

# Role of English Teachers in Inclusive Practices for Visually Impaired Students: A Narrative Enquiry<sup>1</sup>

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## Abstract

This study aimed at examining the role of English teachers in supporting inclusive education for visually impaired (VI) learners in English Language Teaching (ELT). It adopted narrative inquiry as a research method and Lev Vygotsky's social constructivist theory (1978) to investigate how teachers modify lesson plans, materials, and classroom settings to address the cognitive and affective needs of year (class) VI learners. Three themes emerged from the data obtained from the interviews, reflective journals, and classroom observations, namely, assistive technologies, emotional well-being and working with peers, and instruction of adaptive techniques. The findings suggest that faculty development, resource availability, and policies support creating inclusive classrooms for visually impaired students for their academic and emotional growth.

**Keywords:** *Inclusive education, visually impaired, role of teachers, English language teaching*

## Introduction

While working as a college teacher, I had a student who impressed me not because of what she lacked, but because of her quiet brilliance and determination. She was visually impaired, living in a world primarily designed for sighted learners. Her mind was sharp, her enthusiasm boundless, and she connected effortlessly with her peers. Yet beneath her bright exterior, I sensed a silence and isolation that were invisible but profound. She lacked access to appropriate assistive technology and support necessary to achieve her full potential. I did not feel sufficiently trained or capable of providing her with the same level of support she deserved from her teachers. This realization stayed with me, as my lack of training in inclusive practices detracted from her learning experience. Teaching a visually impaired student for the first time in an inclusive classroom truly opened my eyes to the challenges both students and teachers face in establishing equitable learning environments.

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Having visually impaired students in the classroom served as a constant reminder that inclusion is an active, ongoing practice. Inclusive education requires humility and openness to transform learners' experiences. I discovered that effective teaching is not merely about applying strategies but about recognizing each student's unique entry point into learning. Adaptive software, peer support, and teacher compassion are not just tools, they form an essential network of support for students like her (Amponsah & Bekele, 2023). This paper arises from that transformative experience and examines how teachers can create classrooms as spaces of authentic equity. It is a call to action, asserting that every classroom holds the potential to transcend the silence of exclusion and reimagine learning through inclusion. The study aims to identify the problems teachers encounter and to explore how educators can better support students with visual impairments. Specifically, it investigates the instructional methods English teachers adopt and the challenges they face when integrating visually impaired students into mainstream classrooms.

## Inclusive Education

Inclusive education refers to the process of creating learning environments that encourage and support full participation from all students, regardless of their ability, disability, social background, or culture (UNESCO, 2020). It has become increasingly crucial in addressing the diverse needs of learners, particularly those with special needs, within mainstream educational settings. Inclusive education seeks to ensure equitable access to quality learning experiences despite physical, cognitive, social, or linguistic differences. It ensures that every student, regardless of difference, can succeed in a supportive and empowering environment.

Inclusivity embodies both a philosophy and a culture that promote respect, equality, equity, and belonging, treating differences as strengths rather than weaknesses. In schools, inclusivity means cultivating a supportive learning space where every student feels valued and able to thrive emotionally, socially, and academically. For students with visual impairments, inclusivity involves fostering empathy, understanding, and care from both teachers and peers. It is not a short-term initiative but a transformative framework that redefines how education can become more just, adaptive, and human-centered. Since the early 1990s, international organizations such as the World Bank, UNDP, UNFPA, UNICEF, and UNESCO have advocated for inclusive education to remove barriers that prevent certain groups, particularly children with disabilities, from participating fully in learning (Puspitasari, 2019). However, many nations, including Nepal, continue to face challenges in prioritizing inclusivity (Dhakal, 2024). Despite policy efforts to integrate students with special needs, inclusive education remains underdeveloped in many regions due to limited resources, insufficient teacher preparation, and inadequate infrastructure.

Teachers play a pivotal role in inclusive education, especially for visually impaired students. Visual impairments present unique challenges related to communication, classroom engagement, and academic presentation. Students with visual impairments often experience lower academic performance and decreased self-confidence compared to their sighted peers. In Nepal, inclusive education for these students is gaining attention, but significant gaps remain. Many schools lack essential resources such as Braille materials, assistive technologies, and specialized teachers

(Nepal, 2024). These deficiencies can negatively affect academic achievement and emotional well-being. To address this, teacher training and improved classroom support are critical. Creating inclusive learning environments requires equipping educators with the skills, knowledge, and empathy to meet the specific needs of visually impaired learners.

