NEP 2020 demands adaptable and multisensory pedagogies that are sensitive to the requirements of the students with disabilities. It points out that conceptually based language learning leads to better understanding as well as the emotional intelligence and creative self-expression. This educational policy framework presents the educational background under which the current study is grounded in, and which proposes the equal opportunities of learning under the basis of concept-based teaching, interactive, and remedial teaching concepts.

A combination of these theoretical and policy views has provided a logical basis to the current study. The frameworks of Piaget, Vygotsky, Bruner and Krashen offer cognitive, social and collaborative, discovery and progression, and meaningful input processes of learning respectively. All these concepts are combined in NEP 2020 as modern inclusive education that attaches importance to the conceptual knowledge, innovativeness, and fairness in the learning outcomes. Together, they promote the hypothesis that concept-based English language instruction, particularly when modified in the case of visually impaired students, may help them improve their cognitive processes, linguistic fluency and creativity.

The analyzed literature therefore demonstrates that language acquisition is most successful when incorporating the conceptual knowledge, socialization, and imagination. To the visually impaired learner, such synthesis will fill this gap between experience and expression, and will bring language to life as a

medium of thought, imagination, and formation of identity, rather than as a mechanical skill. The current research, thus, finds its niche among education, linguistic, and TESL, which fits the current discussion of inclusive, concept-oriented, and creativity-based English language teaching projected in NEP 2020.

Rationale of the Study

When language teaching does not focus on grammatical correctness and memorization but also encompasses conceptual and creative expression, language education becomes the most effective. Even in most classrooms that are inclusive, students have difficulties relating the linguistic symbols to the meaning. This challenge is further intensified in visually impaired learners where vision of the world relies more on auditory and tactile and verbal responses as opposed to visual stimuli. The current research is based on the fact that concept formation, which is the process by which learners ascribe meaning to words, phrases, and expressions is a key but underestimated aspect of language pedagogy. The teaching of the English tradition excludes concepts of syntax, lists of vocabulary, or learning of idioms, without encouraging the learner to appreciate the conceptual richness of the language. This leads to discontinuous understanding, lack of expressive capacity and lack of creativity especially in learners who need multisensory or remedial instructions.

The preliminary classroom observations conducted by the teacher showed that almost 80 percent of learners in English language classes showed little interest and engagement. The answers were monotonous and not creative- all the students repeated the same words without any diversification or analysis. Nevertheless, these learners performed well in other subjects which had hands-on or experiential activities. The findings were distressing when a diagnostic test was carried out with the emphasis on spatial, emotional and idiomatic concepts and the gap in the concepts was huge. This led to the development of a remedial and concept-based intervention to deal with these problems. Not only was the understanding to be enhanced, but other creative and expressive skills were to be developed using dramatization, storytelling and contextual learning skills. The activities helped the learners to perceive the words out of their literal meanings and made language learning a discovery and imagination process.

The current research aims at the discussion of how the concept-based teaching of the English language, which focuses on spatial, emotional, and idiomatic or figurative ideas can help learners to gain better understanding of the material and processing, as well as to express their thoughts creatively, especially in the case of visually impaired students in inclusive classes. These three aspects of conceptual learning exemplify the necessary aspects of language understanding that constitute a unified system that bridges the

