



School climate and student engagement: Functional collaborative and easy-to-read practices in contemporary education

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Abstract

This study explores the role of classroom climate and student engagement in shaping inclusive and effective learning environments. It focuses on the contribution of collaborative teaching practices and the easy-to-read principle as key factors in enhancing participation and the accessibility of knowledge (García & Díaz, 2021; Hodges et al., 2020). Through a review of contemporary literature, it becomes evident that a positive classroom climate, grounded in collaboration, respect, and acceptance, is directly associated with higher levels of student engagement and a strengthened sense of belonging (Schindler et al., 2021). Collaborative practices promote active student participation, the collective construction of knowledge, and the development of social competencies. Particular emphasis is placed on the use of simple, clear, and comprehensible language (easy-to-read), which functions as a mechanism for reducing cognitive barriers and promoting equitable access to learning. This approach extends beyond students with learning difficulties to encompass the entire student body, thereby fostering inclusion and the democratic functioning of the classroom. The findings underscore the need for a reflective redesign of educational practice, with an emphasis on creating learning environments that promote active participation, comprehension, and a sense of belonging for all students.

Keywords: School Climate; Student Engagement; Sense of Belonging; Collaborative Learning; Inclusive Education; Easy-To-Read; Learning Accessibility

1. Introduction

The school constitutes a multifaceted space for learning and socialisation, within which students develop not only cognitive but also social and emotional competencies. In this context, the classroom climate is widely recognised as a critical factor influencing the quality of the learning process, student behaviour, and the overall educational experience (Aldridge & McChesney, 2020; Thapa et al., 2013; Wang & Degol, 2021; Drigas et al., 2023). A positive learning environment, characterised by respect, acceptance, and cooperation, is consistently associated with higher levels of well-being and academic achievement.

Student engagement represents a key indicator of educational quality, encompassing learners' active participation, intrinsic interest, and sustained commitment to the learning process (Fredricks et al., 2022; Martin & Bolliger, 2020). Closely related to engagement is the sense of belonging, understood as the student's perception that they are a meaningful and accepted member of the school community. This perception positively influences both emotional well-being and academic performance (Allen et al., 2021; Bond, 2020; Bond et al., 2021; Panadero, 2021; Reeve & Cheon, 2021; García, E., and Weiss, 2020).

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The enhancement of classroom climate and student engagement is directly linked to the adoption of contemporary pedagogical approaches that promote collaboration and active participation. Collaborative teaching practices strengthen interpersonal interaction, facilitate the collective construction of knowledge, and support the development of social skills, all of which contribute to more meaningful student engagement (Gillies, 2020; Johnson and Johnson, 2021).

In the contemporary educational landscape, the accessibility of knowledge has acquired particular significance. The easy-to-read principle, grounded in the use of simple, clear, and comprehensible language, serves to reduce cognitive barriers and facilitate the understanding of educational content (Fajardo et al., 2021; Maaß, 2020; Kefalis et al., 2025). This approach enhances the participation of all students, irrespective of learning difficulties or linguistic diversity, thereby fostering a more inclusive and democratic learning environment.

Despite the growing body of literature on classroom climate, student engagement, and inclusive education, the intersection between linguistic accessibility and students' sense of belonging remains insufficiently theorised and empirically explored (Björnsdóttir et al., 2020; Kormos, 2020). The role of the easy-to-read approach has been examined primarily within the context of special education or text simplification, without being systematically connected to broader constructs such as engagement, participation, and classroom climate (Fajardo et al., 2022; Saggion, 2021; Siddharthan, 2020). This gap highlights the need for a more integrated framework that conceptualises language not merely as a medium of instruction, but as a determinant of inclusion, learner agency, and educational equity (Bredel & Maaß, 2021; Feng, 2020).

The present study investigates the relationship between classroom climate, student engagement, and collaborative practices, with particular emphasis on the role of the easy-to-read approach as a tool for enhancing participation, comprehension, and a sense of belonging in contemporary education (Kintsch & Vipond, 2021). Beyond the established relationship between classroom climate and student engagement, this study advances the argument that linguistic accessibility, operationalised through the easy-to-read approach, constitutes a foundational yet underexplored mechanism mediating students' participation and sense of belonging. While existing research has extensively examined structural and relational dimensions of classroom climate, limited attention has been directed to the micro-level pedagogical practices that shape students' access to meaning, particularly the role of language as a gatekeeper to participation. This study therefore positions easy-to-read not merely as a supportive strategy, but as a central pedagogical condition for equitable engagement, redefining accessibility as a core component of inclusive educational design rather than a compensatory intervention (Fajardo et al., 2022; Saggion, 2021; Siddharthan, 2020).