As I recall my early teaching experience in Kathmandu, I struggled to teach a blind student using the same methods as I did for her sighted classmates. She was the only blind student in the group. Initially, she was enthusiastic and participative, sitting in the front row and taking attentive notes. But by the semester's end, she had moved to the back, growing disengaged and ultimately failing my course. Her confidence had eroded, and I felt helpless, unsure how to support her. Soon after, I attended an inclusive education training in Lalitpur, where I learned about Braille, audiobooks, and assistive technologies. Implementing these tools initially felt unfamiliar, but over time, I witnessed her confidence and engagement return, along with her academic performance.

This experience transformed my understanding of inclusion. I learned that inclusion is not an act of charity but a practice of respect and equity for all learners. It underscored the need for continuous teacher training and institutional support to ensure that all students, regardless of ability, can participate meaningfully in education. Integrating students with visual impairments into mainstream education requires careful planning, adaptable teaching, and creative use of resources. Yet, many barriers remain, from social attitudes to institutional limitations, highlighting the need for sustained professional development, supportive policies, and inclusive classroom practices that value diversity and equitable learning for all students.

### **Visually Impaired Students**

Visually impaired students require specialized educational approaches due to the limitations of vision that cannot be corrected through glasses, contact lenses, medication, or surgery. Primary types of visual impairment include central vision loss, peripheral vision loss, blurred vision, and visual processing difficulties caused by brain injury. In Nepal, such students often face marginalization and inadequate access to essential resources like Braille and auditory materials (Lamichhane, 2017). Most teachers and schools lack the preparation and infrastructure required to accommodate these needs effectively, restricting the realization of inclusive education.

Despite progress, visually impaired learners still face barriers that hinder their meaningful integration into school life. These challenges point to the urgent need for teacher training, policy reform, and accessible learning environments. For students learning a foreign language, the difficulty is compounded, as vision supports many aspects of language acquisition—such as reading, observing nonverbal cues, and interpreting visual contexts.

### **Inclusive Practices in ELT**

Inclusive education in English Language Teaching (ELT) aims to ensure that all students, regardless of ability, have equal access to learning opportunities (Maharjan, 2022). In Nepal,

these goals align with national frameworks such as the Inclusive Education Policy (2016), which promotes equitable opportunities for students with disabilities, including those with visual impairments. However, practical implementation remains inconsistent.

Visually impaired learners often experience low self-esteem and require empathy, encouragement, and structured support. Teachers play a central role in building inclusive ELT classrooms that foster both academic and social growth (Miesera et al., 2019). Yet, most English learning materials, such as, textbooks, grammar exercises, passages are designed for sighted students, placing visually impaired learners at a disadvantage. Adopting alternative strategies, such as using audio recordings, tactile graphics, oral activities, and peer support systems, can enhance participation and learning outcomes.

Unfortunately, research on inclusive ELT practices for visually impaired students in Nepal remains limited. Many teachers report insufficient preparation and a lack of resources (Khadka, 2021). Assessment methods further compound the issue; traditional text-based evaluations fail to accommodate visually impaired learners, and teacher training rarely includes guidance on inclusive assessment (Thapaliya, 2023). Consequently, there is a pressing need for both professional development and systemic reform to make ELT classrooms in Nepal genuinely inclusive, equitable, and effective for all learners.

## **Inclusive Practices in English Language Teaching for Visually Impaired Students**

The current English curriculum does not fully address the needs of visually impaired students, which calls for research on how to adjust it to better support them. When teachers and staffs struggle to find the right ways to teach these students, many challenges emerge. Although inclusive education is mentioned in policies, these documents often lack the specific guidance on how to implement, evaluate and provide the necessary materials (Mwakyjeja, 2013). This ambiguity reinforces the clearly stated need for better assessment tools for tracking how well visual impaired learners learn in inclusive English classrooms. Despite the focus on inclusive education, there is little research that specifically investigates as to how visual impaired learners can be successful in learning English (Miyauchi, 2020). Furthermore, most studies are focused on general methods and do not look specifically into obstacles faced by visual impaired learners in language learning.