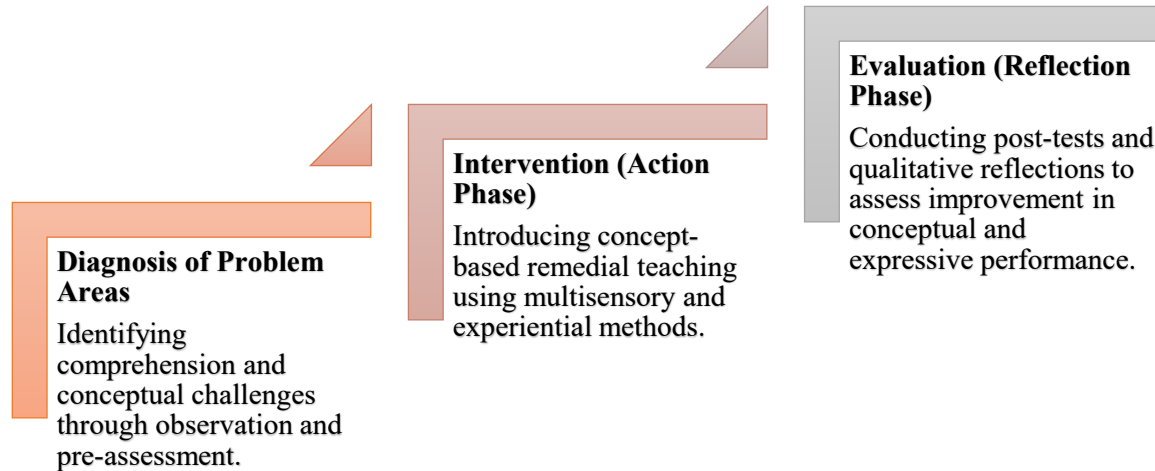
notions of cognition, emotion, and creativity- major aspects of meaningful language learning. This integration is much congruent with the wider education vision of the National Education Policy (NEP) 2020, focused on competency-based, inclusive, and experience-based methodology of teaching. Concept-based pedagogy achieves the NEP 2020 objective of helping students develop expressive and reflective communication skills because it involves the learners in actions rich in concepts and contextually meaningful to all learners, including learners with disabilities, to be active and creative participants in language learning.

Objectives of the Study

- To determine the factors that lead to poor understanding of English language and the lack of expressive power among visually impaired students under inclusive classrooms.
- To examine the conceptual challenges of learners in comprehending and using spatial, emotional and idiomatic/figurative concepts in English.
- To plan and execute remedial, experience based and concept based teaching and learning plans to enhance the conceptual knowledge and creative language use among learners.
- To analyze how concept-based English language teaching can be effective in developing comprehension, interpretation, and creativity among the visually impaired students.

Methodology

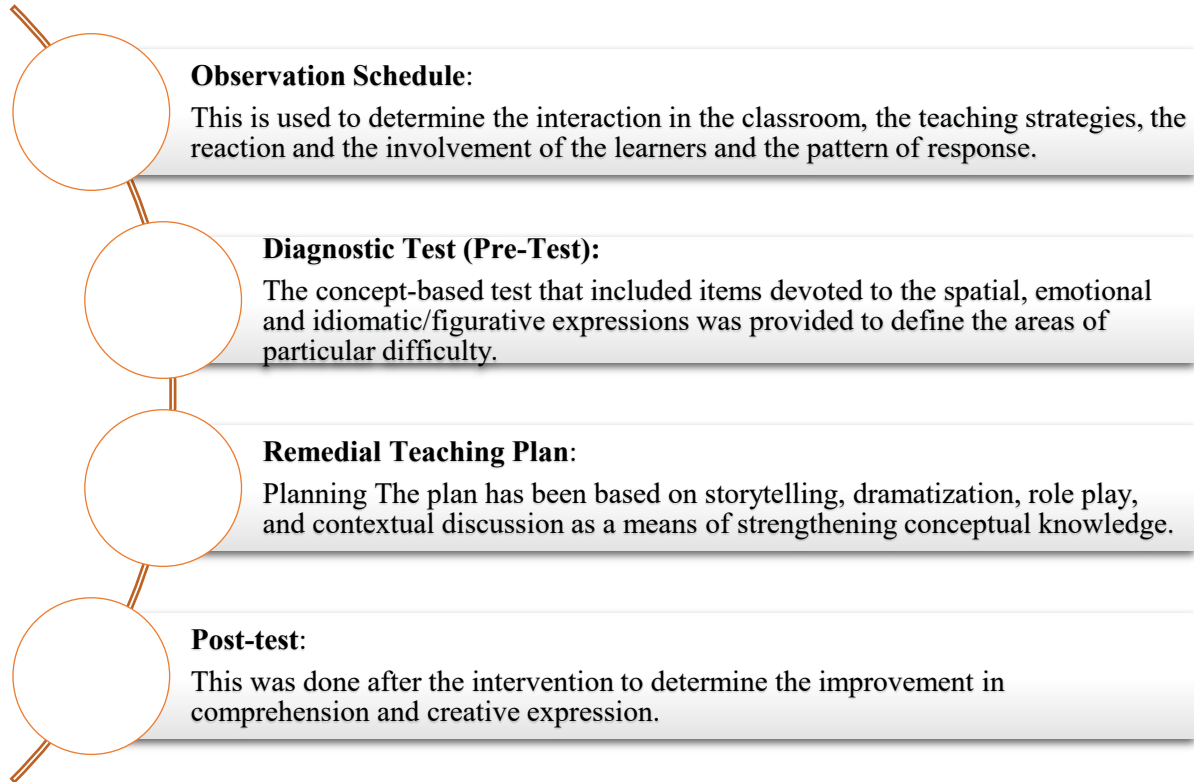
The current research design is a qualitative action research design that employed a concept to explore the use of concept-based English language instruction in increasing the level of comprehension, interpretations, and creative expression in visually impaired students with their typical classrooms. The research was based on a constructivist paradigm, which focuses on experiential learning, theoretical knowledge, and learner-centered pedagogy. It has brought diagnostic evaluation, remedial intervention, and post-evaluation to test conceptual development in three areas, that is, spatial, emotional, and idiomatic/figurative concepts. The study adhered to the Action Research Model (Kemmis and McTaggart, 1988) that emphasizes the problem identification and intervention implementation and assessment of the results in a real classroom situation. This design was suitable because this study was not only to observe the learning difficulties, but also to administer practical, pedagogical interventions that would enhance the teaching and learning process. The research was hence developed into the following phases:



