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Inclusion and Accessibility in Teacher Education

The paper focuses on counteracting discrimination and exclusion in language teacher education by course design which is supportive and inclusive for all students. It also stresses the role of appropriate teacher training in boosting teachers' sense of preparedness, self-efficacy beliefs and favourable attitudes towards inclusion and accessibility in language education. It promotes inclusive pedagogy (Florian, Black-Hawkins, 2011; Black-Hawkins, Florian, 2012; Florian, Spratt, 2013) and Universal Design for Learning (UDL) (Meyer, Rose, Gordon, 2014; CAST, 2018; Torres, Rao, 2019; Novak, 2022) which allow avoiding stigmatisation and marginalisation of students with diverse needs. The paper uses the SCALED course, developed both for initial teacher education (ITE) and continuing professional development (CPD) of language teachers, as an example of good practice. It provides exemplary solutions which promote effective inclusion by increasing accessibility for students with various needs (including special needs and disabilities) through the universal design the course. The paper presents examples of universal design in relation to the course elements such as the goals, structure, tasks, content, materials, ways of providing feedback and conducting assessment.



Keywords: teacher training, inclusive education, accessibility, Universal Design for Learning

Słowa kluczowe: kształcenie i doskonalenie zawodowe nauczycieli, edukacja włączająca, dostępność, uniwersalne projektowanie w edukacji

1. Introduction

The presence, participation, attainment, and accomplishments of students in language classrooms can be enhanced through teaching methods characterised by a focus on students (student-centeredness) and social fairness (UNESCO, 2017; OECD, 2020). To effectively support students' learning in inclusive classrooms, it is important to acknowledge the differences and significant variations among language learners. It is critical to understand that individuals have unique learning preferences and that a learner's abilities may vary depending on the situation. Learning is a dynamic interplay between the individual and their surroundings or circumstances and the perceived abilities or disabilities of a learner can be significantly shaped by the environment or context in which the learning happens. Thus, when we consider the process of learning, we must also consider the environment or context in which that learning occurs. Different learners may require diverse approaches and support systems to access the same benefits provided by the learning environment. An illustration of a successful approach in this regard is the Universal Design for Learning (UDL). UDL is an inclusive educational framework that instructs educators on how to design educational objectives, strategies, materials, and assessments that can enhance and optimise the learning experience for a wide spectrum of learners by being adaptable to the specific needs of each learner (Novak, 2022).

Embracing diversity within classrooms, while striving for inclusive and fair high-quality education remains both a global objective and a significant hurdle, as outlined in the United Nations' Sustainable Development Goals, specifically Goal 4 of the Global Education 2030 Agenda (UNESCO, 2016). Language teacher education should tackle all forms of exclusion and marginalisation. This encompasses addressing disparities in presence, accessibility, participation, and educational attainment that persist among students (UNESCO, 2017), often resulting from employing the one-size-fits-all approach which does not respect diverse student needs and capabilities. To deliver top-notch support for all students, including those who are most vulnerable, recognising and honouring unique attributes and varying needs of students while designing curricula, syllabuses, materials, methods, and

assessments is indispensable. Achieving this can indeed present challenges for educators.

While educational laws require the inclusion of all learners in regular classrooms, with particular attention given to those with special educational needs (SEN), pre-service and in-service teacher training programmes do not seem to place sufficient emphasis on these issues. As a result, language teachers may receive little explicit instruction regarding inclusive instructional practices, universal design or student diverse and special educational needs (Cimermanová, 2017; Lu, Jiang, Huang, 2022). Research findings indicate that language teachers lack the necessary knowledge and skills to teach students with special educational needs (Nijakowska, 2014; Russak, 2016). Teachers admit they lack training and professional development opportunities in this area and are eager and willing to join training to grow skills and gain knowledge to be better prepared for inclusion (Russak, 2016; Nijakowska, Tsagari, Spanoudis, 2018; Lu, Jiang, Huang, 2022). In response to these needs the SCALED course was designed (Nijakowska, Tsagari, Guz, 2023).

The paper discusses the concepts of teacher preparedness for inclusion (with emphasis on the importance of adequate training) and UDL. It then presents the SCALED course, designed for foreign language teacher training as part of the SCALED project¹. To demonstrate the practical applications of inclusive pedagogy and UDL, the paper includes exemplary solutions used in the SCALED course.