This study sets out to address the gap outlined above by looking into ways in which English teachers can implement inclusion, and better support students with visual impairment. It also considers how teachers can support their students' emotional well-being in mainstream classroom contexts because these students need specific opportunities to flourish (Lamichhane, 2017). Each student is an individual with their own set of abilities, so it is important to identify their need, and subsequently tailor teaching accordingly. In the classroom, it is essential to recognize the diversity of all our students' needs, including those with special needs, so that they can achieve

success, both academically and socially (Kugelmass, 2004). It is important to provide equitable opportunities and learning English can offer visually impaired students access to education and career opportunities. Although the policies of Nepal emphasize inclusive education, the practice is still limited, and the barriers are even greater outside of urban schools (Puri et al., 2024). The English curriculum is also laden with many visual elements that prevent or create barriers for students with visual impairments. There is a need for more teacher training and resources in Nepal to provide equitable learning opportunities.

This research implores to shed lights not only on the challenges these students face but suggest a way to improve the education they receive. Teachers are expected to adapt their teaching methods to meet the varied needs of their students (Harmer, 2007). To this effect, the goal of this paper is to examine how English teachers can create more inclusive classrooms for visually impaired students. It also focuses on practical ways to adapt teaching methods, materials, and classroom environments to meet their needs in mainstream education. Based on the research question, it recommends how English teachers can adopt inclusive practices in order to more effectively support visually impaired students. Thus, this study aims add to the broader discussion around inclusivity in English Language teaching.

## **Social Constructivist Theory as a Theoretical Referent**

This research paper examines the role of social communication and cultural tools in modeling cognitive development. The concept is based on Vygotsky's Sociocultural Theory (1978), which emphasizes how learning is shaped by the social environment and mediated through language and other cultural tools. This study explores how English teachers use social connections and cultural tools to support the inclusion of visually impaired students in English Language Teaching (ELT) classrooms.

Cultural tools such as language, symbols, and technology play a significant role in learning. For visually impaired students, teachers must adopt appropriate strategies, including tactile or auditory resources and motivational approaches. Vygotsky's concept of the Zone of Proximal Development (ZPD) serves as a valuable theoretical framework for understanding inclusive education. The ZPD represents the distance between what a learner can do independently and what they can achieve with guidance from a More Knowledgeable Other (MKO). Instruction within this zone is most effective, as it fosters growth that learners cannot yet accomplish on their own (McLeod, 2024).

Scaffolding, a concept related to the ZPD, refers to temporary and flexible support that is gradually removed as learners develop greater independence. It involves intersubjectivity—the shared understanding between teacher and learner—and contingency—the ability to adjust instruction to meet learners' needs. The notion of a collaborative ZPD highlights the importance of peer interaction and dialogic engagement in promoting cognitive and linguistic development.

In this study, the ZPD provides a framework for analyzing the role of English teachers in inclusive education for visually impaired students. The teacher's role as the MKO is central; the student's visual impairment increases the need for instructional differentiation. Teachers not only adapt lessons but also employ verbal explanation, tactile materials, auditory resources, and assistive technologies to enhance learners' abilities beyond what they could achieve independently. The collaborative aspect of the ZPD supports inclusive practices by integrating peer-assisted learning through study groups, cooperative tasks, and group discussions. These interactions strengthen both academic outcomes and social development. Instruction within the proximal zone encourages learners to become independent, autonomous, confident participants in equitable learning environments. Thus, the ZPD offers a robust framework for understanding how English teachers mediate learning and promote inclusion for visually impaired students.

Vygotsky's notion of internalization suggests that genuine learning occurs when students actively engage in social and academic activities. For visually impaired learners, this means participating in collaborative experiences with teachers and peers to internalize essential skills. Teachers' attitudes toward inclusion are influenced by their social and cultural contexts, and Vygotsky's work implies that fostering a positive social environment can transform these attitudes and enhance inclusive practices. The study also underscores the importance of teacher training and strong support systems, including collaborative networks, to improve accessibility for visually impaired students. Vygotsky's framework reinforces the significance of diverse and supportive learning environments for the success of all learners. By implementing appropriate tools and collective learning structures, teachers can provide inclusive and effective educational experiences for students with visual impairments.

In conclusion, Vygotsky's Sociocultural Theory (1978) offers a sound foundation for understanding inclusion in ELT classrooms. It supports the need for teacher training, accessible materials, and collaborative learning environments to ensure that all students—regardless of ability—can grow academically and socially.