The research was carried out in an inclusive English language classroom of a mainstream elementary school with both the sighted and the visually impaired learners learning together. Ten visually impaired students were selected using the age of 10-12 years with recommendations of teachers and initial language performance as a purposive sample (a total of 10 students). All of them were diagnosed with having continued problems with abstract and figurative English expressions, but they had above-average or average cognitive skills and classroom interaction. Their incorporation was supposed to know how language learning is affected by conceptual and sensory experiences in the inclusive environment. The study was conducted in an inclusive school supported by the government and situated in an urban region which applied multilingual and inclusive education practices as per NEP 2020. The site of intervention was the English language period that was held four days a week and lasted forty-five minutes daily. The lesson consisted of a heterogeneous group of learners, which meant that it could be interactive, learning through peers, and collaboratively, which is one of the most important elements of the work of Vygotsky and his social constructivist approach.

Tools

There were a number of research instruments that were created to gather quantitative and qualitative data:



Procedure

The research was carried out in three stages:

Phase I- Diagnostic Assessment.

The pre-assessment was done to test the knowledge of the learners in spatial, emotional and idiomatic concepts in English at the first stage. In the classroom activities, it was observed that the majority of the students depended on the memorization and the literal translation and demonstrated little skills of interpreting and utilising the figurative expressions. The reflective observations that were made by the teacher affirmed that the conventional teaching methods were primarily oriented towards reading and writing and not conceptual understanding.

Phase II – Remedial Intervention

The remedial instruction programme was planned and conducted during a time of two weeks comprising of twelve sessions that lasted about forty-five minutes each. The intervention focussed on:

- ✓ **Multisensory Teaching Techniques:** Teaching through auditory storytelling, use of tactile objects, gesture, and dramatization as a way of explaining concepts.

- ✓ **Activities of Experiential learning:** The learners participated in role plays, dialogues, and situational conversations, in which the contextualization of idioms and emotional vocabulary took place.
- ✓ **Concept Mapping and Word Association:** This task directed the learners to give abstract words that can be connected to the senses or emotions to enhance cognitive memory.
- ✓ **Collaborative Learning:** Sighted students helped their blind counterparts in group activities and this facilitates inclusion and social constructivist learning.
- ✓ **Teacher Scaffolding:** Personal instructions and comments were given to create an understanding and proper use of idioms and expressions.

