Visually impaired students in the practice of teaching English language in higher education: challenges and proposed strategies

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Abstract. The number of people with disabilities is growing, and governments all over the world are taking steps to satisfy their needs. Kazakhstan has been active in promoting inclusive education at all levels, from kindergarten to higher education. As such, the aim of this research was to investigate the English teachers' perceptions of working with visually impaired students in higher education. To achieve this aim, the authors used a qualitative research design to identify challenges the instructors faced and propose some strategies to improve the students' learning experiences. The data was gathered by conducting semi-structured interviews in which instructors reflected on their experience, and the results were analyzed according to the deductive type of thematic analysis. By generating themes, based on the obtained data from this case study, the lack of materials, difficulty in conducting final exams, and inadequate physical access were seen as the key challenges. In order to mitigate them, the use of artificial intelligence, online proctored exams, and investment of more financial resources were suggested as possible strategies, according to the instructors. The results can be used for further improvement of inclusive education policies in higher education institutions and will act as a guide for teachers to promote equity in their lessons.

Keywords: visually impaired students, education, access, challenges, strategies.

Introduction

Nowadays, there are 1.3 billion people with different disabilities worldwide, and 725000 out of them account for Kazakhstan (World Health Organization, 2024). Among these people, 160000 visually impaired individuals live in Kazakhstan with 4000 children who have not reached the age of 18 and study at school (Sakenova, 2024). Visually impaired people have "a condition of reduced visual performance that cannot be remedied by refractive correction (spectacles or contact lenses), surgery or medical methods" (Naipal and Rampersand, 2018, p.1). Also there exist different types of visual impairment, ranging from low visual acuity to blindness, the conditions which result from cataracts, diabetic retinopathy, retinitis pigmentosa,

and other medical conditions. In addition, visual acuity refers to "having an indicator worse than 6/18 but equal to or better than 3/60 in the better eye", whereas blindness represents visual acuity worse than 3/60 (Mariotti and Pascolini, 2012, p.9). Overall, it can be concluded that visually impaired people face significant difficulties in performing common visual tasks in daily life.

As regards specific policies devoted to visually impaired students, the first was developed in 1999, and was named "Vision 2020: the Right to Sight". This policy focused particularly on this category of learners and suggested improving access to education and developing resources tailored to students' needs. Furthermore, in 2013, the Marrakesh VIP Treaty was adopted to ensure that visually impaired students had access to books in Braille and could participate in lawmaking. In the same year, WHO presented "Universal Health (2014-2019): an Action Plan" which aimed to provide vulnerable populations with adequate healthcare and promote access to assistive technologies in education. Finally, the Indian government signed "The Rights of Persons with Disabilities Act" in 2016 which touched on the issues of materials accessibility, assistive technologies (screen readers and Braille displays), extra quotas for enrollment to higher education institutions, and accessibility of infrastructure.

After gaining independence in 1991, Kazakhstan has also taken an active role in the development of inclusive education by ratifying the international documents, such as the "Education for All initiative" in 1994 and the "Dakar Framework for Action" in 2001.Then, the government signed the Law on Social and Medical-Pedagogical Correctional Support and Law on the Rights of Child (2002) which emphasized early intervention and educational support as well as accessible and recreational facilities respectively. Also, the UN Convention on the Rights of Persons with Disabilities (2006) was used as a basis for developing the state program for education and science development 2011-2020. In Kazakhstan, inclusive education was "outlined as one of the main trajectories for development" (Rollan and Somerton, 2021, p.1109). All these policies provided a generalized vision of inclusive students without a particular division in their categories. The only specific step towards education for visually impaired learners was the ratification of the Marrakesh Treaty in 2018 which influenced the transition to inclusive education in all mainstream schools in Kazakhstan. In addition, in 2021, there were about 3000 teachers-assistants working in mainstream schools to ensure the successful implementation of inclusive education (Rollan and Somerton, 2021)

As the Kazakhstani government strives to provide inclusive education for visually impaired students, it is necessary to identify its current state to offer possible suggestions for further improvement. Thus, the aim of this article is to investigate the challenges faced by instructors in English lessons and provide some strategies that help to improve the students' learning experience.