## Method of Study

This study employs narrative inquiry to examine the lived experiences of English teachers and visually impaired (VI) students in mainstream classrooms. It employs Clandinin's (2019, 2022) discussion and commitment to ethical relationships to represent the storying of both the teachers' and the VI students' voices, in a faithful and ethical way. The participants are English teachers who have taught VI students in one school in its English programming where there are 47 VI students from kindergarten to grade 10. Given the experience the teachers had in inclusive education, they were selected to provide the richest description of their strategies and challenges when working with VI students.

By initially developing a rapport with the teachers through casual conversation, I as a researcher was able to clarify what the study may include and address any ethical concerns. I interviewed 5



teachers teaching visually impaired students in mainstream education. They were selected on the basis of the long-time teaching experience with Visually impaired. The interviews were recorded in the form of audio. The interviews allowed the teachers greater agency to share their stories, challenges, and successes. Observations of the teachers' classroom of class seven and eight were made. Ten classes of grade seven were observed. There were 3 to 4 visually impaired students in each classroom with sighted pairs. This further developed an understanding of inclusive practices by observing how teachers interact with VI students. The reflective narratives that the teachers also contributed part of the process also added breadth to the findings. I analyzed the data by using thematic analysis. It provided detailed and nuanced account of the data. The analysis involves identification of common threads extending across the data, i.e., interviews, observation and artifacts. There are many ways of analyzing narrative data. In this research, I adopted 'Thematic Analysis of narratives' (Braun & Clarke, 2006). The process involves identifying, analyzing, and reporting patterns (themes) within data. It is a flexible approach that can be applied across a range of theoretical approaches. Pseudonyms were employed to protect the participant's identities, maintain confidentiality, and ensure participants would feel comfortable giving honest responses. The insights from the analysis of the data are organized under three headings: 1) assistive technologies, 2) emotional wellbeing and working with peers, and 3) instruction in adaptive techniques.

## Findings and Discussion

### *Adaptive Teaching Strategies*

The study emphasizes the importance of adaptive pedagogical methods to support the varied needs of visually impaired (VI) students. Teachers use a variety of strategies such as audiobooks, large print books, and Braille books in order to allow class VI students the ability to access the full curriculum as other students do. The strategies help class VI students achieve better learning as they get to engage in the same content as their peers. Mrs. Rama Dhital, an English teacher with 12 years of experience in inclusive classrooms, stated:

*Adaptive strategies take time especially with new students or students that have just recently gone blind. Braille is necessary, but a lot of students are not habitual with it in the beginning, so they are reluctant to it. I start with normal introduction and encourage them to use and help them embrace it. Screen reader and other technologies are useful but not fully proof and we frequently face resources limitations. I tell students, 'Education is your light in the darkness,' to inspire them to persevere. Teachers need training to use advanced tools effectively.*

Mrs. Dhital emphasized both the emotional and instructional dimensions of her teaching. She provides temporary supports to allow students to complete tasks they cannot do independently. Her method of teaching allows students to complete activities with guidance. Her inspirational phrase, "Education is your light in the darkness," emphasizes the role of education for the upcoming future, leading students towards autonomy.

From an analytical perspective, her practice reflects Vygotsky's idea of the Zone of Proximal Development (ZPD), where students can complete tasks with guidance from a more knowledgeable other while maintaining the utility of technology like screen readers, Mrs. Dhital also comments on their limitations. Her practices exemplify how, given the appropriate resources and guidance, adaptive teaching enables visually impaired students to be successful. Miss Pooja Shakya, who has taught secondary level English for four years in inclusive classroom with visually impaired students in all the classes, pointed out:

*For low vision students, I provide enlarged texts and high-contrast visuals. Entirely blind students use audiobooks and Braille, but it is hard to accommodate for their unique needs and for sighted students together. Individualized plans make a significant difference; and I spend additional time explaining verbally. A major gap is absence of flexible teaching resources which needs to be filled.*

Ms. Shakya places a high priority on unique learning strategies that complement Vygotsky's Zone of Proximal Development (ZPD) theory. She gives instruction to each students addressing their unique needs, helping them to close the gap between their current abilities and the difficulties they face in their school tasks. Her employment of adaptive materials, like large print, braille and audio books for visually impaired students who are blind, is a cultural device that aids in the learning process. The use of Braille and audiobooks for students who are blind is a cultural device that helps in teaching learning process. Ms. Shakya also employs oversize print for visually impaired students as an individualized plan.