Phase III – Evaluation and Reflection

A post-test was also given after the remedial sessions, and it was also the same in structure as the pre-test. The comparative analysis conducted between both the assessments proved that there was a great improvement in the understanding and application of spatial, emotional, and idiomatic expressions by the students. The qualitative responses showed improved motivation, better involvement, and confidence in the idea expression. The reflection log by the teacher also indicated that the students started employing expressions of idiomatic speech and storytelling naturally in conversations and storytelling which is indicative of genuine conceptualization.

Analysis & Interpretation

The results obtained in pre-tests and post-tests were analyzed with the help of quantitative and qualitative methods to assess the efficiency of concept-based instruction in improving the level of understanding and an ability to express oneself. The quantitative information was presented as percentages of correct answers, which showed clearly that there was improvement of the three conceptual areas, i.e. spatial, emotional and idiomatic/figurative concepts after the remedial intervention. The quantitative test was conducted to measure the level of change in conceptual learning at the beginning and end of the introduction of concept-based, multi-sensory teaching methods. All the tables below reflect the number of percent of correct responses that were recorded in the form of pre-tests and post-tests, each one reflecting a single conceptual category. These numerical trends were also supported with the qualitative observations that were obtained by interactions between classrooms and reflections of learners. Students were visibly better in their confidence, use of the vocabulary and creative expression as they did not memorize the information but used the languages to mean something. The concept-based remedial approach was proven to be effective

as their capacity to interpret abstract and figurative expressions was significantly enhanced with the help of experiential and contextual learning activities.

The following tables present the detailed analysis of learners' performance across the three domains Spatial Concepts, Emotional Concepts, and Idiomatic/Figurative Concepts demonstrating clear evidence of conceptual growth and linguistic development after remediation.

Table 2: Spatial Concepts – Percentage of Correct Responses

Concept	Before Remediation	After Remediation
High	50%	80%
Upper	55%	95%
Equal	40%	60%
Middle	28%	80%
Down	60%	100%
Depth	20%	100%
East	20%	100%
West	20%	100%
Scene	10%	70%
Height	40%	100%

The findings suggest that learners understand spatial concepts much better when they undergo remedial intervention. To begin with, most of the students had some difficulty in distinguishing between similar terms in space (e.g., high vs. height, down vs. depth), and after the intervention, they had a proper understanding of the terms and used them correctly. This is because of the improvement brought by experiential and multisensory teaching methods including tactile demonstrations, dramatization in the classroom as well as contextual storytelling which enabled visually impaired learners to relate positional vocabulary to real life experiences. The greatest improvements were seen in abstract spatial terms such as depth, east and west which had 100 percent accuracy on post-remediation.

Table 3: Emotional Concepts – Percentage of Correct Responses

Concept	Before Remediation	After Remediation
Trouble	60%	100%
Sorrow	50%	100%

Sad	60%	100%
Angry	50%	100%
Service	20%	80%
Strange	25%	75%
Amazement	60%	80%
Grateful	32%	90%
Sympathy	45%	95%
Delight	38%	80%

Data obtained after remedial work indicates a significant improvement in the knowledge of emotional words, which is an indicator of the improved skills of a person to recognize and describe psychological states using words. Prior to the intervention, the majority of the learners perceived emotional words at face value and in an interchangeable manner (sad, sorrow and trouble were viewed as having the same meaning). Nevertheless, following remedial working with storytelling, dramatization, and role-playing, the learners started differentiating different levels and context of emotions. An example would be to be able to define the distinction between sympathy and gratitude, between anger and frustration. The scores on the emotional vocabulary went through an average of 44 percent to above 90 percent, which means that the contextual and affective learning strategies were effective in facilitating expressive competence.

Table 4: Idiomatic and Figurative Concepts – Percentage of Correct Responses

Idiom / Expression	Before Remediation	After Remediation
To be two-faced	25%	90%
To stare blankly	10%	80%
To be embarrassed	10%	90%
To lose temper	20%	70%
To raise hell	24%	90%
To sing one's own tune	28%	80%
A drop in the ocean	20%	75%
To cry a hundred ways	16%	60%
To pass the night	40%	80%
Hypocrite saint	36%	70%

The understanding of idioms and other figurative expressions were the most striking to have been changed

after the intervention based on concepts. Prior to remediation, majority of the learners used idioms literally and were unable to construct meaningful sentences with them. Nevertheless, contextual and dramatized instruction resulted in the learners achieving a better figurative meaning and cultural relevance. As an example, expressions like to spill the beans and to burn the midnight oil were internalized and applied in different settings in their meaning. The increase of the average of 25 to more than 80 percent accuracy shows that conceptual instruction based on life situations, dramatization, and discussion among peers is extremely effective in figurative competence development. There was also an improved confidence and fun among the learners during the creative application of idioms in classroom discussions.