This section of the article will provide a comprehensive analysis of studies concerning the challenges that visually impaired students face and strategies their instructors use to facilitate their learning experiences. The analysis was made by researching local and international theories and practices.

1. Preparedness of Teachers to Conduct Lessons for Visually Impaired Students

The study, conducted by Belay and Yihun, highlighted the unpreparedness of teachers to meet the needs of visually impaired students. Based on students' opinions, the lack of teachers' training and shortage of professional growth resulted in their inability to teach students and

this impacted the quality of knowledge they got. In addition, many respondents admitted that having a qualified professional who co-teaches with their main teacher would have enabled them to understand the material better (Belay and Yihun, 2020). In Kazakhstan, it was found that teachers often lack the required resources and professional development programs leading to being unable to teach inclusive students. Also, they claimed that teachers sometimes have prejudiced attitudes towards visually impaired students which lead to their discrimination and even exclusion. In addition, the authors emphasized the problem of teacher-parent relationships that also affect the student's success. They need to collaborate with teachers to discuss the learner's progress, adapt curriculum, and act as facilitators (Assanbayev and Makoelle, 2024).

To address these challenges, Belay and Yihun proposed organizing practical seminars for teachers who conduct lessons for visually impaired students. They particularly emphasized the practical aspect so that teachers could get not only theoretical knowledge but rather hands-on experience (Belay and Yihun, 2020). Concerning parental involvement, Malik concluded that teacher-parent communication is essential for students with disabilities. In their case study, six parents of visually impaired students appreciated the communication done through filling in daily diaries and holding monthly seminars. Also, he emphasized the content of these teacher-parent meetings: teachers together with inclusive specialists should provide parents with emotional support and strategies to help their child in the education process (Malik, 2020). As for Kazakhstan, Zhetpisbayeva and Shalbayeva suggested paying more attention to socialization, educating parents, organizing collective teachers' meetings, and involving more inclusive specialists into mainstream schools (Zhetpisbayeva and Shalbayeva, 2019).

2. Materials for Visually Impaired Students

Two studies investigated the challenges peculiar to EFL students (Kapur, 2018; Kocyigit and Artar, 2015). Apart from experiencing negative attitudes from society, the studies looked at the issues of preparing materials for teaching English as a foreign language. The first author mentioned that listening and speaking skills are usually well-developed; however, when it comes to reading and writing – both students and teachers are confused. This happens because books written in Braille often have complex diagrams which are unclear for students. Also, Kocyigita and Artara (2015) explained that not many students know the Braille version of the English alphabet, therefore, making this format inappropriate. In addition, they mentioned that in general, as the books are made for sighted learners, they contain a lot of pictures which make no sense for visually impaired students. Inability to read Braille and the fact that there are lots of pictures in books make them inappropriate for meeting the needs of students with SEN. As a result, they cannot complete the course content in the given time leading to being left behind by other students.

As for the strategies, it was reported that teachers can use recorded materials or CDs that they give to their students so that they can listen to the material at any convenient time for them (Efstathiou and Polichronopoulou, 2015). Moreover, the authors emphasized the importance of learning Braille as this can open up more opportunities for learners. The teachers are suggested to make board games and flashcards so that students have tactile experiences which helps them learn and understand material better. Another study, conducted by Kazakhstani authors, Abdykaimov, also supported the idea of using flashcards in Braille since they contain a short message that can be easily remembered by students. Moreover, they suggested replacing books with videos based on the subject content on Instagram. The Reels format of these small podcasts

is convenient and up-to-date so that visually impaired students will use modern technology in their learning too (Abdykaimov, 2021).