2. Teacher preparedness for inclusion

The preparedness of language teachers for inclusion plays a crucial role in shaping their inclusive teaching methods and how they address the diverse and special needs of their students in regular classrooms. The concept of teacher preparedness for inclusion comprises several components such as teacher knowledge, self-efficacy beliefs, and their overall attitude towards inclusion (Nijakowska, Tsagari, Spanoudis, 2018, 2020; Nijakowska, 2019; 2022a).

Teachers' self-efficacy beliefs refer to teachers' perceptions and evaluations of their readiness to deliver inclusive instruction to ensure that all learners have access, participate, and succeed (Tschannen-Moran, Woolfolk

¹ The SCALED project benefited from a EUR 100,266 grant from Iceland, Liechtenstein and Norway through EEA Grants. The aim of the SCALED project was to create an online course preparing teachers for inclusive teaching, universal design for learning, and increasing accessibility in language education for all learners, especially those with special educational needs.

Hoy, 2001, 2007). Self-efficacy beliefs wield significant influence as they, along with teachers' attitudes and concerns relating to inclusion, can impact on and shape teachers' actual teaching practices and instructional methods in the classroom. Educators who possess a strong sense of self-efficacy display greater readiness to accommodate diverse learners, employ inclusive instructional techniques, exhibit increased dedication and adaptability when confronted with classroom challenges relating to the inclusion of students with diverse and special needs, and demonstrate significantly lower degrees of concerns and worries about inclusion (Ozder, 2011; Achurra, Villardón, 2012; Sharma, Sokal, 2016). Teachers' feelings of self-efficacy correlate with teacher knowledge. Greater pedagogical and content knowledge is linked to more favourable beliefs about teaching practices (Wray, Sharma, Subban, 2022).

Educators who possess expertise in inclusive teaching methods embracing varied and special educational needs and who have received effective training in implementing these approaches can ensure and facilitate the participation of all students in inclusive classroom settings. Consequently, the importance of suitable teacher training cannot be overstated when it comes to preparing teachers for inclusive education, as underscored by numerous research findings (European Agency for Development in Special Needs Education, 2012; Coady, Harper, de Jong, 2016; Robinson, 2017).

Crucially, research findings affirm the effectiveness of teacher training programmes in enhancing and reshaping teachers' self-efficacy beliefs and attitudes towards inclusion, both in general education and in the context of English as a Foreign Language (EFL) (Sharma, Sokal, 2015; Sharma, Nuttal, 2016; Kormos, Nijakowska, 2017, Nijakowska, 2022b, 2022c). Teachers who have undergone high-quality training in inclusive education and have had positive social interactions and teaching experiences with students who have diverse and special needs tend to exhibit more favourable attitudes towards inclusion than their colleagues (Avramidis, Norwich, 2002). Guo et al. (2012) emphasise that teacher self-efficacy influences the self-efficacy beliefs of students and their academic performance.

Also, teacher concerns related to exercising inclusion for all students and employing inclusive instructional practices can be mitigated by increasing positive self-efficacy beliefs and attitudes, as well as by boosting knowledge and skills linked to inclusion (Sharma et al., 2006; Sharma, Forlin, Loreman, 2008; Kormos, Nijakowska, 2017). Avramidis and Norwich (2002) stress the importance of school support services (e.g., availability of resources, equipment, specialist help) in diminishing teachers' concerns about their ability to implement inclusive teaching.

Teacher training on inclusion is powerful in that it can shape and boost the building blocks of teacher preparedness for inclusion, which include teacher knowledge about effective inclusive instructional practices, self-efficacy beliefs and attitudes to inclusion. Adequate training can also minimise concerns teachers may have about implementing inclusion in language classrooms (Kormos, Nijakowska, 2017). Foreign language teacher training holds significant promise in equipping both prospective and current educators with the skills and knowledge necessary to address barriers to inclusion (for instance, failing teaching approaches, or inaccessible teaching materials and environments) and promote equity in language education. Effective teacher training can empower educators to successfully teach diverse groups of students by applying the principles of UDL to foreign language instruction, which, in turn, can help diminish the likelihood of students underachieving and being marginalised.

3. Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an educational framework that aims to make learning accessible to all students by providing multiple means of representation, engagement, and expression, and to assist teachers in considering diversity among learners. It is a concept that recognises that students have varying learning styles, abilities, and preferences, and it seeks to create flexible learning environments, methods, materials, and assessments to accommodate this diversity. UDL principles applied to curriculum and materials development can ensure that education is inclusive and effective for all learners.

