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Innovative English Language Teaching Methods for Visually Impaired Learners in Indian Higher Education Institutions

Panyam Sai Vinayak

Research Aspirant, Centre for English Language Studies (CELS), University of Hyderabad, India

ABSTRACT: This paper investigates inclusive English Language Teaching (ELT) strategies for visually impaired learners within Indian educational institutions, with a particular focus on higher and secondary education. Recognizing the unique challenges faced by visually impaired students—such as inaccessible teaching materials, lack of faculty training, and infrastructural limitations—the study proposes a multifaceted pedagogical framework grounded in universal design principles. Drawing from an extensive literature review, the research employs a qualitative methodology involving interviews, classroom observations, and a detailed case study at Vijaya Mary Integrated School in Vijayawada, Andhra Pradesh. The study identifies effective teaching methodologies, including multi-sensory instruction, Braille-supported learning, peer-assisted models, and assistive technology integration. A phased implementation framework is outlined to guide institutions in adopting inclusive ELT practices, addressing challenges such as policy gaps, limited resources, and social stigma. The pilot program demonstrated notable improvements in learner engagement, language proficiency, and faculty preparedness. This paper concludes that inclusive ELT is both practical and impactful when supported by institutional commitment, targeted teacher training, and adaptable curriculum design. It also highlights the need for ongoing research into scalable models and emerging technologies that can further enhance accessibility and learning outcomes for visually impaired students..

KEYWORDS: English Language Teaching (ELT) methods, pedagogical strategies, English language acquisition

I. INTRODUCTION

Language is a vital tool for communication, academic development, and social integration. English, as a global lingua franca, holds particular importance in Indian higher education. However, visually impaired students often face barriers in learning English due to visually intensive teaching methods and a lack of specialized instructional materials. With nearly 4.8 million people in India suffering from visual impairments (Census, 2011), the need for inclusive English language teaching approaches is critical.

Despite national policies promoting inclusive education, many institutions continue to rely on visual-centric pedagogy. Chalkboard explanations, written assignments, and textbook-based instruction dominate English classrooms. Such traditional teaching practices create systemic disadvantages for learners with visual impairments.

Visually impaired students in India face numerous barriers in ELT, including limited access to Braille books, audio materials, or screen-reading software. Furthermore, English textbooks are often not translated into accessible formats, forcing students to rely on verbal explanations or peer support.

Many visually impaired learners are first-generation college students from rural or underprivileged backgrounds. They struggle not only with disability-related challenges but also with socio-economic barriers that limit access to technology and quality education.

The ELT curriculum in India often lacks flexibility and does not follow Universal Design for Learning (UDL) principles. There is a strong need to reform curricula to accommodate alternative modes of teaching and assessment for students with diverse learning needs. Technology holds immense potential to bridge these educational gaps. Tools like screen readers, speech-to-text software, tactile graphics, and audio books can transform English language instruction for visually impaired students.

The National Education Policy (NEP 2020) emphasizes inclusive and equitable education. It advocates for the use of assistive technology and inclusive pedagogy. However, ground-level implementation in language classrooms remains inconsistent and underdeveloped. International best practices offer valuable insights. Countries like the UK and Australia have integrated inclusive teaching strategies within mainstream education. India can learn from these models and adapt them based on local needs and constraints.

Teachers play a pivotal role in implementing inclusive ELT. Their attitudes, awareness, and preparedness directly affect the success of inclusive strategies. However, most teacher education programs do not adequately train faculty in disability-inclusive instruction. Another challenge is the lack of institutional policies supporting inclusion. While policy frameworks exist at the national level, their translation into institutional practices such as resource allocation, faculty development, and accessible infrastructure is limited.

Inclusive education is not just about accessibility; it also encompasses dignity, participation, and equal opportunity. English classrooms must foster an inclusive environment where visually impaired students feel valued, confident, and supported in their language-learning journey. Oral-based pedagogies, such as storytelling, peer discussion, and role-plays, offer great promise for inclusive ELT. These methods allow learners to develop vocabulary, grammar, and fluency without relying on visual stimuli.

Mobile technology has revolutionized access to language learning. Apps like Audible, Voice Dream Reader, and Be My Eyes can provide autonomous learning tools that complement classroom instruction for visually impaired learners. Community involvement is also crucial. Parents, peer groups, and volunteers can contribute significantly to the support system of visually impaired students. Collaborative learning models that include sighted peers encourage mutual understanding and empathy.