3. Conducting Exams for Visually Impaired Students

Another challenge is conducting assessments for visually impaired students, as teachers do not always take students' choices into account. This happens because of the teachers' and authority's lack of knowledge concerning the peculiarities of these students. These authors emphasized that such gross negligence can result in devastating outcomes: in one school 100% of visually impaired learners failed their final exam because it was written in Braille which they did not know (Matobako and Molahloe, 2023). Similar findings were obtained by another researcher, Ndume, when students' choice was not given due attention. The teachers used another format: the teachers read questions to students, and the students had to reply to them. This was also seen as inconvenient which led to severe problems faced by both parties. Overall, these studies suggested considering students' voices and also making sure that the proposed format does not compromise the validity of the assessment (Ndume, 2019).

Concerning the strategies to be used in the assessment, different types were identified. The most effective was seen in conducting final exams in the E-blind examination system (Bharadwaj and Joshi, 2020). The authors acknowledged the cost inefficiency of hiring scribes and students' demotivation to pass exams orally. With this in mind, the authors suggested taking exams on computers with the help of E-blind. The process consists of the following steps: ID verification – web application – speech interface (speech recognition and speech synthesis). The system does not allow students to exit the exam and has all the necessary features for them. Thus, students can easily take the test. Another strategy, conducting oral exams, was also popular for visually impaired students. They take a variety of forms, ranging from reading multiple-choice questions to asking open-ended ones. However, the author pointed out the subjectivity in assessment, unequal difficulty of questions, and putting extra stress on students. To mitigate these challenges, a unified format of the questions and assessment rubrics should be negotiated with students in advance (Papadopoulos and Goudiras, 2004). In addition, the benefits of conducting oral exams are seen in the fact that visually impaired students usually have well-developed listening and speaking skills. As such, oral exams can help get a clear picture of the students' knowledge (Alimzhanova et al. 2023). The authors emphasized that this format is more widely used in Kazakhstan compared with written tests.

4. General Access to Education

Visually impaired students pay particular attention to the physical aspect of universities. They emphasized the availability of elevators, ramps, non-slippery materials, multiple entrances as well as bathrooms, and availability of parking. Even though Kazakhstan claims to support inclusive education, in 2020, only 15% of all universities could be said to provide their students with an adequate physical environment (Alhusban and Almshaqbeh, 2024). As for positive examples, Nazarbayev University has established the "Support for Students with Disability and Special Learning Needs Policy and Procedures". Apart from ensuring the availability of ramps and elevators, they also invested in library facilities: JAWS (the programme that reads from monitors), Duxbury (translation of material into Braille), and OpenBook 9.0 (conversion of written text to audio). In addition, the university's website is adapted for visually impaired people as well: it can be turned into the auditory mode in the settings.

Another example is shown by Satbayev University which provides the necessary facilities for people with hearing and visual impairments as well as for those who have autism. As for visually impaired students, the university introduced tactile signs and special fixed railings to facilitate physical access. They also have an Inclusive Education Centre that promotes inclusion in the educational process. Above all, the university emphasizes the learning of the Braille alphabet. They have a specially equipped library with Braille books, computers and electronic printers and displayers that enable students to read with their fingers. Also, there is a visually impaired instructor who conducts sessions to learn Braille.

Thus, having conducted a literature review on challenges faced by visually impaired students in the context of learning and teaching English we came to the conclusion that this issue is not well explored, especially in Kazakhstani higher education and, therefore, requires more research.

Methods

The qualitative research design was used to conduct this research, in particular, it was a case study since a deep analysis of a complex issue is needed. It was conducted in one private Kazakhstani university which has five students with different types of SEN, including two visually impaired, one hearing impaired, one with severe anemia, and one with cerebral palsy. The aim of this article is to investigate the challenges faced by instructors in teaching English to a visually impaired student and to highlight some strategies they used to improve his learning experience. Concerning the other visually-impaired student, who also studies in the same university, his instructors were not invited to participate since they teach in another specialty and conduct their lessons in Russian or Kazakh. In order to achieve this aim, the following research questions were developed:

What challenges do the instructors face when teaching English to a visually-impaired student?

What strategies do the instructors use to overcome the identified difficulties?