The UDL framework comprises three core principles, nine guidelines, and a total of thirty-one specific checkpoints (see CAST, 2018, <https://udl-guidelines.cast.org/>). Each checkpoint is detailed to offer examples of specific practices for implementation and practical recommendations on how to ensure that all learners can access challenging learning opportunities and actively participate in lessons. These guidelines offer teachers suggestions to help them create optimal learning environments, with numerous pathways and options. The guidelines empower teachers with the freedom and autonomy to choose strategies and methods they consider essential for achieving lesson objectives (Meyer, Rose, Gordon, 2014; CAST, 2018). In classroom instruction and assessment, there is room for providing multiple choices and options for accessibility, guided by the principles of engagement, representation, action and expression.

Engagement means involving learners with the content by sparking their interest and curiosity, promoting persistence, enhancing motivation, and fostering self-management. This can be achieved in several ways, for instance, by providing students with options for how they can engage with the material, allowing them to choose activities, topics and resources that align with their interests and strengths. Another way to increase engagement and motivation is to use digital tools and materials, multimedia and assistive educational technologies which allow for customization to suit individual needs (Meyer, Rose, Gordon, 2014; CAST, 2018).

The principle of multiple means of representation is linked to adapting how information is presented in order to accommodate varying needs, learning styles, and interests. This can be operationalised as providing information in multiple modalities or formats, such as text, audio, video, and graphics, to accommodate different learning styles and preferences. Utilising visual aids, diagrams, and illustrations, as well as presenting content at varying levels of difficulty to cater to learners with different abilities and prior knowledge, can enhance understanding for all students (Meyer, Rose, Gordon, 2014; CAST, 2018).

The principle of multiple means of action and expression relates to allowing learners to showcase their knowledge and learning in diverse ways, for example, by permitting students to demonstrate their understanding through varied assessment formats and methods, such as written essays, oral presentations, videos, or creative projects. This principle can also be realised by creating opportunities for students to collaborate with peers (pair work and group work, or projects), and by offering assistive technologies and resources to help students express themselves effectively, especially those with disabilities (Meyer, Rose, Gordon, 2014; CAST, 2018).

In the context of UDL, teachers play a crucial role in identifying and eliminating existing barriers to learning. Their responsibility lies in crafting learning environments and contexts that grant all learners the freedom to choose how they understand new information, display their knowledge and abilities, and sustain their motivation to learn. Consequently, for the effective universal design of lessons, teachers must provide for multiple ways of presenting information, acting and expressing oneself, as well as for fostering engagement. Teachers should proactively address anticipated diversity and potential challenges, taking pre-emptive measures to structure their lessons in a manner that prevents learner difficulties and marginalisation (Meyer, Rose, Gordon, 2014; CAST, 2018).

3.1. Research on theory and practical applications of UDL

Research on theory and practical applications of UDL at all levels of education, including higher education, is growing (Cumming, Rose, 2022). Studies have indicated that educators who incorporate UDL in their classrooms successfully respond to learner diversity by proactively addressing students' needs and minimising barriers to learning. In this way academic failure and loss of engagement and motivation to learn can be prevented (Rao, Meo, 2016; Griful-Freixenet et al., 2020; Mackey et al., 2023). Research findings indicate high student and teacher satisfaction with the use of UDL in classroom settings (Black, Weinberg, Brodwin, 2015; Cumming, Rose, 2022). However, teachers who lack sufficient training or familiarity with students with special needs and disabilities tend to underestimate the value of UDL (Black, Weinberg, Brodwin, 2014; Cumming, Rose, 2022). Thus, the role of training cannot be overrated.

Lambert et al. (2023) investigated how teachers' conceptualisations of UDL, their beliefs, attitudes and instructional practices changed due to their participation in a professional development course. They found that the training triggered a shift from perceiving UDL as an inflexible framework, a set of rigid guidelines and checkpoints towards an active design process and a "way of thinking". Participants questioned their own "deficit" thinking about students with special needs and disabilities, highlighted the importance of building relationships with students, and being more empathetic and responsive to their needs. In their systematic review of studies Rusconi and Squillaci (2023) confirmed the effectiveness of UDL training in developing teachers' competencies in an inclusive context by relating them to the Profile of the Inclusive Teacher (PIT) (European Agency for Special Needs and Inclusive Education, 2012). The findings from the research indicate that providing UDL training to educators enhances teaching practices by promoting increased adoption of the UDL framework and positively influences teachers' perceptions regarding their UDL knowledge, its application in the classroom, and its perceived effectiveness (Rusconi, Squillaci, 2023).

