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Master's Degree in Teaching English as a Foreign Language

"Finding my way": Promoting ADHD inclusion in the EFL classroom

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Abstract

This Master's Dissertation arises from the need to move beyond traditional teaching approaches that often fail to respond to the diversity of today's classrooms. In particular, it addresses the challenges faced by students with Attention-Deficit/Hyperactivity Disorder (ADHD), who frequently struggle to remain engaged and fully participate in English as a Foreign Language (EFL) classroom that relies on passive instruction. In response to this reality, the study proposes an intervention based on active methodologies, combining Project-Based Learning (PBL), Cooperative Learning (CL), and the use of Information and Communication Technologies (ICT). To support this proposal, the dissertation combines a review of the existing literature with the design and implementation of the learning situation *Finding my way*, developed for a fourth-year secondary classroom. The proposal invites students to explore their future academic and professional pathways through the creation of a meaningful final product. Its aim is not only to improve students' linguistic competence in English but also to foster motivation, collaboration, and a sense of belonging, especially among learners at risk of exclusion. The implementation suggests that structured, interactive, and purposeful learning experiences can enhance student participation and communicative competence while highlighting the importance of careful scaffolding and gradual familiarization with cooperative learning. Overall, this study supports the use of active methodologies as a realistic and inclusive approach to addressing learner diversity in the EFL classroom, although their effectiveness depends on thoughtful planning, teacher guidance, and the educational context.

Keywords: ADHD, English as Foreign Language (EFL), learning situation, Project-Based Learning, Cooperative-Based Learning.

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1. Introduction

The current educational landscape is undergoing significant changes driven by globalization, technological development, and an increasing awareness of student diversity. However, despite these advances, many classrooms still rely on traditional teaching models based on passive learning and uniform instruction. This situation has raised growing concerns, as such approaches often fail to equip students with the competences required in a complex and constantly changing 21st-century context. This gap becomes particularly evident when addressing students with special educational needs, such as those with Attention-Deficit/Hyperactivity Disorder (ADHD), for whom inclusion in mainstream classrooms often remains more theoretical than real.

Research suggests that this discrepancy is strongly influenced by structural factors, including high student-to-teacher ratios and the lack of specialized resources (Ainscow, 2020; Griful-Freixenet et al., 2021). As a result, teachers are expected to implement inclusive practices while working under conditions that limit their capacity to provide individualized support. In this context, time constraints and workload often lead educators to rely on more standardized teaching approaches, which tend to disadvantage students with executive functioning difficulties (Booth & Wickett, 2022). From this perspective, improving inclusion requires rethinking teaching design, focusing on approaches that are inclusive from the start and practical in real classroom contexts. This is particularly relevant for students with ADHD, who experience challenges related to attention, self-regulation, and information processing, especially in environments where repetitive and teacher-centered practices are still predominant. However, as Kröner et al. (2021) note, “many educators experience difficulties adapting their teaching methods to this new form of pedagogy; as a result, they often apply it inefficiently or incoherently” (p. 201).

In response to these challenges, this Master’s Dissertation proposes the design of a Learning Situation entitled “Finding my way”, aimed at students in the fourth year of Compulsory Secondary Education (4º ESO), a crucial stage in which significant academic and career decisions are made. The proposal for the EFL classroom addresses the specific educational needs of students with ADHD through the integration of active methodologies, adopting a student-centered approach that meaningfully connects learning with real-world contexts.

The intervention is grounded in meaningful tasks, structured peer interaction, and visual and organizational supports that foster both engagement and comprehension. It draws upon the principles of Universal Design for Learning (UDL), as outlined in the most recent CAST (2024) *UDL Guidelines,* version 3.0. This framework promotes inclusive and flexible learning environments by encouraging educators to provide multiple means of representation (the what of learning), multiple means of action and expression (the how of learning), and multiple means of engagement (the why of learning). These principles ensure that all learners can access, participate in, and progress through the learning process effectively (CAST, 2024).