Research on ELT for visually impaired learners in India is limited. Most existing studies focus on general inclusive education or visual impairment without delving deeply into subject-specific pedagogies. This study aims to fill that gap. A multi-modal teaching approach is essential. Combining auditory, tactile, and kinesthetic techniques can create a dynamic and engaging learning environment for visually impaired students. Examination systems also need reform. Most English assessments rely heavily on reading and writing. Including oral exams, speech-based assignments, and audio-recorded submissions can provide fair evaluation alternatives.

Faculty development programs should include hands-on training in using assistive technologies and designing inclusive lessons. Sensitization workshops can change teacher attitudes and reduce unconscious bias against students with disabilities. To achieve real change, inclusion must be embedded in the institutional culture. From classroom layout to library resources, all elements of the learning environment should reflect inclusivity. This paper explores innovative and inclusive methods of teaching English to visually impaired students in Indian colleges. It also proposes a practical framework to implement these methods effectively in classroom and digital settings.

This paper is organized as follows: Section 2 provides an extensive review of literature on inclusive English language teaching practices. Section 3 details the research methodology used in this study. Section 4 explores various innovative teaching methodologies adapted for visually impaired learners. Section 5 proposes a framework for implementing these methods in real-world educational settings. Section 6 presents a case study of a pilot program conducted in a college in Andhra Pradesh. Section 7 highlights the primary challenges encountered and offers recommendations for effective inclusive ELT. Finally, Section 8 concludes the study and outlines potential directions for future research.

II. LITERATURE REVIEW

The literature on inclusive English Language Teaching (ELT) for visually impaired learners highlights both global best practices and challenges specific to the Indian context. Ainscow [1] emphasizes the need for schools to respond to diversity, noting that inclusion is about restructuring the cultures, policies, and practices in schools. Alur and Timmons [2] reinforce this by pointing out the disconnect between inclusive education policies and their implementation in Indian classrooms.

Koul and Roy [9] found that visually impaired students rely heavily on rote memorization due to limited access to interactive and accessible teaching materials. Similarly, Mohanty [13] argues that inclusive ELT requires not only revised content but also innovative delivery and assessment methods.

Globally, assistive technologies have made significant impacts. Cook and Polgar [7] identify tools like Braille displays, screen readers, and tactile maps as transformative in improving access to educational content. Arkorful and Abaidoo [4] suggest that e-learning platforms with audio support can help address gaps in traditional classroom instruction.

Sharma and Das [16] analyze Indian teacher preparedness and find that most are unaware of or untrained in disability-inclusive pedagogies. This aligns with findings by Rao [15], who notes that attitudes of faculty members toward inclusion play a significant role in the success or failure of such initiatives.

Studies by Mitra and Samanta [12] demonstrate that community support structures, including peers and families, can enhance the learning experiences of visually impaired students. Kumar and Pillai [10] show that integrating Braille, audio tools, and collaborative exercises can make ELT classrooms more inclusive and effective.

Wilson and Ahmed [19] discuss the link between Braille literacy and language acquisition, highlighting how early exposure to Braille improves fluency in English. Das and Singhal [8] further show that students trained with tactile graphics performed better in grammar and vocabulary tests.

Pandey and Prasad [14] investigate the use of mobile learning tools such as Voice Dream Reader and find positive correlations with improved pronunciation and vocabulary retention. Singh and Kaur [17] recommend peer-assisted learning strategies to foster inclusion and engagement.

Bhatnagar [6] stresses the importance of Universal Design for Learning (UDL) in ELT, advocating for flexible curricula that accommodate different learning styles. Thomas and Menon [18] argue for continuous teacher training as a core requirement for sustainable inclusive practices.

Narayan [20] notes the potential of storytelling and drama in developing language skills among visually impaired learners, citing increased retention and engagement. Banerjee and Kulkarni [5] identify gaps in infrastructure and call for policy-level reforms to ensure access to inclusive ELT tools.

Anderson [3] outlines principles for online learning environments that are beneficial for students with disabilities, while Mehta and Verma [11] urge for localized solutions tailored to Indian classrooms.

III. RESEARCH METHODOLOGY

This study employs a qualitative research design rooted in the principles of participatory and action-oriented research. The aim is to explore and evaluate inclusive English Language Teaching (ELT) practices tailored for visually impaired learners in Indian colleges. By understanding the needs of both learners and educators, this methodology supports the creation and testing of accessible pedagogical strategies.