4. The SCALED course

The SCALED course addresses the needs of both the academic and school communities, and it is structured to be integrated into both the initial training and ongoing professional development of teachers. This training is specifically tailored for educators involved in foreign language instruction (FL) and language-based educational approaches such as Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI). The course empowers

teachers with the necessary resources to remove obstacles and inclusively engage as many students as possible in language and language-based education.

The SCALED course aligns with current developments in teacher education concerning its format, methodology and pedagogical strategies. Its teaching methods are consistent with the principles of inclusive pedagogy and universal design. The course promotes an inclusive teaching approach to provide fair and equitable support to all learners and expand access for everyone, rather than creating specialised provisions for a few (Florian, Spratt, 2013). This approach acknowledges and accommodates individual learner differences, while striving to avoid singling out certain students or excluding them from the mainstream educational process (Black-Hawkins, Florian, 2012; Florian, 2014). Instead of offering distinct supports for selected students, the course offers options and choices that are accessible to all students in the class (Meyer, Rose, Gordon, 2014; CAST, 2018; Torres, Rao, 2019; Novak, 2022). The course uses the task-based approach (Samuda, Bygate, 2008) and incorporates the model of the teacher as a reflective practitioner (Wallace, 1991; Tanner, Green, 1998) in developing teacher knowledge and skills in inclusive, equitable and accessible language education. The teacher reflection embodied in the course is crucial to inclusive teaching (Minott, 2019).

The course comprises ten modules that address various critical aspects essential for successful inclusion in language education, all interconnected by the central theme of accessibility. The course modules cover the following issues: inclusion and accessibility; UDL; instructional accommodations; accessible language assessment; accessible digital learning materials (documents, multimedia) and online learning platforms; making language education accessible to students with ADHD, autism, and dyslexia, to visually impaired and blind students, as well as to students with diverse language and cultural background.

The SCALED course is intentionally designed to provide instructors and participants with a high degree of flexibility. Each module offers a range of mandatory and optional tasks, including multiple steps within tasks, as well as supplementary resources. This flexibility allows the course to be completed over a period ranging from one to two semesters/terms. The course is crafted in a way that allows both learners and instructors to select activities and tailor their learning pathway to align with their individual requirements and the specific learning/course objectives they aim to achieve. The SCALED course is available on an open license and can be accessed in both book/file format² and online course format³ for distance learning.

² <https://scaled.uw.edu.pl/output-2/>

³ <https://scaled.uw.edu.pl/output-3/>

5. Increasing course accessibility through Universal Design for Learning: Practical applications

The goal of this part of the paper is to demonstrate ways of increasing course accessibility through Universal Design for Learning using the SCALED course as an example.

As emphasised in the first part of this paper, by its definition, UDL is conceived as an educational framework which offers guidance to educators in course planning, design and implementation. One fundamental feature of UDL-based course design is planning with all students in mind by offering a maximum number of options with regard to the mode and format of content presentation, response delivery and feedback provision.

This principle is based on the premise that, in this day and age, any course which takes accessibility issues on board and attempts to accommodate the needs of diverse and specific learners, uses digitised content which can be accessed in an online environment but can be also used in traditional classroom face-to-face teaching. This principle is embodied in the design of the SCALED course. Printable SCALED course module files feature links and/or QR codes which grant easy and fast access to digitised course resources for course users on their mobile devices.

The most common digital environment for hosting educational courses are e-learning platforms, also known as Learning Management Systems (LMS), which by design support UDL. Online learning platforms allow for the digitisation of the learning/teaching process by the use of digital tools, materials, multimedia and assistive educational technology. The SCALED course is an example of such an online course intended both for self-study and classroom use, hosted at the e-learning platform of the University of Warsaw.

Considering the practical dimension of course design, the first and foremost step in course and syllabus planning is the recognition of a universal structure which underpins virtually every course and consists of the following core elements/areas:

1. goals/objectives and structure/syllabus,
2. content and materials,
3. feedback and assessment.

In order to design any course, these three areas need to be considered and carefully planned in strict accordance with the principles, guidelines and checkpoints of UDL (see section 3). The next three sections will focus on these three areas respectively.