There were three instructors chosen by a purposive non-probability sampling technique. The main requirements for the participants were to have worked with a visually impaired student for at least a year. In addition, it was necessary for them to teach subjects related to learning English (these could include General English B1-B2 levels, Reading & Writing, Academic writing and linguistic disciplines). Therefore, two participants were selected as they had been teaching English to a visually impaired student for about a year and the third participant was his academic advisor who also taught him. Since all these participants met the established criteria, they could provide some valuable insights into their experience. They were sent an email with the consent form which clearly explained the purpose of the study, associated risks, and benefits of participating.

The data was collected through semi-structured interviews with the student's English teachers and advisor. Prior to conducting interviews, the researchers filled in the self-assessment form for the research ethics committee. Following this, they began conducting interviews prior to which the respondents had to sign a consent letter to confirm the voluntariness of their participation. Also, the respondents reserved the right to withdraw from the study at any point without having any issues with the researcher or university. The interviews lasted for about 25-30 minutes and consisted of approximately 10-12 questions, depending on the respondent's answers. There

were two parts: background information questions and discussion of challenges and strategies. The interviews were tape-recorded and transcribed with the help of the Transkriptor application. To analyze the interviews, Braun and Clarke's (2006) framework the deductive approach to thematic analysis was used. The data were divided into themes which were then coded. The themes were called "The Challenges of Teaching Visually Impaired Students" and "Strategies to Facilitate the Learning Process". Each of them was further divided into the following codes: unpreparedness of teachers (code UT), adapting materials (code AM), conducting exams (CE), and access to education (AE). In case of challenges, the letter C was added before each code, as for strategies – S was added. The main questions and themes are presented in Table 1:

Table 1: Interview Questions

The theme	Code and Questions
Background Information:	1) Please introduce yourself. How long have you been working as a teacher in higher education? 2) What subjects do you teach?
The Challenges of Teaching Visually Impaired Students:	Code: Unpreparedness of teachers (CUT) 1) Have you had prior experience of working with inclusive students? If yes, what types of learners did you have? 2) To what extent were you prepared for teaching a visually impaired student? Code: Adapting materials (CAM) 1) What challenges did you have in adapting materials? 2) In your opinion, to what extent is parental involvement necessary in the teaching process? Code: Conducting exams (CCE) 1) In what format did you conduct exams (midterms and finals? To what degree do you consider the chosen format effective? Code: Access to education (code CAE) 1) What facilities does your university provide for working with visually impaired students?
The Strategies to Facilitate the Learning Process:	Code: Unpreparedness of teachers (SUT) If the answers indicated unpreparedness, the following questions were asked: 1) What kind of help do you need from the university's side? Code: Adapting materials (SAM): 1) How did you adapt your materials to meet the student's needs? Follow-up questions: What assistive technology did you use? What applications helped you to adapt the materials? Code: Conducting exams (SCE) 1) What recommendations would you give for conducting future exams? Code: Access to education (SAE) 1) Please give any suggestions or recommendations to improve the learning experiences of visually impaired students in the future.

The research limitations include a small sample size which resulted due to a small number of participants. In the future, it is recommended to conduct a similar study but with the involvement

of more teachers, university administration, an inclusive specialist, the student and students' parents to obtain richer data.

Concerning the reliability and validity, the questions were compiled based on the literature review and pilot tested on two volunteers. After gaining their feedback, the questions were revised in terms of their clarity and conciseness.

Results and Discussion

This chapter will present information regarding the key findings by emphasizing challenges in teaching visually impaired students and proposed solutions.