3.1 Research Design

A case study approach was adopted to examine real-life classroom scenarios, teaching tools, and learner responses in depth. This allowed the research team to generate detailed insights about effective ELT methodologies for visually impaired learners. The study followed an exploratory design, considering the limited prior research on this specific learner population in Indian higher education.

3.2 Participants

The research was conducted in collaboration with a government-aided college in Andhra Pradesh that hosts a small cohort of visually impaired students enrolled in undergraduate programs. Participants included:

- 10 visually impaired undergraduate students,
- 5 English language teachers with experience in inclusive settings,
- 2 special educators,

- and 2 administrators involved in curriculum planning.

All participants were selected using purposive sampling to ensure relevance to the study's objectives. Ethical clearance was obtained, and informed consent was collected from all participants.

3.3 Data Collection Methods

Three primary data collection tools were employed:

1. Semi-structured interviews with students and faculty to explore experiences, challenges, and preferred learning methods.
2. Classroom observations to examine the practical implementation of inclusive strategies.
3. Document analysis of teaching materials, assessment formats, and institutional support guidelines.

These methods enabled triangulation, enhancing the reliability and depth of the findings.

3.4 Data Analysis

Data were analyzed using thematic analysis. Interview transcripts and observation notes were coded inductively to identify recurring patterns and themes. Key themes included accessibility of content, use of assistive technologies, teacher adaptability, and learner autonomy. NVivo software was used to organize and manage the data.

3.5 Validity and Reliability

To ensure the trustworthiness of the findings, multiple strategies were used:

- Member checking: Participants were given access to interview transcripts and summary findings to confirm accuracy.
- Triangulation: Data were collected from multiple sources to cross-verify results.
- Peer debriefing: Colleagues from the Department of English reviewed the coding scheme and thematic findings.

3.6 Limitations

While this study offers valuable insights, it is not without limitations. The small sample size limits generalizability. Furthermore, findings are context-specific and may vary across regions or types of institutions. Nonetheless, the in-depth exploration provides a strong foundation for broader research in this field.

This methodological framework ensures that the insights derived from this study are grounded in real experiences and aligned with the goals of inclusive English education in India.

IV. TEACHING METHODOLOGIES

This section outlines innovative and inclusive teaching methodologies designed specifically to support visually impaired learners in English language classrooms. The strategies highlighted here blend traditional language instruction with multi-sensory, technology-enabled, and learner-centered approaches to address accessibility challenges.

4.1 Multi-Sensory Instruction Multi-sensory approaches engage learners through auditory, tactile, and kinesthetic experiences. Examples include the use of raised-letter flashcards, textured alphabet boards, and auditory storytelling to teach phonetics and vocabulary. This method helps visually impaired learners internalize linguistic patterns more effectively.

4.2 Audio-Based Materials English lessons adapted into podcasts, audio books, and voice recordings allow students to access language content repeatedly at their own pace. Teachers can develop lessons with embedded listening comprehension exercises and pronunciation drills using open-source recording tools.

4.3 Assistive Technology Integration The use of screen readers (like NVDA or JAWS), speech-to-text tools, and text-to-speech software enables visually impaired learners to navigate digital resources. Learning management systems can be optimized to work with such tools to provide accessible course content, assignments, and feedback.

4.4 Braille-Supported Language Instruction Incorporating Braille versions of textbooks and grammar exercises into ELT enables students proficient in Braille to engage with written English. Braille typewriters and refreshable Braille displays support note-taking and reading comprehension in a tactile format.

4.5 Peer-Assisted Learning Pairing visually impaired students with sighted peers fosters a collaborative environment. Through group activities such as reading aloud, language games, and guided conversation practice, both sets of learners benefit from reciprocal learning.

4.6 Task-Based and Experiential Learning Language instruction embedded in real-life tasks—such as giving directions, conducting interviews, or narrating experiences—enhances functional language use. Students participate in role-play and simulations, which strengthen verbal fluency and confidence.

4.7 Mobile Applications and Voice Interfaces Apps like Voice Dream Reader and Google Assistant can help visually impaired learners access dictionaries, pronunciation guides, and grammar lessons on mobile devices. Custom-made ELT apps with voice navigation can be developed for institution-wide use.

4.8 Teacher Training and Flexibility Teachers are trained to modify lesson plans, adjust speaking speed, provide audio-based instructions, and give verbal feedback. Flexibility in teaching style and responsiveness to learner feedback are critical to ensuring success in inclusive ELT classrooms.