5.1. Course structure, syllabus and goals

When it comes to goal setting and syllabus design, the implementation of UDL requires that course content is useful to students with diverse abilities, backgrounds, interests, technology skills, and other varied characteristics. Therefore, the course syllabus should be easy to follow and understand and the course structure should be consistent throughout. Information about content and structure should be presented perceptibly (in terms of colour and contrast) and in a logical order. This can be achieved by using text-based format with alternate text for non-decorative images, structuring headings, implementing multiple navigation options and making sure the document is accessible to individuals using assistive technologies.

The SCALED online course serves as an example of the practical application of all of these principles. The course has been designed with many UDL characteristics in mind to offer maximum support to beginner course users in adapting to the new learning environment, navigating the course and accessing its content. Course structure and goals are clearly and consistently communicated to SCALED users throughout the opening page. The page is text-based and divided into clearly designated sections with clearly delineated headings, each focusing on specific aspects of the SCALED course design and goals: a welcome note with course description, general information about the course and tips for users and trainers. The list of course module titles is marked with a different colour and each of the modules can be easily accessed by clicking on the section name. The website features a side navigation panel which shows the users' current location on the website and allows them to orient themselves on the page at any time. The welcome note and course description are presented in multiple formats – as a text and as a video or audio recording.

When accessing a specific course module, the SCALED user is presented with the structure of the module, which is consistently followed throughout the course. In fact, all SCALED modules rigorously follow a fixed content organisation pattern throughout by including identical elements and headings, as follows:

- a welcome note,
- an introduction outlining the learning objectives set for the module,
- a list of tasks with titles signalling their content,
- a module summary and key points,
- a self-check quiz,
- a list of task resources and additional resources.

The course user is always guided in terms of course structure by multiple navigation options. The course follows a consistent and transparent structure at each level: the whole course, the modules, and the tasks. The information is presented mostly in the written mode; however, the core content elements of the course are available in other formats. The presentation of syllabus information and goals and objectives is clear and logically ordered. Each of the elements within the modules is easily accessible also with the use of assistive technology devices.

In summary, the overall design of the SCALED course in terms of its structure and goals has been created with one goal in mind: to create an easy-to-navigate multilevel content presentation format, which enables and supports user orientation in the course, facilitates access and, whenever possible, offers alternative modes of accessing content and delivering responses.

5.2. Accessible content and tasks

The content or subject matter of an educational course and the materials and tasks used to convey it constitute its key element. When it comes to course content, UDL recommends using multiple means of representation to maximise access, increase engagement and support understanding. It suggests learners should be offered a range of options which accommodate their individual needs and preferences. Providing opportunities for choice enhances learner agency and autonomy.

The authors of the SCALED course have adhered to UDL principles in this respect by offering alternative presentation formats for input content in all steps and tasks within course modules. First, all task instructions and module summaries are available both in text and audio format. Second, the majority of texts within modules include complementary video and audio recordings, and at the same time course video recordings are captioned. Such content presentation allows course users to choose their preferred formats in accordance with their specific and diverse needs. Additionally, when accessing audio and video content SCALED users are also presented with various customisation options for adjusting sound quality and language options which allow them, for example, to switch on/off captions, choose their preferred language, adjust the playback speed, etc.

To summarise, presenting content in multiple modes and formats is an inherent feature of the SCALED course. Importantly, whenever SCALED users are given alternatives, they are instructed explicitly about the available options and about ways of accessing them.

5.3. Feedback and assessment

An essential element of any course is eliciting responses from learners, providing feedback and administering assessment. To increase the accessibility of assessment procedures, UDL advocates the use of multiple modes of action and expression to allow learners to freely demonstrate what they have learned and engage with their classmates and instructors.

When it comes to feedback and assessment, the SCALED course has opted for incorporating multiple tools for assessment and self-assessment and a wide range of self-evaluation and self-reflection tools. For example, a variety of test question formats is used in self-check quizzes at the end of each SCALED module: a multiple-choice question with a visual prompt, a question assessing the level of agreement on a 5-point Likert scale and an open question with a long answer. Alternating question formats and using a variety of self-assessment tools and techniques supports learners at this crucial and sensitive stage of learning when they are expected to deliver answers and ultimately verify their knowledge and skills. It is important to add at this point that all SCALED quizzes come equipped with an inbuilt automated scoring feature which provides instant feedback to the test-taker by informing them about whether their answer was correct and the number of marks they scored.