2. Purpose of the study and research questions

The purpose of this study is to investigate the relationship between school climate, learning engagement, and inclusive pedagogical practices, with a particular emphasis on the easy-to-read approach as a tool for enhancing students' comprehension and active participation in the learning process. At the same time, the study aims to highlight the importance of language accessibility in contemporary schools and its connection to the creation of a supportive and inclusive learning environment.

In this context, the following research questions are formulated:

- How does linguistic accessibility, as implemented through the easy-to-read approach, mediate the relationship between school climate and student engagement?
- To what extent does students' sense of belonging function as an intermediate variable linking comprehension and active participation in learning?
- How do collaborative pedagogical practices interact with language accessibility to enhance inclusive learning environments?
- In what ways can the integration of easy-to-read principles redefine engagement as a function of accessibility rather than solely motivation?

3. Theoretical framework

Classroom climate is a complex and multidimensional construct that encompasses the quality of relationships between students and teachers, perceptions of safety, and the norms and values that govern the school community. The literature consistently demonstrates that a positive classroom climate is associated with increased student engagement, improved academic performance, and enhanced psychological well-being (Aldridge and McChesney, 2020; Cohen, 2021; Thapa et

al., 2013; Wang & Degol, 2021). Student engagement is similarly conceptualised as a multidimensional phenomenon comprising cognitive, emotional, and behavioural components. Students who exhibit high levels of engagement actively participate in learning, demonstrate sustained interest, and develop deeper understanding of educational content (Fredricks et al., 2022; Skinner, 2021). Engagement is therefore a critical protective factor against academic failure and disaffection from schooling.

The sense of belonging is closely interrelated with engagement, defined as students' perception that they are accepted, supported, and valued members of the school community. Research evidence indicates that a strong sense of belonging enhances emotional security, self-esteem, and academic outcomes, while reducing isolation and school dropout rates (Allen et al., 2021; Borman et al., 2022; Goodenow, 1993). Collaborative learning is founded upon students' active participation, reciprocal interaction, and the joint construction of knowledge. Learners who engage in collaborative environments develop social competencies, strengthen their sense of responsibility, and cultivate a feeling of community (Gillies, 2020; Johnson and Johnson, 2021; Slavin, 1995).

Contemporary educational theory further emphasises differentiated instruction and inclusive pedagogical practices that address the needs of all learners. Inclusive education is not confined to the integration of students with special educational needs but extends to the creation of learning environments that promote equity, accessibility, and universal participation (Darling-Hammond, 2021; Florian, 2020; Tomlinson, 2021). Within this framework, the easy-to-read principle emerges as an important tool for enhancing the accessibility of knowledge. The use of clear and comprehensible language facilitates understanding, reduces cognitive load, and enables the meaningful participation of students with diverse learning profiles (Fajardo et al., 2021; Maaß, 2020; Saggion, 2021). This approach is situated within the broader framework of Universal Design for Learning (UDL), which aims to remove barriers to learning by providing multiple means of engagement, representation, and action (CAST, 2024; Meyer et al., 2021; Greene, 2020).

Taken together, contemporary literature converges on the need for a holistic reconceptualisation of the educational process, in which classroom climate, student engagement, collaborative practices, and linguistic accessibility function in concert. Such an integrated framework contributes to the creation of a school that does not merely transmit knowledge, but cultivates active, engaged, and autonomous learners.

4. School Climate and Student Engagement

4.1. Classroom Climate as a Factor in Learning Quality

Classroom climate is not merely an abstract theoretical construct but a lived reality that is shaped daily through the relationships, practices, and attitudes that develop within the learning community. The quality of these interactions directly influences students' willingness to participate, to express themselves, and to assume an active role in the learning process (Aldridge and McChesney, 2020; Simos, 2025c; Simos & Xyloparkioti, 2025; Simos, 2026). An environment characterised by safety, acceptance, and clearly articulated expectations creates the necessary conditions for meaningful engagement. Conversely, when uncertainty or a lack of support prevails, students tend to withdraw, thereby limiting their participation (Wang & Degol, 2021). The teacher's role is central to this dynamic, functioning not only as a source of knowledge but as a shaper of the classroom climate through the quality of interactions and the establishment of relational norms (Reeve & Cheon, 2021; Skinner, 2021; Hamre and Pianta, 2006; Cavanagh & DeWeese, 2020).