An overlay analysis of all the three conceptual areas indicates that there is a tremendous improvement in the understanding and expressive power of learners. Prior to remediation, students exhibited the lack of coherence, low vocabulary use, and the use of figurative language. Comprehension level surged after concept-based, experiential, and remedial instructions were applied to them. These results confirm the hypothesis that concept-based pedagogy can improve not only cognitive, but also creative aspects of language acquisition, in particular in the case of visually impaired students, who will find multisensory and interactive learning beneficial. The intervention helped the learners to not only remember the forms of language but also apply them in a meaningful and creative way, thereby meeting the larger objectives of inclusive, competency-based education as anticipated in NEP 2020.

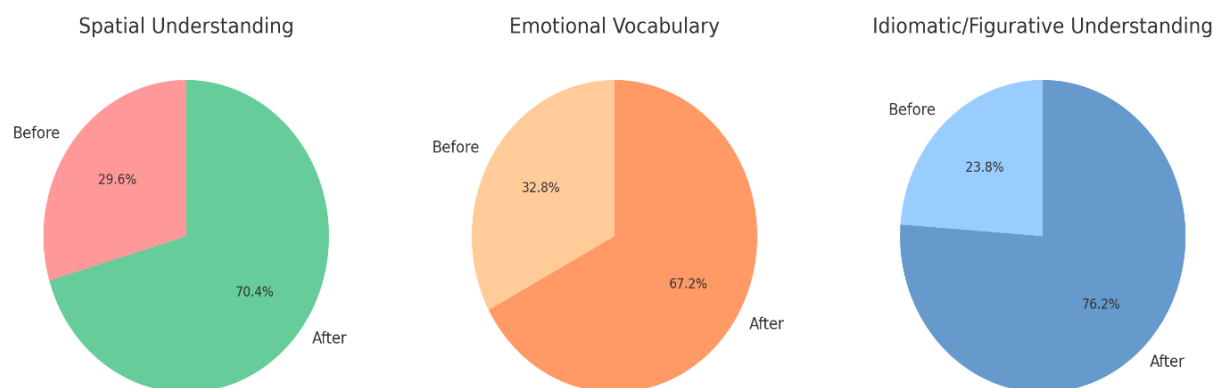


Figure 1: Comparative Improvement in Conceptual Understanding: Before vs After Remediation

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Findings

The comparative study in all the three conceptual areas-spatial, emotional, and idiomatic- made the expression and achievement of the understanding in the students remarkable after the application of concept-based remedial instruction. The pre-remediation findings revealed that the majority of learners, specifically, the visually impaired interviewees showed a disjointed comprehension, scarce use of vocabulary, and low use of abstract or figurative words. Reactions on diagnostic tests implied that they were over-reliant on memorizing, word-by-word interpretation and were limited creative in language use. These weaknesses showed the absence of conceptual base in language learning. By now, a significant and steady increase was recorded in all the categories after exposure to concept-based, experiential, and multisensory instruction. The post remedial data revealed that:

- **Spatial understanding** increased from an average of **37% to 88%**, indicating stronger grasp of positional and directional vocabulary.
- **Emotional vocabulary comprehension** rose from **44% to 90%**, showing improved ability to recognize and express feelings and attitudes through language.
- **Idiomatic and figurative understanding** climbed from **25% to 80%**, reflecting learners' enhanced competence in interpreting and using non-literal, metaphorical expressions in context.