It is also worth emphasising that the SCALED course places great importance on user-friendly and stress-free assessment. Therefore, all self-check end-of-the-module quizzes with automated scoring have been designed to allow for many test-taking attempts, making it possible for SCALED users to self-assess without unnecessary pressure and anxiety. To reduce the test-taking pressure even further, the time limits set for self-check quizzes are flexible and in fact allow participants to complete the quizzes without unnecessary time pressure. Finally, SCALED course test settings allow test-takers to access all test questions at all times, unlike many online tests which use sequential question arrangement that prevent the test-taker from over-viewing their answers once a question has been completed.

Self-reflection and self-evaluation constitute a major defining feature of the philosophy behind the SCALED course design. Self-reflection and self-evaluation are used in particular to allow SCALED users to assess to what degree their own prior beliefs and preconceptions have changed as a result of course participation. Common techniques which create opportunities for self-assessment used in the SCALED course include, for example, end-of-the-module reflection questions and self-checklists on reading comprehension. When performing self-assessment learners are also offered alternatives when it comes to their preferred response formats. This allows them to

choose ways of expressing themselves that they find the most comfortable at the sensitive feedback stage.

6. Conclusion

The paper has highlighted the relevance of the preparedness of teachers for inclusion, underlining the vital role of teacher training in shaping educators' self-efficacy beliefs and attitudes towards inclusive education. Teacher training emerges as a fundamental element in promoting equity in language education. Adequate training equips educators with the knowledge and skills required to appropriately address diverse student needs.

Inclusive pedagogy (Florian, Black-Hawkins, 2011; Black-Hawkins, Florian, 2012; Florian, Spratt, 2013) and UDL (Meyer, Rose, Gordon, 2014; CAST, 2018; Torres, Rao, 2019; Novak, 2022) can effectively mitigate discrimination, exclusion, and stigmatisation within language education. These approaches offer teachers a comprehensive framework to design courses, teaching methods, and materials that cater to a wide spectrum of students, including those with special needs and disabilities. It is worth noting that these approaches offer benefits not only to students with identified special needs, but also encompass those who encounter various barriers to learning, and those who do not. Choices and options are offered to all learners. Teachers can respond to the diverse needs of a much larger group of students than in the case of offering adjustments only to students with identified special needs, and create a safer, more supportive learning environment for all students. It is also important to note that, especially in the context of tertiary education, students may feel excluded if course content is hard for them to access due to its design, but also if they are treated differently to other students in the group due to the special learning adjustments they have been granted. Such adjustments may be associated with otherness and often, wrongly, may be linked to lower abilities. The incorporation of inclusive pedagogy and UDL into teacher education programmes can be instrumental in ensuring that educators are well-prepared to meet the varied needs of all their students. By embracing these principles and offering comprehensive training to educators, we can encourage them to create equitable, supportive, and accessible learning environments where all their students, regardless of individual and diverse needs, can thrive.

The second part of the paper looked at the practical applications of inclusive pedagogy within the context of the SCALED course, highlighting how it incorporated UDL-oriented elements. The SCALED course, designed for foreign language teacher training, and hosted on an e-learning

platform, serves as one recent example of an online course striving for accessibility. The design of the SCALED course conforms to UDL principles by prioritising offering multiple options to accommodate the diverse needs of learners. The course goals are clear, and the structure is consistent, ensuring that all users can easily understand and navigate the course. Furthermore, the SCALED course provides accessible content and tasks, offering various modes of representation, such as multimedia alternatives to text. Learners are encouraged to choose the format that best suits their individual preferences, enhancing their engagement and autonomy. The assessment process within the SCALED course also adheres to UDL principles by offering multiple tools for assessment and self-assessment. The flexibility in time limits, instant feedback, and the ability to access all test questions contribute to a stress-free assessment experience for learners. Finally, the course emphasises self-reflection and self-evaluation as a means to determine possible changes in beliefs and preconceptions, further promoting inclusive and reflective learning.

Beyond the practicalities of the SCALED course, this paper has aimed to emphasise the significance of inclusion and accessibility in language teacher education. The role of teacher trainers in recognising the diverse needs and capabilities of students/teacher trainees and in fostering inclusive learning environments at a tertiary level of education and in CPD is critical in shaping future and in-service teachers' own learning experiences and beliefs about effective teaching methods, which in turn influence their instructional choices in their classrooms.

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