1.1. Justification

Technological advancements have undoubtedly improved quality of life, yet the speed and intensity of these changes are accompanied by excessive individualism, competitiveness, and consumerism (De las Heras, 2017). In this complex 21st-century context, education faces the challenge of developing key competencies, with cooperative skills playing a central role in preparing students to navigate these demands (Johnson & Johnson, 2014a; OECD, 2021). As the OECD (2021) highlights, “students need to learn not only to think for themselves but also to work with others in increasingly diverse societies” (p. 5).

Active methodologies respond to this need by placing students at the center of learning, fostering experience-based engagement and peer interaction to promote both academic and social development (Huber, 2008; Fernández-Antolín et al., 2021). In this line, active learning environments have been shown highly effective as it “taps into students’ intrinsic motivation by providing them with ownership over their learning process” (Busnawir et al., 2025, p. 37), ensuring that learners act as “active constructors of knowledge rather than passive recipients” (Busnawir et al., 2025, p. 36). Among these methodologies, Cooperative Learning (CL) has demonstrated strong potential to enhance achievement and inclusion, replacing individualistic or competitive structures with stable collaborative practices that benefit all learners (Johnson & Johnson, 1999, 2014a, 2014b; Kagan & Kagan, 2009; Pujolás, 2012; Slavin, 2020). According to Gal et al. (2025), "collaborative learning environments provide the social scaffolding necessary for students with executive function deficits to thrive by distributing cognitive load across the peer group" (p. 102).

Effectively addressing classroom diversity is particularly urgent for students with Attention-Deficit/Hyperactivity Disorder (ADHD), who face challenges in attention, self-regulation, and information processing (American Psychiatric Association, 2015). According to Faraone et al. (2021), "the disorder, which starts in childhood or early adolescence and is more common in boys than girls, affects 5.9 % of youth and 2.8 % of adults worldwide" (p. 806). Secondary education contexts often exacerbate these challenges due to large class sizes, limited resources, and insufficient teacher training (Lozano, 2022; González et al., 2023). A lack of knowledge about ADHD can also contribute to stigmatization and reduced social inclusion, highlighting the importance of ongoing professional development in diversity and inclusive practices (Gallardo & Luque, 2025).

In this framework, teaching proposals that integrate active methodologies with inclusive principles are essential. Cooperative Learning, with its emphasis on positive interdependence, individual accountability, and promotive interaction, provides a powerful tool for engaging students with ADHD as recent studies by Van Ryzin et al. (2024) confirm that "structured cooperative interactions act as an external regulator for impulsive behavior, providing the predictability and role-clarity that ADHD learners require to remain on-task" (p. 358). Likewise, Project-Based Learning offers meaningful, contextualized experiences that increase motivation and allow flexible responses to diverse needs.

For these reasons, this Master's Dissertation is justified in designing a learning situation grounded in active methodologies, aimed at developing students' competences while fostering the genuine inclusion of learners with ADHD. The proposal seeks to improve not only academic outcomes but also social skills, self-regulation, and students' sense of belonging, which are critical for equitable and high-quality education.

1.2. Brief analysis of the state of the art

Although current educational policies, such as the Organic Law 3/2020, promote equity and inclusion, there is still a gap between policy and practice. As noted in educational research, inclusive systems frequently struggle to translate principles into effective methodologies in the classroom (Mezzanotte, 2020). Furthermore, current instructional practices often fail to address diversity because "many teachers have not been prepared in creative methods, so

what little innovation does appear in classrooms is patchy and unreliable" (Khotimah et al., 2026, p. 95). Many standard programs still "lean heavily on rote learning and high-stakes tests, leaving little room for students to experiment" (Khotimah et al., 2026, p. 93), which restricts the implementation of inclusive pedagogies adapted to the needs of ADHD students. Large class sizes, traditional lecture-based teaching, limited teacher training, and lack of adapted materials make it hard to meet diverse learning needs, leaving ADHD students often supported through reactive strategies (Ainscow, 2020; Booth & Wickett, 2022; Poza da Costa, 2023; Baluyot, 2024; Gallardo & Luque-De-la-Rosa, 2025; Kara et al., 2025; Moudatsaki et al., 2025).