Three participants took part in the semi-structured interviews. As regards their work experience, it ranged between 3-6 years. They all work in the Faculty of Education and Humanities and teach subjects as follows: Major Foreign Language B1/B2, Reading and Writing, Academic Writing, and linguistic disciplines. Only one participant had had prior experience working with inclusive students: one of them had dyslexia and the other – autistic spectrum disorder. Table 2 shows the participants' background information:

Table 2. Background information

Name	Experience	Prior experience with SEN	Subjects
Participant 1	3 years	no	Major foreign language B1/B2, Reading and Writing
Participant 2	4 years	yes	Major foreign language B1/B2, Reading and Writing
Participant 3	6 years	no	Academic writing and linguistic disciplines

Note: based on the findings derived from semi-structured interviews

Challenges of Teaching Visually Impaired Students
a) Unpreparedness of Teachers (Code CUT)

Based on the findings, it is evident that all teachers were unprepared for teaching this type of learners. Although one of them claimed to have had an experience of working with inclusive students, in her case, they had dyslexia and autism which are entirely different and did not pose such significant challenges for her. In addition, all the instructors claimed that there was no prior training, and although they had some theoretical knowledge about this category of learners, they lacked practical skills.

I was not prepared at all, to be honest. I didn't have any courses of preparation before I started working with him (Participant 3).

Even though I had been teaching inclusive students before that, I was completely baffled because the student's condition seemed to be much more severe than what I had previously seen (Participant 2).

b) Adapting Materials (Code CAM)

As mentioned above, no prior training was conducted which in turn led instructors to experience difficulties in terms of adapting materials for a visually impaired student. Two of them asked the student directly about his preferred format and sent the materials beforehand. One instructor was more knowledgeable in this sense and integrated technology to assist her in the teaching process. Her opinion will be described as a strategy in the following subchapter.

Since I really didn't have any experience of working with visually impaired students, I didn't know how to adapt my materials, so I just asked the student himself (Participant 1).

c) Conducting Exams (Code CCE)

Due to the lack of support, the instructors decided themselves in which format the exams were conducted. Their opinions were classified into two categories: oral exams and written (electronic). In the first format, the student was given 30 minutes to prepare his answers to open-ended questions. As for written exams, they were sent in the PDF version to the student's What's App account. After that, he had twice as much time as normal students to finish the exam. In his case, no online proctoring applications were used due to their unavailability. Consequently, the respondents raised the issue of academic integrity as the student was not controlled at this moment.

I conducted midterms in the electronic format. So, I just sent the document to my student and he used an application that read the information for him and also, he typed his answers (Participant 2).

d) General Access to Education (Code CAE)

All participants reported that the university partially meets the student's needs. Concerning the physical aspect, it is equipped with ramps, lifts, special toilets, and lanes. Also, in the classrooms, there are special places for students with disabilities, called "Priority seats". They are located next to the board in the corner of the first and second rows. The instructors admitted the convenience of these places since they could easily approach the student. However, they admitted that probably it was not enough for a visually impaired student and suggested having Braille machines and any other necessary facilities for him.

It is good that our university has ramps, elevators, and priority seats; however, I believe it might not be enough to meet the needs of this student (Participant 1).

Strategies to Facilitate the Learning Process:

a) Unpreparedness of Teachers (Code SUT)

To prepare teachers for working with visually impaired students, Participant 2 suggested conducting practical seminars or conferences for them where the instructors would directly learn how to adapt materials, conduct exams, and communicate with parents and students. Also, it was suggested to organize excursions to other universities which successfully implement inclusive education and exchange practices with them.

I would find it fascinating to go to other universities and see how they implement inclusive education in practice (Participant 1).

b) Adapting Materials (Code SAM)

As for materials, the respondents mentioned sending them in Google Docs or PDF formats. However, one of them struggled because the book appeared to be scanned and therefore, she could not copy and paste the material from it. To tackle this issue, she proposed using AI-powered tools, such as ChatGPT, as the least time-consuming and expensive tool. Participant 2 explained that it is possible to attach screenshots to this chatbot and ask it to retrieve text

from it. The free version of this chatbot can be used to do the given task in several seconds. Participant 3 acknowledged that her materials had a lot of pictures and therefore, she wrote a verbal description of them by herself. Also, all instructors sent their materials in advance so that the student could have time to listen to them before a lesson.