Student engagement is not a static attribute but a dynamic process shaped by how learners experience their educational environment. Physical presence in the classroom is insufficient on its own. What matters is the extent to which students actively participate, think critically, interact with peers, and invest cognitively and emotionally in the learning process (Fredricks et al., 2022). The sense of belonging acts as a catalyst within this process. When students feel accepted and perceive that their presence is valued, they become more engaged and develop a more positive orientation toward learning (Allen et al., 2021; Bozkurt & Sharma, 2020). Conversely, the absence of belonging often leads to detachment, apathy, or outright withdrawal from the educational environment (Chaidi & Drigas, 2022; Pergantis et al., 2025). Allen et al. (2021) define school belonging as the stable perception of acceptance and support from significant others within the school context. This perception is cultivated through fair treatment, constructive feedback, and opportunities for active participation. Research evidence indicates that students who experience a strong sense of belonging demonstrate increased motivation, higher engagement, and lower levels of anxiety or alienation (OECD, 2019; OECD, 2021; Goodenow, 1993).

Collaboration is inextricably linked to the empowerment of participation, as students who assume active roles in group processes feel that their contributions are valued and recognised. Active engagement strengthens self-efficacy and

reinforces connection to the school community (Allen et al., 2021; Simos and Karabatzaki, 2025) further observe that digital tools can function as mechanisms for removing barriers and facilitating the participation of students who experience difficulties in social integration. Strengthening the sense of belonging is not achieved through formal institutional procedures, but through the accumulation of daily practices that demonstrate respect, empathy, and genuine interest in the individual student (Hattie, 2023; Darling-Hammond et al., 2020; Immordino-Yang et al., 2020; European Commission, 2021).

4.2. Collaborative Practices and Inclusive Learning

Collaborative practices represent one of the most effective means of enhancing student engagement, as they shift the pedagogical focus from individual performance to collective exploration and shared understanding. Through group work, students function not as passive recipients of knowledge but as active members of a learning community (Gillies, 2020). Collaboration creates conditions in which diversity becomes a resource rather than an obstacle. Students learn to listen, negotiate, and co-construct knowledge, while developing interpersonal skills that are essential both within and beyond the school context. In this context, the use of clear and comprehensible language (easy-to-read) can play a supportive role by facilitating the understanding of instructions and enabling the participation of all students. This is not merely a simplification technique but a deliberate pedagogical choice that reduces barriers and enhances inclusion (Fajardo et al., 2021; D'Mello, 2021; Elliott & Gresham, 2021).

High-quality peer relationships serve as a catalyst for cognitive and socio-emotional development, given that learning is inherently a social process. The strengthening of collaboration within the classroom creates conditions for interaction, the exchange of ideas, and the collective construction of meaning. (UNESCO, 2021,2023) notes that schools adopting collaborative pedagogical practices report higher levels of engagement and academic resilience. Furthermore, contemporary research highlights the role of digital technologies as tools for enhancing inclusion and collective participation (Simos, 2025a, 2025b) demonstrates that technology-supported collaborative activities can foster empathy, interpersonal understanding, and a participatory culture within the school environment.

5. Collaborative and Inclusive Practices

5.1. Collaborative Practices as a Tool for Active Learning

Collaborative practices constitute one of the most important pedagogical approaches for enhancing student engagement, as they redirect the focus of instruction from the transmission of knowledge to the active participation of learners. Within this framework, learning is understood not as an individual cognitive process but as the product of interaction, dialogue, and the collective processing of information (Gillies, 2020; Johnson and Johnson, 2021). Group work, when designed with clear objectives and appropriate structure, enhances students' sense of responsibility and cultivates competencies such as communication, problem-solving, and conflict management. Students develop the ability to articulate ideas, attend to the perspectives of others, and revise their own understanding through collaborative engagement. This process fosters deeper comprehension rather than surface-level memorisation (Slavin, 1995; Macfadyen et al., 2020; Brusilovsky & Millán, 2020; Kuhfeld et al., 2020).