Active methodologies, especially Project-Based Learning (PBL), have shown promise in increasing engagement. PBL encourages students to create, explore, and collaborate rather than passively receive content, which is particularly useful for ADHD learners (Debbie et al., 2017; Stoller et al., 2020; Sungkono, 2023; Huang et al., 2026). Teachers act as mentors, fostering motivation and a positive environment (Beckett & Slater, 2019; Almulla, 2020), while PBL also supports interpersonal skills, creativity, and critical thinking (Crespí et al., 2022; Sungkono & Ekaputra, 2023).

Cooperative Learning (CL) complements PBL by providing structured social support. Designed group tasks with positive interdependence and individual accountability help ADHD students engage and improve peer relationships, reducing social isolation (Johnson & Johnson, 2009; Gillies, 2016; Traver et al., 2022; Van Ryzin et al., 2025; Gal et al., 2025; Capodieci et al., 2019). Kagan's interaction strategies —the cooperative structures— further ensure equitable participation in diverse classrooms (Li & Lam, 2013; Correa-Gurtubay & Osses-Sánchez, 2022).

Finally, ICT tools aligned with Universal Design for Learning (UDL) provide visual and organizational scaffolds that reduce cognitive load and help ADHD students process and plan independently (Meyer et al., 2014; Griful-Freixenet et al., 2021; Pozza da Costa, 2023).

Overall, the recent literature demonstrates strong theoretical and empirical support for student-centered, inclusive methodologies. However, implementation in practice remains uneven, highlighting the need for well-designed, context-sensitive interventions. This study aims to contribute to this field by proposing an integrated approach combining PBL,

Cooperative Learning, and ICT to enhance inclusion, engagement, and interpersonal competence development for students with ADHD in the EFL classroom.

1.3. Objectives of the study

The main objective of this Master's Dissertation is to design an inclusive learning situation for students in the fourth year of Compulsory Secondary Education (4º ESO) that addresses the needs of learners with ADHD in the EFL classroom through the integration of Project-Based Learning (PBL), Cooperative Learning (CL), and Information and Communication Technologies (ICT). To achieve this aim, the following specific objectives are established:

1) To analyze the theoretical foundations of PBL and CL and their relation to inclusive and competency-based education in EFL classroom.
2) To identify the main cognitive, methodological, and contextual barriers that affect the inclusion and participation of students with ADHD in mainstream secondary EFL classrooms.
3) To develop a learning situation based on PBL based that integrates structured CL strategies, ICT tools, and inclusive support measures to promote communicative competence, learner engagement, collaboration, learner autonomy, and career awareness.
4) To design an assessment framework that combines formative, peer, self-, and summative assessment to evaluate students' learning, communicative competence, participation, and inclusion throughout the intervention.
5) To appraise the expected pedagogical implications of the proposed learning situation for promoting inclusive practices in the EFL classroom.

2. Literature review

A systematic search of academic literature was conducted using relevant keywords across multiple scholarly databases and search engines, including Dialnet, ERIC, Scopus, ORCID, Google Scholar, ProQuest, various high-impact educational journals, and the digital library of the Universidad Internacional de La Rioja (UNIR). The search process involved the use of specific keywords such as *cooperative learning*, *ADHD*, *EFL classroom*, and *project-based learning*, as well as combinations of terms like *cooperative learning and EFL* and *ADHD in EFL classroom* to refine results and ensure relevance. Beyond the initial identification of sources, a critical reading of selected articles was carried out, followed by a backward reference search through their bibliographies, which enabled the identification of additional key studies and contributed to building a comprehensive and up-to-date theoretical framework.

2.1. Inclusion of students with ADHD in mainstream education

One of the main challenges currently in contemporary education is responding effectively to student diversity, particularly in the case of learners with ADHD. According to the American Psychiatric Association (2013) and Thomas et al. (2015), ADHD affects approximately 5% of the child population, with more recent estimates suggesting higher prevalence rates. In secondary education, this reality is further complicated by contextual factors such as large class sizes, limited availability of specific resources, and insufficient teacher preparation to address diverse learning needs.

Ramírez (2025) defines ADHD as a "neuropsychiatric condition that affects a significant number of students in the classroom" (pp. 94–95). Beyond its clinical characteristics, the author highlights its educational implications, explaining that it "mak[es] it difficult for these students not only to participate in class but also to engage in all related activities" (Ramírez, 2025, pp. 94–5). According to the same author, ADHD is characterized by "difficulties with attention, hyperactivity, and impulsivity, which can create challenges both for the students who have it and for the teachers who seek to provide effective instruction" (Ramírez, 2025, p. 95).