Ms. Shakya's approaches demonstrate how adaptive teaching strategies can build a learning environment where all students can progress, no matter their abilities. It determines how essential flexibility and individualized strategies are in inclusive teaching practices. Mr. Hari Ghising who is a teacher in resource classes combined Braille with games for more than 10 years says:

*Teaching Braille to students with low vision is a challenge, as they often resist it. I combine large print and Braille until they transition fully. Games and peers support make Braille learning more fun. When student feel supported they feel valued and encouraged.*

Mr. Ghising emphasises both the practical challenges of Braille instruction and employs creative solution to it. He uses large print and Braille together, before letting the children follow the Braille on their own. He also involves games and peer learning to keep them motivated, where people learn effectively. It is a common phenomenon to find outdated Braille materials. Still, this idea comes from Vygotsky's argument that learning happens when students are supported enough, even if they have little. Miss Bimala Pradhan, a lower secondary English teacher who has been teaching visually impaired students for more than seven years, says:

*I can take descriptive words and simple lessons and apply them to be able to clarify things for better understanding. Audiobooks can contribute, though they are not always available, and not always for all text. Collaborative activities can support the visually impaired by giving them sighted peers to rely on. Specialized teacher training is lacking, and the resources needed for equitable opportunity are not there.*



Miss Pradhan uses comprehension as mode to mental readiness to read. She emphasizes the importance of clarity and simplicity in instruction for the visually impaired students. She also uses a descriptive sign, symbols and repeatable common tools to helps her students in understanding their assignment. She utilizes understandable, illustrative vocabulary and peers supports in teaching VI students. She breaks down complicated things and makes the learners support each other, making available the proximal assistance they need for their continued development in their learning.

Though audiobooks are helpful, they are not always available, showing a greater need for enhanced access to learning materials. Miss Pradhan also highlights the lack of appropriate teacher training and inadequate resources, which further complicates providing equal learning opportunities. Radha Shrestha, an English teacher specializing in VI education said:

*I work on the basics for the newly blind students like Braille and mobility training for emotional support. For the established VI students, this does not entail as much adjustment; instead, my focus is on the academics for them. I supply tailored resources for examples such as tactile materials and audiobooks. Students need to be emotionally adaptive but also learning adaptive in order to adjust to their new learning and course materials.*

All the technology used like screen readers and speech-to-text computer programs make it easier for a person who is visually disabled to learn. Adaptive formats enable the students to study in an active process while building their self-confidence and morale. My role as the instructor is short term primarily during transitions such as learning the Braille alphabet in order for the students to feel empowered. Learning materials that are accessible to the students such as Braille books and Audiobooks allow for effective learning and reducing the gap between the students' prior skills and the curriculum.

### ***Collaborative Learning Environment***

In Inclusive classroom, collaborative learning is important for encouraging classmate supports, socialization and cooperative learning. English teachers play a crucial role in presenting experience that enhance language development and create collective experiences for students who have a visual impairment. Similarly, students practice a range of skills in group learning activities as well as self-regulated learning activities that develop their communication and problem-solving skills. Peer-to-peer learning fosters empathy and understanding among peers and adds to the general-positive learning environment. Ultimately, it allows students with a visual impairment to have even greater participation as contributing and active learners. Mrs. Sita Dhital expressed:

*Peer support is invaluable. I pair visually impaired students with empathetic peers for group tasks: this foster teamwork and reduces feelings of exclusion. I continuously repeat that everyone has distinctive assets and can contribute expressively. This helps to develop social learning skills and confidence among students so I mostly focus collaborative activities.*

Mrs. Dhital emphasizes on how maintaining good relationship with peers can reduce social isolation for visually impaired students. She places visually impaired students with empathetic peers, recommending group collaboration and communication to familiarize them to being around their fellow students. She believes that everyone has a unique quality that shows strong commitment for valuing diversity showing positive aspect of inclusion and the value of position inclusion for whole class rather than just a responsibility towards VI students. Through this approach, VI students gain confidence, improve as socializers, and actively participate in group work.