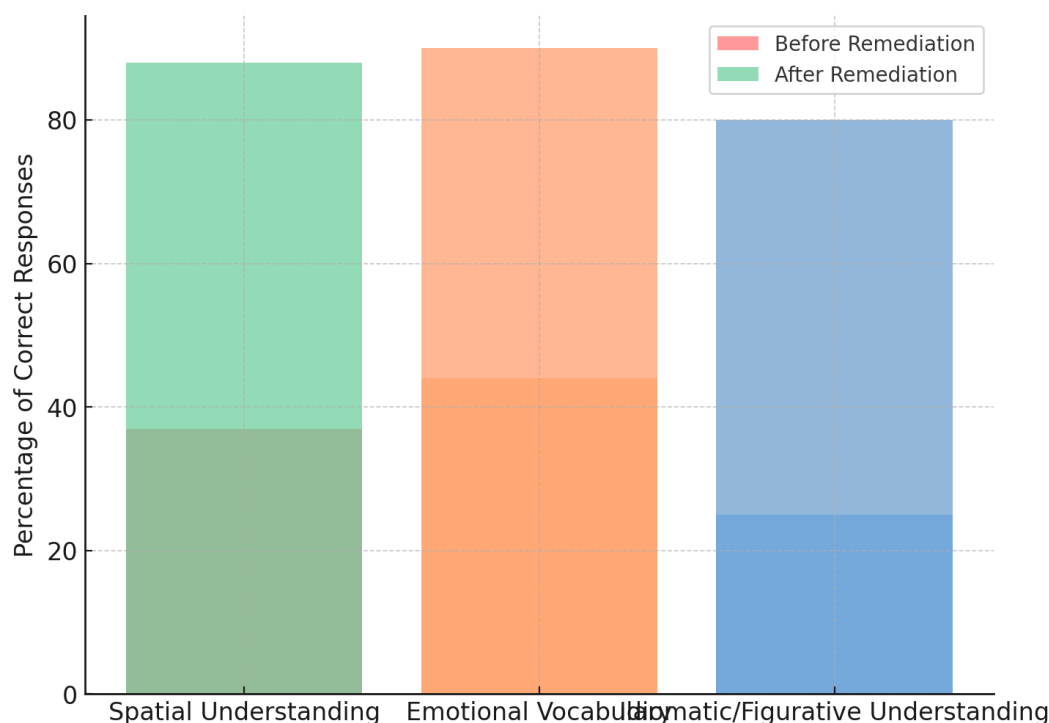


Figure 2: Comparison of Conceptual Understanding Before and After Remediation

These findings clearly indicate that conceptual, contextual, and participatory approaches were helpful to learners. The intervention or remedial practice, which included storytelling, dramatization, group discussions, and auditory learning, assisted students with visual impairments in making sense out of experience and not memorizing. Those learners who had either been afraid of speaking or repeating some phrases started to use new words in creative and contextually relevant ways. Their improvement in performance was both quantitative and qualitative and this was captured in their expressive writings, oral responses, and spontaneous classroom discussions.

The results confirm the primary thesis of the given research: concept-driven pedagogy improves not only cognitive but also creative aspects of language acquisition. Learners experience the linguistic flexibility in meaningful communication due to the combination of the conceptual and emotional appeal and the cultural expression. Further, the findings highlight the significance of multisensory, interactive and inclusive learning to visually impaired learners because they tend to use auditory, tactile and experiential learning to understand abstract concepts. This enhancement is also in line with the National Education Policy (NEP) 2020 that promotes the competency-based learning, inclusive, and experience learning. NEP focuses on the fact that the process of learning a language should not be rote memorization but rather conceptual and

creative exploration. The current results have justified this vision by demonstrating that even learners with sensory constraints are capable of attaining high degree of linguistic and expressive competency when the teaching strategies are conceptual, contextual and learner based.

Discussion

Results discussion shows that the series of improvements in the performance of the learners in the spatial, emotional, and idiomatic domains proves that concept formation is the cognitive and creative centre of the language learning process where thought, emotion, and expression are combined: Spatial concepts are the concrete and general phase of understanding wherein learners start to associate linguistic forms with physical reality, Emotional concepts lie between cognition and affect where learners can reflect subjective states and empathy with the use of vocabulary and Idiomatic and figurative expressions are the highest abstraction stage wherein language is treated as a medium of This is the continuum of the concrete-abstract development of conceptual knowledge, which lies behind successful language acquisition. Teachers are able to encourage lingual correctness and creative fluency by developing the three dimensions simultaneously.