Among all applications that are free of charge, I found out that Chat GPT is the most convenient. So, I just took screens from the book and asked it to retrieve text from these pages and that's how I worked throughout this semester (Participant 2).

c) Conducting Exams (Code SCE)

Concerning the strategies for conducting midterm and final exams, both groups claimed that oral exams would be fairer to conduct as the student is strictly controlled and has no opportunity to use Google Translator or search for the answers on the Internet. However, they agreed that the student should be supported because he became very anxious while giving oral responses. In addition, the assessment criteria have to be made as objective as possible and there should be alignment between the learning objectives, materials, and assessment as stated in his individual learning plan.

In the oral format, a student directly says the answer to you and you can see whether the student really knows the material (Participant 3).

Honestly, I don't think that electronic format is effective as a student has a chance to use Google Translator or alternative applications while he types his answers (Participant 2).

d) Access to Education (Code SAE)

The participants could not suggest any particular strategies concerning how the university's environment could be adapted for visually impaired students because they have not experienced any particular challenges from their points of view. However, they gave some recommendations about other strategies that the university can suggest. First, as it was previously discussed, training is vitally important for teachers to expand their knowledge of methods for teaching this category of learners. Second, one participant suggested the Alumni department discuss future career opportunities with the student in advance so that he could be employed after graduation. It would also be helpful in the sense that there can be additional courses opened for this student as our current program is designed to prepare only normal graduates. For example, this student might need additional knowledge of how he can conduct lessons for other visually impaired students.

The student could be helped in choosing and then finding a job. The university can help with the direction and suggest some other courses too (Participant 3).

The study revealed that initially, all instructors were unprepared for conducting lessons for a visually impaired student. They claimed that there was a clear lack of resources and seminars to improve their teaching skills which coincides with Belay and Yihun (2020) and Assanbayev and Makoelle (2024). However, it contradicts in the sense that none of respondents expressed prejudiced views.

With time the instructors developed certain strategies that would ease this process. To adapt materials for him, they sent materials in advance in the PDF format that was accessible to him. Also, as the respondents recognized the limitation of textbooks (large number of pictures), the verbal description of each picture was attached. This corresponds to Kocyigit and Artar (2015) who claimed that pictures are inappropriate for visually impaired students. However, none of the instructors knew Braille, and the university did not provide them with books in Braille.

Consequently, they did not use it in their teaching practices which contradicts Kapur (2018) and Abdykaimov (2021) who supported the use of materials in Braille. However, the instructors claimed that the use of Chat GPT to adapt materials can be beneficial which is a new finding.

Concerning the exam questions, the instructors conducted them in two formats: electronic (written) and oral. They agreed that the student's choice should be taken into account when choosing the format which supports Ndume's opinion (2019). Written exams were frequently used but the instructors were concerned about maintaining academic integrity. As a strategy, Bharadwaj et al.'s (2020) idea of the E-blind exam proctoring system could be used, but the university does not have access to this application. As for oral exams, the study agreed with Papadopoulas and Goudiras (2004) who promoted them and advised developing transparent assessment rubrics.

Based on the findings, physical access was limited for visually impaired students. Although the university was equipped with elevators and ramps, it lacked special facilities, like JAWS, Duxbury, and OpenBook 9.0 which were commonly used in NU and Satbayev universities. As such, it was recommended to invest more resources into making this university a better place for visually impaired students who pay careful attention to these aspects. Also, the instructors suggested to pay more attention to the students' career opportunities which was not mentioned in previous studies.

Conclusion

The current research tried to shed light on the problems faced by visually impaired students and strategies that could be used to improve their learning experiences in English lessons. Based on the findings, it was revealed that the instructors were not prepared for teaching such students and they barely got any external support. However, they did not give up and experimented with different methods of teaching and assessment. Mostly, the identified problems were the unpreparedness of teachers, difficulties with adapting materials, conducting exams, and providing accessible education for students. As for the strategies, in general, it is evident that more training, integration of technologies and financial investment are required. This problem is thought to be massive since the number of inclusive students is growing in Kazakhstan, and only a small part can provide them with an appropriate level of education.