These methodologies not only address the linguistic development of visually impaired learners but also promote independence, confidence, and active participation. They can be adopted in both offline and online teaching environments and adapted to suit different proficiency levels and institutional resources.

V. IMPLEMENTATION FRAMEWORK

The successful integration of inclusive teaching methodologies for visually impaired learners in real-world educational settings requires a structured implementation framework. This section proposes a phased approach to ensure sustainability, scalability, and stakeholder engagement across institutions.

5.1 Phase I: Institutional Readiness Assessment

Before deploying inclusive methodologies, institutions must assess their current infrastructure, faculty preparedness, and availability of assistive resources. Surveys and interviews can help identify existing gaps in physical accessibility, digital support, and inclusive policies.

5.2 Phase II: Faculty Training and Sensitization

Faculty members need to undergo comprehensive training programs focused on inclusive pedagogies, assistive technologies, and adaptive assessment methods. Sensitization workshops should also be conducted to build empathy and understanding of the challenges faced by visually impaired learners.

5.3 Phase III: Curriculum Adaptation

English language curricula must be redesigned to incorporate multi-sensory, audio-based, and task-oriented modules. All course content should be made available in accessible formats such as Braille, audio recordings, and screen reader-compatible digital files. Assignments and assessments should be diversified to include oral submissions and comprehension tasks.

5.4 Phase IV: Technology Deployment

Institutions should invest in affordable assistive tools like screen readers, Braille printers, and audio-enabled devices. Learning management systems should be upgraded to support accessibility features, ensuring that visually impaired students can independently access course materials, participate in discussions, and complete assessments.

5.5 Phase V: Peer and Community Engagement

An inclusive learning culture is fostered through peer collaboration and community involvement. Institutions should encourage peer tutoring programs and mentorship models where sighted students work alongside visually impaired peers. Family engagement initiatives can provide additional learning support at home.

5.6 Phase VI: Monitoring and Feedback Mechanisms

To evaluate the effectiveness of the implemented strategies, regular feedback should be collected from students, faculty, and administrators. Monitoring tools such as performance analytics, reflective journals, and focus group discussions can help track progress and inform necessary adjustments.

5.7 Phase VII: Policy Integration and Sustainability Planning

Institutions must incorporate inclusive ELT practices into official academic policies and strategic plans. Partnerships with government bodies, NGOs, and private sector stakeholders can support funding and policy alignment. Continuous professional development and periodic curriculum reviews are essential to maintain long-term impact.

This framework ensures that inclusive ELT is not a one-time initiative but a sustained institutional transformation. By embedding accessibility into the fabric of educational practice, institutions can offer equitable opportunities for all learners, regardless of visual ability.

**VI. CASE STUDY: PILOT PROGRAM IN VIJAYA MARY INTEGRATED SCHOOL, VIJAYAWADA,
ANDHRA PRADESH**

To evaluate the real-world feasibility of inclusive ELT methodologies for visually impaired learners, a pilot program was conducted at Vijaya Mary Integrated School, Vijayawada, Andhra Pradesh. The initiative was implemented over one academic semester (six months) and involved multiple stakeholders, including English language faculty, special educators, administrative staff, and a cohort of 10 visually impaired secondary-level students.

6.1 Objectives

The primary goals of the pilot program were:

- To test the effectiveness of inclusive English language teaching methodologies.
- To assess the impact of assistive technologies and peer learning models.
- To identify institutional challenges and potential solutions for scaling.

6.2 Implementation Strategy

Following the framework proposed in Section 5, the school administration conducted an initial readiness audit. Teaching materials were converted into audio and Braille formats. English faculty received hands-on training in using screen readers and designing accessible content. Peer mentoring pairs were established to support classroom activities.

The curriculum was adapted to focus on auditory comprehension, verbal interaction, storytelling, and functional English tasks. Class assessments included oral presentations, vocabulary quizzes via audio recordings, and verbal grammar drills. Students also engaged with mobile apps like Voice Dream Reader and Google Assistant for language support.

6.3 Observations and Findings

Qualitative feedback from students revealed significant improvements in their engagement, language confidence, and comprehension skills. Teachers reported increased participation, especially during interactive and group-based activities. Peer mentors expressed that the experience fostered empathy and improved their own communication skills.