According to the cognitive constructivism as developed by Piaget, the result of the learners after remediation is a good explanation of assimilation and accommodation. First, the learners had no conceptual frames to decode linguistic input, especially figurative language. The remedial intervention introduced new experiences, which given through tactile demonstration, dramatized illustrations, and discussions, gave the learners the opportunity to rearrange and internalize the concepts meaningfully. This actionable involvement in language has shifted it as a non-living system of memorized signs into one of dynamic construction of thought, which validates the claims that Piaget maintained, that real comprehension can only be achieved through an active involvement of cognition.

Congruent with the social constructivist perspective presented by Vygotsky, the research also revealed social interaction, and guided learning to be critical in improving language comprehension. The collaborative learning between the sighted and the visually impaired learners came naturally because of the inclusive classroom environment, which increased the Zone of Proximal Development (ZPD) of every learner. Shared meaning-making and conceptual negotiation were facilitated by peer talks, dramatizations and teacher led scaffolding. Such collaborative learning situations enabled students to acquire not only

linguistic but also emotional intelligence to exemplify the perception of Vygotsky that language is an instrument of cognitive and socio-emotional growth.

The development of the learner in the initial vocabulary comprehension to abstract figurative interpretation is very much related to the spiral curriculum and discovery learning theories of Bruner. The repeated introduction of concepts at increasingly challenging levels allowed learners to develop new knowledge, based on previous knowledge, in an organized, experiential way. This was a cumulative learning process that was encouraged by this recursive method- that is, progressing in starting with simple words that depict space such as above or inside to idiomatic phrases such as once in a blue moon or in hot water. The discovery-based approach applied in remedial sessions gave the power to the learners to derive meanings out of the context, inquiry and reflection and encourage self-driven learning and intrinsic motivation. The ensuing increase in the ability to express creativity indicates that the learners have learned the language conceptually and not mechanically. The results also support the Input Hypothesis of Krashen stating the need of comprehensible input in the process of acquiring the second language. The remedial sessions offered input of a meaningful, contextual, and emotionally charged nature-presented a bit beyond the present level of competence of the learners. The exposure to natural language was evoked by the application of idioms and figurative language in interesting stories and role-plays, thus providing an authenticated exposure. In the case of the visually impaired learner, whose perception and comprehension require the use of sound and verbal processing, this contextual input was an effective system of understanding, and Krashen is correct in his theory of inclusive TESL.

At the policy/pedagogical level, the findings are directly related to the principles of NEP 2020 that focuses on inclusive, experiential, and concept-driven pedagogy. The research provides the realistic evidence that these principles can be effectively achieved in the real classroom life. NEP 2020 recommends the need to build critical thinking, creativity and communication skills via active learning; the model of intervention presented in this study serves as an example of how the set objectives can be fulfilled using the approach of remedial, multisensory, and interactive interventions. Auditory explanations, tactile models, gestures, and dramatization substituted the deficiency of the visual input and supported the development of the mental images. This has established that the concept of inclusive teaching does not entail a simplification of content but a diversification of delivery systems so that it can be both accessible and reach all learners.

The findings taken altogether represent that concept-based English language teaching facilitates the holistic development-cognitive, emotional, linguistic, and creative development. It helps to close the gap between

knowledge and imagination and develops the capacity of the learners to make language their means of communication and self-expression. By so doing, it satisfies the transformative objectives of the contemporary education as proposed in NEP 2020: it produces a learner who thinks critically, feels deeply, and expresses creatively. Therefore, the discussion and the findings collectively indicate that the understanding of concepts is the foundation of the creative expression in English language learning, especially among the visually impaired learners. When language is not taught as memorized knowledge but as an interaction of living ideas that are met by the experience of being, through imagination, & reflections, then it becomes a window for inclusion, empowerment & lifelong learning.

