

**A Case Study on Teaching English as a Second Language (ESL) to Three Visually Impaired Students at Faculty of Humanities, University of Kelaniya**

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This study is based on the experiences of two researchers/lecturers in teaching three visually impaired students in their first year compulsory ESL (English as a Second Language) course at the Faculty of Humanities, University of Kelaniya in 2020. The objective of the study is to assess the significance of re-negotiating traditional pedagogical practices when teaching English as a Second Language to differently abled students. The study documents the efforts and solutions adopted to address the issues, challenges and problems faced by the researchers as well as the visually impaired students who took the course. The experiences gathered and the observations made during the course were analysed based on language teaching approaches such as multi-sensory approach and Howard Gardner's multiple intelligence theory to argue for the significance of re-negotiating traditional teaching methods to address specific language learning requirements of the students with disabilities. The researchers also identified the high prestige with which English is perceived in Sri Lanka as an agent of demotivation when teaching English to students with disabilities by focusing on the theorisations of Parakrama (1995) and Gunasekara (2005). The researchers also argue that the lack of exposure to technology among the students with disabilities as a significant barrier in their English education. Therefore, this study recommends the adoption of a blended learning approach that incorporates computer assisted learning, introducing innovative assessment methods and customising syllabi to address the language learning requirements of the students with disabilities in an ESL classroom.

**Keywords:** Visually impaired, ESL, Critical pedagogy, Blended learning, Case study