From an analytical perspective, her practice resonates with Vygotsky's belief that learning is socially constructed. By facilitating collaboration, she enables VI students to operate within their Zone of Proximal Development (ZPD), which states that students can perform more with the support of teachers or fellow students. With fellow students assisting them, VI students get the guidance they need to perform activities they cannot accomplish independently. It is also a way of showing Vygotsky's theory that each person has unique strengths, and through cooperative learning, students can help each other in intellectual and social growth. Priya Shakya claimed:

*Group work helps to enhance inclusion among VI students. They have sharp memory and understanding. I usually organize group discussion which surprises all of us they have excellent verbal skills that helps to balance their strength with sighted student's skills. These interactions create mutual respect and stronger bonds among classmates.*

Students co-construct knowledge through shared activity and Ms. Shakya's use of group work demonstrates shared activity. This practice aligns with Vygotsky's social learning theory, which says students can co-construct knowledge through shared activities. Time and again discussion, group work promotes mutual respect and close relationship among classmates, which is consistent with Vygotsky's view that learning occurs best in group setting. Mr. Ghising expressed:

*I often use collaborative learning in my classroom. When visual impaired students perform group activities they bring their unique perspective to the topic that enrich learning for the entire class. I request sighted students to assist with visual task that also helps to foster empathy. Group projects are both academically beneficial and socially transformative for the entire class.*

Mr. Ghising uses collaborative activities to support the importance of learning in a group. It reflects Vygotsky's theory that knowledge is created through social interaction, not individually. Students can exchange ideas, solve issues together, and reinforce their undertaking through interactions when they learn in group setting. According to Vygotsky, learning takes place in social setting where students work together to jointly create information and develop cognitive abilities Miss Shakya adds:

*I pair visually impaired students with sighted pairs, visually impaired students can build good relationship with other classmates who are sighted through group discussion or*

*presentation. This can be possible through collaboration of VI students among sighted one. Collaboration can foster a sense of belonging and helps to boost confidence among students. I encourage VI students to participate actively, while sighted students are also encouraged to show empathy. Working together gives them a sense of community and increase their self-esteem.*

Miss Shakya's teaching practice of placing visually impaired student in group of non-disable classmates shows the importance of inclusive interaction within academic and social growth. In providing class VI students with opportunities for group discussions and presentations, she fosters sympathy among sighted students and promotes active participation among the students. This practice highlights Vygotsky's emphasis on the interaction between social and individual learning processes in which learning is more effective through social interaction. Supportive peer interaction helps establish confidence, belongingness and respect for one another, which are critical to the overall growth of a student. Ms. Shrestha expresses:

*I assign leadership roles to visually impaired students during group projects to enhance their confidence. Collaborative tasks with sighted needs help them develop social skills. These efforts bridge gaps and promote understanding in the classroom.*

Ms. Shrestha assigns class VI students the responsibility of leadership roles in group activities, following Vygotsky's assumption that knowing arises from cultural and social experience. It heightens not only their confidence but also their social and communication skills within an integrated setting.

By providing leadership responsibilities to students, she fosters collaboration and understanding among them. This activity suggests Vygotsky's theory of needing social learning. This practice highlights how collaboration fosters inclusivity and helps in building strong school community. Ms. Shrestha assigns leadership roles to students in group projects. Vygotsky's social constructivist ideology, advocates that knowledge arises from social and cultural experiences and promote the development of social skill, communication, and self confidence in an integrated environment.

### ***Scaffolding Learning through Assistive Technologies***

Vygotsky's theory of cognitive development highlighted on social interaction and the use of tools to study. Screen readers, tactile graphics, and speech-to-text software are cultural tools that make learning available to visually impaired students. They shorten the barrier to access to education, and visually impaired students can receive and comprehend the same information as other students, which helps them participate, understand, and recall.

As Vygotsky defined the place of scaffolding in the Zone of Proximal Development (ZPD), teachers are a key in helping students familiarize to such technologies. By trial and guidance provision, students learn to use such technologies independently, mirroring the acquisition of learning by way of tools. Successful instruction in Braille and other access technologies places

students in a good position to thoroughly engage in coursework, a facet of independence and equity learning. Mrs. Sita Dhital highlighted the following:

*Screen readers and talking software are helpful but not perfect. Crash's and outdated resources cause frustration to the students. The teachers and students must be given training in advanced tools to maximize the benefits of technology. Despite the challenges, these tools help to enhance learning.*

Sita Dhital emphasized the value of assistive tools like screen readers and speech software and their constraints, including crashes and out-of-date materials that frustrate student. This is consistent with Vygotsky's theory, which hold the concept that the technology can facilitate learning as cultural mediator-but only if they are properly integrated and trained with to promote student's cognitive development. Ms. Priya Shakya added:

*Speech-to-text tools and audiobooks are essential but they require time for students to master. Due to limited resources the use of technology is uneven. I try to give individual support to the students but it is really very tough without proper training and integrating advanced tool is tough I mixed classroom.*