Educational Implications

The study has implications on the teachers, curriculum developers, and policy makers interested in inclusion and effective teaching of English language.

- **Switching Rote to Conceptual Learning:** Teaching language should be focused on conceptual learning rather than memorizing. Educators should concentrate on the meaning and relation behind the words and through real life situations, narratives and discussion they should build up the semantic depth and fluency expression of the learners.
- **Use Multisensory and Experiential Approaches:** Inclusive classrooms should be taught by using auditory, tactile, and kinaesthetic approaches. In the case of the visually impaired learner, the exposure to sound, touch, dramatization, and interaction with peers is necessary in building conceptual clarity.
- **Combine Ideational and Figurative Language:** The use of emotional language and idiom expressions should be used in a slow and meaningful manner by use of literature, drama and discussion. This kind of exposure would nurture emotional intelligence and cultural competence- very important elements of communicative mastery.
- **Collaborative and Peer-Supported Learning:** Pairing visually impaired students with sighted students promotes interaction and the creation of common meaning by the students in communication, which is in accordance with the Vygotskian principles. Parent-child activities like role-playing, dialogue construction, and storytelling can be used to overcome cognitive and linguistic barriers.
- **Remedial and Reflective Teaching Practices:** Diagnosis and reflection are important processes that must be continuous. The remedial lessons by teachers must be focused on the particular areas of conceptual weaknesses and progress be gauged by both formative and reflective observation.
- **Education of Inclusion:** Pre-service and in-service teacher education should have some special offering of instructional concepts in inclusive pedagogy, inclusive education, and multisensory

instruction. Sustainable inclusion requires the training of teachers to provide creative, accessible and participatory language activities.

- **Curriculum Design and Policy Alignment:** Curriculum planners ought to incorporate conceptual and cultural aspects in English syllabi and go beyond the grammatical competence to communicative and creative competence. Such reforms are supposed to be consistent with NEP 2020, which lays greater stress on holistic learning outcomes rather than those based on examination.
- **Technology and Assistive Technology:** Speech-based AI, audio books, and Braille, as well as screen readers, can be utilized to a large extent to improve the accessibility of visually impaired students. The inclusion of such technologies in the routine classroom activities will provide equal learning opportunities, as well as encourage the learners to acquire lifelong learning abilities.

Key Findings	Educational Implications
Spatial comprehension increased from 37% to 88%	Use multisensory and activity-based approaches such as tactile maps, gestures
Emotional vocabulary comprehension improved from 44% to 90%	Integrate emotional literacy activities (storytelling, role-play, reflective discussi
Idiomatic and figurative understanding rose from 25% to 80%	Introduce idioms and figurative expressions through narratives, real-life context
Increased confidence and expressive fluency among learners	Employ learner-centered, participatory pedagogy to build confidence and expre
Concept-based pedagogy proved effective for inclusive education	Incorporate concept-based curriculum aligned with NEP 2020 to ensure experie

Figure 3: Summary of Key Findings and Educational Implications

Conclusion

The paper examined the role of concept-based English language teaching in improving the level of comprehension, interpretation, and creativity among the visually impaired students in a general classroom. The results showed that there was a significant increase of 88, 90 and 80 per cent improvement of spatial, emotional and idiomatic understanding respectively with post remediation results up increase to 88, 90 and 80 per cent respectively. The results of these findings are that multisensory, experiential, and contextual instruction are more effective in developing a deeper conceptual learning and expressive fluency. The application of storytelling, dramatization and collaborative dialogue enabled the learners to be a passive recipient to become active creators of meaning, and this evidences that language learning is optimal when cognition, emotion and experience are combined.

Based on theoretical scenarios of Piaget, Vygotsky, Bruner, and Krashen, the research advocates the holistic position that conceptualization is the key element in linguistic growth. It is in line with the vision of NEP 2020, which outlines competency-based inclusive and experiential learning. The study concludes that inclusive education does not represent simplifying what is being taught but diversifying the experiences-making learners feel that language is a living, creative tool instead of a machine to be taught. Thought-expression gap is therefore filled by concept-based teaching of English and all learners, with or without ability, can effectively get involved with language in a meaningful and creative manner.

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