The effectiveness of collaborative practices depends, however, on the teacher's role. Educators are called upon to organise the learning environment in a manner that promotes the participation of all students, ensures equitable opportunities for expression, and supports collaboration without over-directing it. The balance between structured guidance and learner autonomy is a critical prerequisite for the success of these approaches (Webb, 2009). Collaborative activities also foster a sense of belonging by creating conditions in which students feel that they are part of a group working toward a shared objective. The experience of collaboration helps build positive relationships and strengthen trust among peers, both of which are essential for a supportive classroom climate.

5.2. Inclusive Practices and Accessibility in Learning

Contemporary education is called upon to meet the needs of an increasingly diverse student population, where learners differ in terms of abilities, interests, and learning profiles. In this context, inclusive education represents not merely a theoretical aspiration but a practical necessity aimed at ensuring equitable access to knowledge for all students (Darling-Hammond, 2021; Florian, 2020; Bear et al., 2021). Differentiated instruction is a central component of inclusive practice, as it enables the adaptation of content, methods, and materials to individual learner needs. This flexibility serves to reduce barriers and enhance participation, creating an environment in which every student can access knowledge in a manner suited to their capacities (Tomlinson, 2021). The linguistic accessibility of learning materials is of particular importance in this regard, as it is directly linked to the comprehension of educational content. The use of simple, clear, and easy-to-read language represents an essential strategy for reducing cognitive load and facilitating

understanding, particularly for students with learning difficulties or language-specific challenges (Fajardo et al., 2021; Maaß, 2020; Castro et al., 2021; Graham, 2021).

The easy-to-read approach is not confined to specific groups of students but can be applied universally, enhancing the clarity of instruction and the engagement of all learners. When educational content is accessible and comprehensible, students feel more confident, participate more actively, and develop a more positive orientation toward learning (Arfeand Mason, 2021; Rello and Baeza-Yates, 2021). Taken together, inclusive practices, combined with linguistic simplification and collaborative learning, contribute to the creation of a school that integrates rather than excludes. Such an environment promotes not only knowledge acquisition but also equality, participation, and social cohesion (Simos et al., 2026e; Simos et al., 2026d; Simos et al., 2026b).

6. The Easy-to-Read Approach in Contemporary Education

6.1. Theoretical Foundations of the Easy-to-Read Approach

The easy-to-read approach is a contemporary pedagogical and communicative practice aimed at producing understandable and accessible texts for a broad range of readers. The simplification of language is not intended to diminish the cognitive substance of the content, but rather to enhance comprehension as a fundamental prerequisite for effective learning (Maaß, 2020; Saggion, 2021; Fajardo et al., 2021). The theoretical foundation of this approach is rooted in cognitive psychology, and specifically in cognitive load theory. According to this framework, complex linguistic form can function as a barrier to effective information processing (Mayer, 2020; Sweller, 2020). The use of clear textual structure, simple syntax, and controlled vocabulary reduces extraneous cognitive load and thereby facilitates learning (Kalyuga, 2021; Schnotz, 2022).

The easy-to-read approach is also aligned with Universal Design for Learning (UDL), which advocates for the development of flexible learning environments that accommodate the needs of all students (CAST, 2024; Rose and Dalton, 2021). Within this framework, linguistic simplification constitutes a key strategy for enhancing both accessibility and equity in education (Ok et al., 2022). Furthermore, empirical evidence indicates that clarity of language enhances not only comprehension but also the retention of information, as students are able to process educational content more efficiently when extraneous processing demands are minimised (Leppink, 2021; Paas and van Merriënboer, 2020).

6.2. Easy-to-read and Inclusion in the School Environment

The implementation of the easy-to-read approach in the school environment is directly linked to the promotion of inclusive education, as it enables students with different learning profiles to access knowledge on equitable terms (Darling-Hammond, 2021; Fajardo et al., 2021; Florian, 2020). Linguistic simplification is particularly beneficial for students with learning difficulties, ADHD, or limited language proficiency (Gathercole & Alloway, 2008; Snowling et al., 2020). The use of plain language is not, however, exclusively a special education tool. It is a practice that benefits all students by enhancing the clarity, structure, and effectiveness of instruction (Chaidi & Drigas, 2021; De Bruyckere et al., 2020; Politi-Georgousi & Drigas, 2020; Kirschner et al., 2021;).