These core characteristics are often associated with deficits in executive functioning, including difficulties with working memory, inhibitory control, and self-regulation, which directly impact students' ability to engage effectively in classroom tasks (American Psychiatric Association, 2022; Pozza da Costa, 2023). As a result, students with ADHD frequently experience challenges related to sustained attention, task completion, and academic performance in traditional instructional environments (Gal et al., 2025).

In the context of English as a Foreign Language (EFL), these challenges become even more evident. As Olmedo Bula Villalobos (2012) points out, students with ADHD often face additional barriers in English language learning contexts due to difficulties in maintaining attention, processing linguistic input, and completing communicative tasks, which may negatively affect both language acquisition and active participation in classroom interaction.

From an inclusive education perspective, several barriers hinder the effective participation of students with ADHD in mainstream classrooms. One of the most significant challenges identified, according to Luque De La Rosa (2025) is the lack of curricular and organizational adaptations within schools. In addition to institutional barriers, the literature highlights the importance of teachers' knowledge and attitudes toward ADHD. A lack of awareness and training among educators has been shown to negatively affect the implementation of inclusive strategies and the overall classroom climate (Lozano, 2022).

Gallardo et al. (2025) classify these barriers into three categories.

- Institutional barriers: related to the lack of curricular and organizational adaptations in schools (…)
- Attitudinal barriers: these barriers refer to a lack of awareness and knowledge about ADHD among teachers and peers (…).
- Methodological barriers: these barriers center on the lack of teaching strategies adapted to the needs of students with ADHD (…) (p.169-172).

Sanmartín and Alexandra (2020) noted that traditional teaching practices are often inadequate for these learners, highlighting the need for active learning methods, educational technologies, and personalized learning approaches.

The classroom environment also plays a fundamental role in student success. Piffner (2011) stresses that teacher–student relationships, classroom management, and instructional design significantly influence academic engagement and social integration.

To address these challenges, Debbie (2015) suggests strategies such as clear and concise instructions, breaking tasks into smaller units, using visual supports and establishing predictable routines. These strategies help reduce cognitive load and support attention regulation, thereby improving students' ability to engage in learning tasks. Similarly, organizational support such as assignment notebooks, checklists, and guided practice have been shown to enhance task management and academic performance.

In terms of instructional design, Pozza da Costa (2023) proposes specific guidelines for instructional design that respond to the cognitive and attentional needs of students with ADHD, emphasizing the use of visual, interactive, and well-structured materials to facilitate information processing and sustain attention. These recommendations are further supported by Gallardo Herrerías and Luque De La Rosa (2025), recommend incorporating colors, images, and diagrams to enhance attention and comprehension, as well as promoting active engagement through digital tools and hands-on activities, and educational applications, which foster student participation and motivation (Gallardo Herrerías & Luque De La Rosa, 2025; Pozza da Costa, 2023). These recommendations are particularly relevant in the EFL classroom, where comprehension and language production benefit from clear scaffolding, visual support, and meaningful interaction.

On the other hand, Debbie (2015) emphasizes that "students with ADHD often have the most trouble attending during drill-and-practice assignments because of the repetitive nature of the tasks" (p. 5). In response to this limitation, the implementation of structured, interactive and collaborative techniques in the EFL classroom —such as peer tutoring, structured group work, cooperative learning routines (e.g., Think-Pair-Share or Round Table), learning stations, strategic seating arrangements, and clearly defined roles— enhances active engagement and provides continuous feedback, which are essential for sustaining attention and supporting task completion in students with ADHD (Debbie, 2015).

Complementing this approach, PBL also contributes inclusion by situating language learning within meaningful, real-world tasks. Franco (2025) states that ABP "it is established as a comprehensive educational approach that prepares students to face the challenges of the 21st

century by integrating theory with practice and promoting deep, collaborative, and inclusive learning" (p. 3). However, their effectiveness depends on teacher training, resources, and careful instructional planning (Olmedo, 2011; Gallardo Herrerías & Luque De La Rosa, 2025).