Ms. Priya Shakya clarified that there is a requirement for the students to learn through proper training on speech-to-text tools and audiobooks, which require time and one-on-one assistance. It can be explained through Vygotsky's theory of scaffolding, in which teachers support the learners while developing their knowledge and lead them towards using these resources efficiently in their Zone of Proximal Development. Mr. Ghising said:

*Assistive tools like Braille displays and tactile materials helps students to build confidence but this needs continuous practice. I focus on making students confident to use these tools. However, schools must invest in more updated technologies to make them widely accessible.*

Mr. Ghising referred to the continued use of aids like Braille displays and touch materials to facilitate the students' learning. He also recognized a need for schools to invest in state-of-the-art technology, as contended in Vygotsky's theory of guided participation. In his theory, he suggests that structured facilitation by the teachers leads to increased self-determination for students to use such devices independently. Ms. Shakya explained:

*I often work with screen reader and other fundamental tools and use clear verbal conversation to clarify. Technological resources and training is needed to improve access and engagement for VI students. however, screen readers are not available easily.*

Vygotsky's idea of mediation is reflected in Miss Shakya's strategy of giving students clear vocal direction together with necessary assistive technology. By offering direction, teachers assist students in bridging accessibility gaps and utilizing useful resources to access the curriculum. Ms. Shrestha said:

*Technology like screen readers and tactile graphics bridge learning gaps, but newly blind students needs time to adjust. Training sessions for both teachers and students would make these tools more effective. Although these technologies offer independence, they must be used in conjunction with intellectual and emotional support.*

Ms. Shrestha suggests for the continuous usage of tools to help the children study, such as touch materials and Braille displays. She also acknowledged schools need to invest in cutting-edge technology. This idea aligns with Vygotsky's theory of guided participation. According to Vygotsky, the students can develop self determination to utilize these devices on their own when teachers provide organized assistance.

## Conclusion

This study supports the importance of English teachers being responsible for promoting inclusive education to facilitate a "fair" education for visually impaired learners in English language teaching. The English teachers demonstrated in their teaching pedagogies, adaptive teaching style and through not only facilitating collaborative learning opportunities but also using assistive learning tools and technology; they contribute to the educational journeys of visually impaired learners in terms of addressing inequities in education, while also trying to be successful in school. A narrative inquiry design was adopted in this study to explore the perspectives of English teachers in providing inclusive education of visually impaired learners in the context of general regular classrooms in Nepal. Vygotsky's Social Constructivist Theory framed the study, and it illustrated that inclusive education does not just take place with visually impaired students being placed in a regular classroom, it includes specific pedagogical approaches, emotional connections, support through assistance technologies, and collaborative learning environments. The story thoroughly engaged the range of everyday emotional connections and resource utilization limit while illuminating the teachers' realities of inclusive English Language Teaching (ELT) in the classroom.

Key themes, like the incorporation of assistive technology, adaptive scaffolding, and collaborative peer facilitation, provoked an issue-specific, responsive, and empathetic pedagogy for effective learning outcomes. Teachers not only made pedagogical adaptations but also gave students autonomy and access to leadership and empowerment through confidence-enhancing interventions. In classroom in visually challenged kids, these efforts resulted in increased student participation, emotional stability, social inclusion and acceptance, and academic engagement. The research also uncovered systemic restriction affecting the feasibility of inclusive education in Nepal, including inadequate teacher training, access to better forms of assistive technology, and lack of data driven planning and policies denying educational equity for students from marginalized communities. In other words, inclusive education is an ideal, but there are no systemic practices in place for it to occur as a reality.

To create an educational infrastructure that integrates policy and practice, schools, policymakers, and training institutions need to collaborate and prioritize mixed forms of ongoing professional

development, implementation of inclusive curriculum, and development of infrastructural improvements. The only way visually impaired students will access equitable and adequate educational opportunities is through a blended system of education that includes social success.

To sum up, inclusive education in ELT does not simply mean providing equal or special opportunities to visually impaired students; it also means providing opportunities to access and to engage with the curriculum and learning, to do classwork, to achieve academic performance equally. With teacher training and resources to facilitate this inclusion, there is potential for these students to succeed. Nevertheless, there is much to be done, including more research, better resources, and more support from teachers of students with visual impairments to make this vision a possibility in Nepalese classrooms.

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