Integrating the easy-to-read approach into classroom practice requires a shift from teacher-centred transmission to more student-centred models of learning. Educators are called upon to design materials that account for students' comprehension needs, thereby enhancing both participation and engagement (Tomlinson, 2021; Hattie, 2023). Clear and comprehensible language also fosters a sense of belonging, as students are not excluded from instructional content by linguistic complexity. Comprehension enables active participation, and participation, in turn, strengthens learning confidence and the perception of being a valued member of the classroom community (Allen et al., 2021; Borman et al., 2022).

The application of the easy-to-read approach in educational practice may take various forms, including the use of short and clear sentences, the avoidance of complex linguistic structures, and the presentation of information in logically organised steps (Maaß, 2020; Saggion, 2021). Such practices facilitate cognitive processing and support student engagement across diverse learning contexts. The integration of digital tools and technologies can further enhance the implementation of the easy-to-read approach, offering opportunities for content adaptation and personalised learning (Holmes et al., 2022; Luckin et al., 2022). Artificial intelligence and digital learning environments can contribute to the creation of more accessible and individually tailored learning experiences (Moraiti et al., 2022; Pergantis & Drigas, 2024; Simos et al., 2026a; Simos et al., 2026b; Simos et al., 2025c). Combining the easy-to-read approach with collaborative practices enhances engagement, as students are better able to understand instructions and participate

actively in group activities (Gillies, 2020; Johnson and Johnson, 2021). The use of the easy-to-read approach in contemporary education is not merely a technical adjustment but a pedagogical commitment to the creation of an inclusive school. Its integration contributes to an environment that promotes equality, participation, and academic success for all students (CAST, 2024; Ok et al., 2022).

6.3. Applications of the easy-to-read approach in teaching practice

The practical application of the easy-to-read approach in teaching is directly linked to the reformulation of educational discourse and the transformation of learning activities into clearer and more comprehensible forms. The clarity of instructions constitutes a fundamental prerequisite for student engagement, as learners are more likely to participate actively when they fully understand the requirements of a task (Fajardo et al., 2021; Maaß, 2020; Saggion, 2021). For example, complex and abstract phrasing, such as "analyse the characteristics of a phenomenon," can be reformulated into more actionable language, such as "write what the phenomenon is and give an example." Similarly, instructions such as "compare the two texts in terms of their structure" can be converted to "find two similarities and two differences between the texts." Such conversion does not lower the cognitive level of the activity but enhances its accessibility and comprehensibility (Kalyuga, 2021; Mayer, 2020; Dede, 2020).

The implementation of such practices has been shown to reduce cognitive load and enhance information processing, particularly for students with diverse learning profiles (Leppink, 2021; Paas and van Merriënboer, 2020; Sweller, 2020;). Clearly formulated instructions also enhance learning autonomy, as students can understand and manage the learning process without constant external guidance (Kirschner et al., 2021; De Bruyckere et al., 2020; Lodge et al., 2020). In the context of inclusive education, the easy-to-read approach contributes to the creation of an environment in which all students have the opportunity to participate equitably in the learning process. Comprehension of educational materials enhances a sense of belonging and sustains engagement, while reducing feelings of isolation and alienation (Allen et al., 2021; Borman et al., 2022; Florian, 2020).

Digital technologies and artificial intelligence tools can further support the implementation of the easy-to-read approach. Modern digital environments offer capabilities for automatic text simplification, adjustment of difficulty levels, and personalisation of learning content, all of which contribute to differentiated instruction (Holmes et al., 2022; Luckin et al., 2022; Ok et al., 2022). However, implementing the easy-to-read approach requires careful pedagogical calibration, as excessive simplification may lead to a loss of conceptual depth and constrain the development of critical thinking. Educators must therefore adjust the level of simplification in a manner that preserves scientific rigour while enhancing cognitive accessibility (Maaß, 2020; Schnotz, 2022).

The integration of the easy-to-read approach into teaching practice is, in sum, not a merely technical choice but a deliberate pedagogical stance directed toward the creation of a school that is more equitable, accessible, and effective for all students (CAST, 2024; Darling-Hammond, 2021).

7. Discussion

The analysis of the literature reveals that classroom climate, student engagement, and linguistic accessibility are deeply interrelated dimensions of the contemporary educational process. The enhancement of comprehension through the easy-to-read approach does not operate in isolation but is embedded within a broader pedagogical framework that promotes participation and inclusion (Fajardo et al., 2021; Maaß, 2020).