Overall, the literature highlights that students with ADHD face significant cognitive, behavioral, and contextual barriers that affect their learning process. However, research consistently supports the effectiveness of structured, visually supported, and active methodologies, particularly within EFL contexts, where communication, interaction, and meaningful use of language are central. Cooperative learning emerges as a key inclusive strategy, as it combines structure, peer interaction, and shared responsibility, helping to reduce executive functioning demands while promoting engagement, motivation, and social integration.

The following section examines how the specific and key competences have been developed within this framework in an EFL classroom involving students with ADHD through the implementation of the active methodologies described above.

2.2. Development of key and specific competences in the EFL classroom

According to the Royal Decree 217/2022, a learning situation is defined as "situations and activities that involve students engaging in actions associated with key competencies and specific competences and that contribute to the acquisition and development of those competences" (p. 41574). Therefore, "it is not about teaching isolated concepts or units, but rather about creating a proactive and multifaceted classroom environment where students can build and apply their knowledge in contextualized situations" (Marrodán, 2023, p. 6).

In this regard, this learning situation is grounded in a competence-based approach promoting the integrated development of key competences through active methodologies such as Project-Based Learning (PBL) and Cooperative Learning (CL). These approaches are particularly effective in the EFL classroom, as they provide meaningful, contextualized, and socially mediated opportunities for language use. Importantly, they also respond to the cognitive and behavioral profile of students with ADHD, who benefit from structured, engaging, and interactive learning environments (Barkley, 2015; DuPaul & Stoner, 2014).

In the EFL classroom, this proposal contributes significantly to the development of the Linguistic Communication Competence (CCL), as students use English in authentic contexts to discuss future pathways, interpret job-related texts, and produce materials such as CVs or cover letters. The Digital Competence (CD) is also reinforced by using tools like Padlet or Canva, which support multimodal learning and increase engagement, an essential factor for maintaining attention in students with ADHD (Dörnyei, 2001). Additionally, the Personal, Social and Learning to Learn Competence (CPSAA) is fostered through reflection tasks, cooperative roles, and self-regulation strategies embedded in CL structures, which are key for supporting executive functioning (DuPaul & Stoner, 2014). Finally, the Entrepreneurship Competence (CE) is promoted as students design their Survival Future Toolkit, engaging in decision-making and problem-solving processes.

Regarding the specific competences of the EFL area, their development is enhanced through methodologies that explicitly support ADHD learners:

- **Specific Competence 2 (oral comprehension)** is developed through video-based tasks and peer presentations, where students identify key information and infer meaning. The use of audiovisual input combined with guided tasks supports attention and comprehension, as multimodal input has been shown to improve processing in learners with attention difficulties (Mayer, 2009).
- **Specific Competence 3 (written comprehension)** is fostered through the analysis of job advertisements and CVs. These tasks are structured and goal-oriented, which helps reduce cognitive overload and supports reading comprehension in ADHD students (DuPaul & Stoner, 2014).
- **Specific Competence 4 (oral production)** is promoted through discussions, cooperative tasks, and presentations. CL structures such as Think-Pair-Share reduce performance anxiety and provide rehearsal opportunities, which are especially beneficial for students who struggle with impulsivity and organization (Gillies, 2016).
- **Specific Competence 5 (written production)** is addressed through scaffolded tasks such as CV advice cards and toolkit creation. Breaking down writing into manageable steps supports planning and organization, key difficulties in ADHD (Barkley, 2015).
- **Specific Competence 6 (oral and written interaction)** is continuously developed through cooperative structures (e.g., Round Table, Jigsaw), which promote negotiation

of meaning and peer support. Research shows that structured interaction improves both language acquisition and on-task behavior in students with ADHD (Gillies, 2016).

- **Specific Competence 7 (oral and written mediation)** is present when students reformulate and adapt information for their toolkit. This process fosters deeper cognitive processing and aligns with higher-order thinking skills, which can be enhanced through guided collaborative tasks.

A key element of this proposal is the incorporation of learning stations, which allow task rotation, short time frames, and varied activities, which help maintain attention and reduce fatigue. According to Tomlinson (2014), differentiated instruction through stations supports diverse learning needs by providing flexibility and choice. Moreover, research indicates that structured, movement-based and varied activities improve engagement and self-regulation in students with attention difficulties (DuPaul & Stoner, 2014). This aligns with the principles of Universal Design for Learning (UDL), which advocate for multiple means of engagement and representation (CAST, 2011; CAST, 2024).