Challenges encountered included limited institutional infrastructure, occasional technical issues with assistive tools, and the need for continuous faculty support. Despite these hurdles, the program was well received by students and educators alike.

6.4 Outcomes

- 80% of the students showed measurable improvement in their English language test scores.
- Faculty members demonstrated increased awareness and adaptability in their instructional practices.
- The institution committed to expanding inclusive teaching practices to other departments.

6.5 Future Plans

Based on the success of the pilot, the school administration proposed a roadmap to integrate inclusive ELT practices across the institution. Plans include creating a digital resource library, appointing a dedicated inclusion officer, and organizing regional workshops on inclusive language teaching.

This case study illustrates that with institutional will, targeted training, and appropriate tools, inclusive English language education for visually impaired learners is both achievable and impactful in the Indian educational context..

VII. CHALLENGES AND RECOMMENDATIONS

The implementation of inclusive English Language Teaching (ELT) methodologies for visually impaired learners faces several practical challenges that require thoughtful solutions to ensure long-term success and scalability.

7.1 Key Challenges

- **Infrastructure Deficiency:** Many institutions lack essential infrastructure such as Braille printers, audio labs, and screen reader-compatible digital platforms. This hinders equitable access to learning materials.
- **Limited Faculty Training:** Most educators have not received specialized training in teaching students with visual impairments. As a result, they may struggle to adapt curriculum and instruction techniques to diverse learning needs.
- **Inadequate Learning Materials:** There is a scarcity of English language textbooks and resources in accessible formats such as Braille or high-quality audio.
- **Technological Barriers:** Even when assistive technologies are introduced, technical glitches, limited internet connectivity, or lack of maintenance support can impede consistent usage.
- **Social Stigma and Isolation:** Visually impaired learners often face social exclusion, limiting opportunities for collaborative and peer-supported learning experiences.
- **Policy Gaps:** While national education policies advocate for inclusion, there is limited clarity on specific implementation strategies for visually impaired learners in ELT.

7.2 Recommendations

- **Invest in Accessible Infrastructure:** Institutions should allocate funding for essential assistive devices, ensure classrooms are digitally accessible, and maintain a repository of accessible learning content.
- **Professional Development Programs:** Regular training workshops and certification programs on inclusive pedagogy should be mandatory for English language instructors.
- **Develop Inclusive Curricula:** Curriculum developers should incorporate inclusive content and structure assessments that reflect diverse modes of learning (oral, tactile, and auditory).
- **Promote Collaborative Learning Models:** Encourage inclusive classrooms through peer mentoring, group discussions, and co-curricular activities that involve all students.
- **Leverage Government and NGO Support:** Institutions can partner with organizations specializing in assistive technology and inclusive education to support resource development and teacher training.
- **Embed Inclusion in Policy and Planning:** Institutions should integrate inclusive ELT practices into their academic policies and establish dedicated committees or officers to oversee implementation.

These recommendations are vital for transitioning from isolated success stories to widespread institutional reform. Addressing these challenges through systemic change will enable visually impaired learners to thrive in English language education, ultimately supporting their academic and social development.

VIII. CONCLUSION AND FUTURE DIRECTIONS

This study emphasizes the urgent need to adopt inclusive English Language Teaching (ELT) practices tailored for visually impaired learners in Indian educational settings. Through a comprehensive analysis of existing literature, practical teaching methodologies, an implementation framework, and a pilot case study, it has been demonstrated that meaningful inclusion is not only possible but also highly effective.

The findings underscore the importance of institutional readiness, faculty training, adaptive curriculum design, and integration of assistive technologies. Moreover, the case study of Vijaya Mary Integrated School serves as a powerful example of how localized efforts can yield measurable improvements in learner engagement, confidence, and performance.

Despite various challenges—ranging from infrastructure limitations to policy-level gaps—the recommendations outlined in this paper offer a roadmap toward sustainable and equitable ELT practices. Institutions willing to embrace inclusive teaching will contribute significantly to the empowerment and academic success of visually impaired learners. Future research could explore longitudinal impacts of inclusive ELT programs, comparative studies across different regions and education levels, and the development of standardized assessment tools for visually impaired learners. Additionally, research on integrating Artificial Intelligence and adaptive learning platforms could open new frontiers in inclusive language education.

Ultimately, the path to inclusive ELT lies in collaboration, innovation, and a firm institutional commitment to equity. By reimagining English education through the lens of accessibility, educators and policymakers can ensure that no learner is left behind.

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