The findings of this study suggest a conceptual shift in how engagement is understood within contemporary educational discourse. Rather than viewing engagement as primarily a psychological or motivational construct, the present analysis supports the perspective that engagement is, to a significant extent, structurally produced through conditions of accessibility (Simos, 2025d; Simos & Katsinis, 2026; Simos & Karabatzaki, 2025). In this context, the easy-to-read approach emerges not as a peripheral instructional adaptation but as a core mechanism that enables participation by ensuring that students can access, process, and respond to educational content. These repositioning challenges conventional pedagogical hierarchies in which language is often treated as a neutral medium and instead foregrounds its constitutive role as a determinant of inclusion.

The interplay between comprehension, participation, and belonging indicates that understanding is not merely a cognitive outcome but a prerequisite for social integration within the classroom. Students who comprehend are more likely to participate, and through participation, they construct a sense of belonging. This chain of relationships underscores the point that inclusive education cannot be fully realised without addressing the linguistic dimension of instruction, as access to meaning ultimately translates into access to participation, identity, and educational success.

These findings align with recent research demonstrating that the clarity of educational language is a key factor in enhancing students' engagement and capacity for self-regulation (Kalyuga, 2021; Mayer, 2020). The connection between linguistic simplification and collaborative practices also appears to strengthen the sense of belonging, creating a more supportive and cohesive learning environment (Allen et al., 2021; Gillies, 2020).

The potential for digital tools and artificial intelligence to support the implementation of the easy-to-read approach holds particular interest. These technologies can contribute to the personalisation of learning and the creation of more accessible educational experiences (Holmes et al., 2022; Luckin et al., 2022; Hodges et al., 2020; Holstein et al., 2020). Nevertheless, a balance must be maintained between simplification and cognitive challenge, as excessive simplification may constrain the development of critical thinking. The implementation of the easy-to-read approach therefore requires ongoing pedagogical judgement and responsiveness to the specific needs of learners (Maaß, 2020). The above findings reinforce the need for a holistic reconceptualisation of teaching, in which comprehension, participation, and inclusion constitute the central pillars of educational practice (Mitsea et al., 2022; 2023; Arfé & Mason, 2021).

8. Conclusion

This study has highlighted the importance of classroom climate as a key factor influencing students' engagement and their overall educational experience. A positive and supportive environment, grounded in respect, acceptance, and collaboration, contributes significantly to the creation of conditions conducive to active participation and learning development (Aldridge and McChesney, 2020; Wang & Degol, 2021). Fostering a positive classroom climate represents a strategic priority for reducing social isolation and strengthening the acceptance of diversity. Students who experience a meaningful sense of belonging demonstrate greater psychosocial resilience and a more positive orientation toward school life (Goodenow, 1993; OECD, 2019; Pellegrino & Hilton, 2020). A positive classroom climate is therefore not a supplementary element of educational practice but a structural prerequisite for equitable, democratic, and inclusive education.

Student engagement has emerged from this analysis as a multidimensional construct directly linked to the sense of belonging. Students who perceive themselves as active and accepted members of the school community demonstrate higher levels of participation, sustained interest, and academic performance (Allen et al., 2021; Fredricks et al., 2022). The cultivation of this sense of belonging is a fundamental condition for the effective functioning of schools. Collaborative practices have been confirmed as an essential tool for enhancing both student engagement and classroom climate. Through collaboration, students assume active roles in the learning process, develop social competencies, and strengthen their connection to the school community (Gillies, 2020; Johnson and Johnson, 2021). Particular emphasis has been placed on the easy-to-read approach, which has emerged as an effective instrument for enhancing accessibility and inclusion in contemporary education. The use of simple and comprehensible language facilitates cognitive processing, reduces learning barriers, and enhances the participation of all students (Fajardo et al., 2021; Maaß, 2020; van der Kleij et al., 2020).

The integration of the easy-to-read approach, combined with the capabilities offered by digital technologies and artificial intelligence, creates new possibilities for differentiated instruction and personalised learning (Holmes et al., 2022; Luckin et al., 2022). However, the implementation of these approaches requires systematic planning, pedagogical sensitivity, and the ongoing professional development of educators. Future research should focus on the empirical investigation of the impact of the easy-to-read approach on student engagement and sense of belonging, thereby contributing to a more robust understanding of its pedagogical potential (CAST, 2024; Ok et al., 2022). Ultimately, accessibility is not an appendage to teaching but the condition that makes meaningful teaching possible.

Compliance with ethical standards

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The Authors proclaim no conflict of interest.

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