In the following section, a more detailed examination of these methodologies, their characteristics, and their benefits in the classroom is provided, beginning with project-based learning.

2.3. Active methodologies

2.3.1. Project-Based Learning

Project-Based Learning (PBL) is a student-centered active learning methodology in which the students "work independently to produce a final project that they will present to their classmates; therefore, it is the students themselves who will have to solve the various problems that arise throughout the project" (Pérez, 2022, p. 9). In this context, according to Vélez et al. (2025), PBL "has established itself as an effective strategy for promoting inclusion, by focusing on active student participation, the development of critical thinking, and collaboration in real-world settings. This methodology allows for differentiated teaching and facilitates the integration of students with diverse educational needs" (p. 318).

The theoretical foundation of PBL is closely aligned with constructivist learning theories, which emphasize the active role of learners in knowledge construction. As noted by Cross (1978),

“when students learn actively, they learn more than when they are passive recipients of instruction” (p. 4). Similarly, Bransford et al. (2000) and Vygotsky (1978) highlight the importance of social interaction, engagement, and meaningful experiences in the learning process. In this sense, PBL promotes deeper understanding by situating learning within authentic and relevant contexts. This is particularly advantageous for students with ADHD, as structured, hands-on, and socially interactive tasks can help sustain attention and reduce disengagement, while promoting meaningful language use in EFL settings (Cedillo & Argudo et al., 2024).

García (2020) defines PBL as a methodological strategy that involves:

> (…) design and planning that implements a set of tasks based on solving questions or problems (challenges), through a process of inquiry or creation carried out by students who work relatively autonomously and with a high level of engagement and cooperation, culminating in a final product presented to others (dissemination) (p. 11).

Research has shown that this methodology can improve not only academic achievement but also key transversal skills such as motivation, collaboration, and self-regulation (Bell, 2010; Thomas, 2000). Moreover, Busnawir et al. (2025) state that “unlike conventional teaching methods, which often emphasize isolated content knowledge, PBL encourages active exploration, interdisciplinary thinking, and real-world application” (p. 36).

These benefits are particularly relevant for learners with ADHD, who often require structured yet flexible learning environments that promote autonomy while supporting self-regulation processes. As Thomas (2000) defines it, Project-Based Learning consists of:

> complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (p. 1).

Nevertheless, to be considered an effective instance of PBL, the model must be grounded in five fundamental principles that define its pedagogical approach: centrality, a driving question, constructive investigation, autonomy, and realism (Thomas, 2000). First, projects should be central to the curriculum rather than supplementary activities, since “the project is the central teaching strategy; students encounter and learn the central concepts of the

discipline via the project" (Thomas, 2000, p. 3). Furthermore, learning should be driven by meaningful questions that engage students with core disciplinary concepts while involving them in "a constructive investigation" through inquiry, problem solving, and knowledge construction (Thomas, 2000, pp. 3–4). Another essential principle is student autonomy, as projects are "not, in the main, teacher-led, scripted, or packaged" and provide learners with greater responsibility and choice than traditional instruction (Thomas, 2000, p. 4). Finally, PBL should promote realism by focusing on "real-life challenges where the focus is on authentic (not simulated) problems or questions" (Thomas, 2000, p. 4), enabling students to connect classroom learning with authentic contexts.

Throughout both the process and the final product, PBL promotes the use of the foreign language in written and oral production and interaction. It creates "purposeful opportunities for language input, language output and explicit attention to language-related features" (Stoller, 2006, p.32). This makes it particularly valuable in language learning contexts, as it provides authentic communicative situations and meaningful use of language. Recent studies in EFL classrooms confirm that PBL enhances students' communicative competence, motivation, and engagement by integrating language use with real-world tasks and collaborative inquiry (Chen & Yang, 2019; Torres & Rodríguez, 2022).