In addition, there was a clear lack of studies conducted about the learning experiences of visually impaired students and their teachers in the EFL context. Most of the reviewed studies either did not meet the criteria for students to have visual impairments or were conducted in other subjects such as biology or maths. Therefore, larger scale quantitative research can be conducted with the involvement of more instructors, inclusive specialists, students, and their parents to increase the generalizability of research findings.

Concerning the recommendations that the given university can take into account, it is suggested to purchase more books in Braille because they can give students much more information than teachers' adapted materials. In addition, there should be regular practical training for all instructors to decrease the difficulties faced while working in inclusive settings. Also, the exam format should be reconsidered to satisfy both parties, represented by teachers and students.

Contribution of the authors:

Nesterova A. – responsible for writing a literature review, collecting data with the help of semi-structured interviews, and analyzing the results.

Kassymova G. – developed scientific apparatus and theoretical framework of the study. She also helped find access to all the needed resources for writing a literature review.

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Көру қабілеті нашар студенттер жоғары оқу орындарында ағылшын тілін оқыту тәжірибесінде: қиындықтар мен ұсынылған стратегиялар

Аңдатпа. Мүгедектердің саны артып келеді және бүкіл әлемде үкіметтер олардың қажет-тіліктерін қанағаттандыру үшін шаралар қабылдауда. Қазақстан барлық деңгейде инклюзивті білім беруді ілгерілетуде белсенді болғандықтан, бұл зерттеудің көлемі көру қабілеті бұзылған студенттермен жұмыс істейтін университет оқытушыларының тәжірибесін зерттеумен шектеледі. Оқытушылардың алдында тұрған мәселелерді анықтау, сонымен қатар оқушылардың оқу тәжірибесін жақсарту стратегияларын ұсыну үшін кейс-стади таңдалды. Деректер мұғалімдер өз тәжірибелерімен бөлісетін жартылай құрылымдық сұхбат арқылы жиналды. Содан кейін нәтижелер тақырыптық талдаудың дедуктивті түріне сәйкес талданды. Мәселелер ретінде материалдардың жетіспеушілігі, бітіру емтихандарын өткізудегі қиындықтар және физикалық қолжетімділіктің жеткіліксіздігі анықталды. Олардың әсерін азайту үшін жасанды интеллектті пайдалану, онлайн емтихандар өткізу және көбірек қаржылық ресурстарды инвестициялау ұсынылды. Болашақта бұл нәтижелерді жоғары оқу орындарында инклюзивті білім беру саясатын жетілдіруге пайдалануға болады және мұғалімдерге өз сабақтарында әділеттілікті насихаттауға арналған нұсқаулық болады.

Түйін сөздер: нашар көретін оқушылар, білім беру, қолжетімділік, қиындықтар, стратегиялар.

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**Студенты с нарушением зрения в практике преподавания английского языка в ВУЗах:
проблемы и предлагаемые стратегии**

Аннотация. Число людей с ограниченными возможностями растет, и поэтому правительства стран по всему миру предпринимают шаги для удовлетворения их потребностей. Поскольку Казахстан активен в продвижении инклюзивного образования на всех уровнях, область данного исследования ограничивается изучением опыта преподавателей университетов, которые работают со студентами, имеющими нарушениями зрения. Выбор был сделан в пользу кейс-стади для выявления проблем, с которыми сталкиваются учителя, а также для того, чтобы предложить стратегии для улучшения учебного процесса учащихся. Данные были собраны путем проведения полуструктурированных интервью, в ходе которых преподаватели делились своим опытом. После этого результаты были проанализированы согласно дедуктивному типу тематического анализа. Нехватка материалов, трудности с проведением выпускных экзаменов и недостаточный физический доступ были выявлены как проблемы. Чтобы минимизировать их последствия, было предложено использовать искусственный интеллект, проводить онлайн-экзамены и инвестировать больше финансовых ресурсов. В дальнейшем данные результаты могут быть использованы для улучшения политики инклюзивного образования в высших учебных заведениях и могут служить руководством для учителей по обеспечению равенства на уроках.

Ключевые слова: учащиеся с нарушениями зрения, образование, доступ, проблемы, стратегии.

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