According to Fernández (2017), the essential elements of this methodology include "meaningful content that requires critical thinking (problem solving, collaboration, and communication), inquiry, organization around an open-ended question, autonomous work, acceptance of responsibility, evaluation and reflection, and an audience during the presentation of their work" (p. 474). These elements are consistent with an educational approach where students "actively construct their understanding by working with and using ideas" (Siregar & Pane, 2024, p. 739), allowing them to "master core material while building critical, team, self-management, and creative skills" (Khotimah et al., 2026, p. 94). In addition, as González-Monteagudo and León-Sánchez (2020) point out, PBL is an "organizational and curricular proposal of a flexible nature" (p. 28) that addresses diversity and promotes "inclusive democratic participation" (p. 28).

Furthermore, recent studies confirm that PBL is a "an effective strategy for promoting inclusion by focusing on student engagement, the development of critical thinking, and collaboration in real-world settings" (Zambrano Vélez et al., 2025, p. 317). By implementing

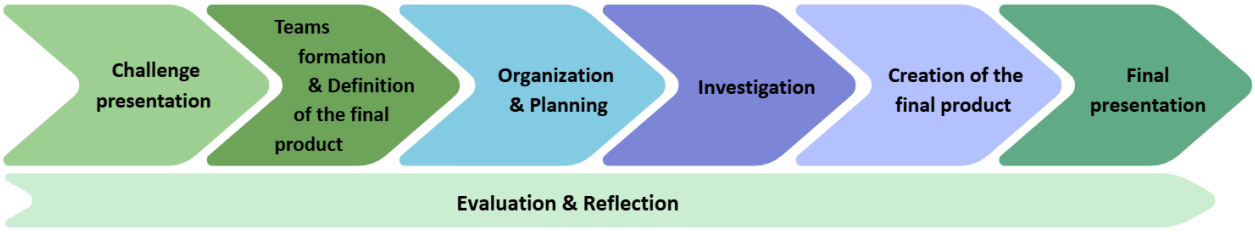
this methodology, educators can ensure they are "fostering critical thinking, creativity, collaboration, communication, and self-directed learning", which effectively "prepares students to navigate and shape an increasingly complex world" (Busnawir et al., 2025, p. 38).

At this point, it is important to understand the essential elements of Project-Based Learning (Fernandez, 2017, p. 474):

- Meaningful content: Learning objectives are derived from the subject's learning standards and key competencies.
- Requires critical thinking: Problem-solving, collaboration, and various forms of communication are needed to answer the project's driving question. Students must listen to their peers, express ideas clearly, work in teams, read different materials, and communicate in multiple formats. These are the so-called 21st-century skills.
- Inquiry is essential, as well as the need to create something new. Students must ask questions, seek answers, and reach conclusions.
- It is organized around an open-ended question.
- Students learn to work autonomously and take responsibility, increasing their engagement in the learning process.
- It includes a process of assessment and reflection.
- It involves an audience and a public presentation of the work, which contributes to student motivation.

Regarding the phases that make up this methodology, they can be summarized as shown in the Figure 1 bellow:

Figure 1. *Phases of PBL.*



Source: Based on Fernández (2017). *Aprendizaje Basado en Proyectos: elementos esenciales y fases*.

While Project-Based Learning provides the overall pedagogical framework, its effective implementation requires structured interaction among students. Therefore, the proposed learning situation has been designed by taking into account both the phases of Project-Based Learning described by Fernández (2017) and the core principles of PBL identified by Thomas (2000), ensuring alignment between the theoretical framework and the instructional design. This need for structured student interaction is addressed through Cooperative Learning, which is presented in the following section.

2.3.2. Cooperative Learning

Cooperative Learning (CL) is a pedagogical strategy based on collaboration among students (in small groups) to achieve shared goals and optimize their learning. This methodology is grounded in "positive interdependence, individual accountability, face-to-face interaction, the development of interpersonal and small-group skills, and group processing" (Johnson et al., 1994, p. 6).

Juárez et al. (2018, p. 203) add that "according to Johnson et al. (2014), there must be interaction among the following five elements: positive interdependence among team members, promotive face-to-face interaction, individual accountability of each member, training in interpersonal skills in small groups, and group evaluation." Likewise, Domingo (2008) states:

> Cooperative learning enables students to work independently and assume responsibility for their own learning process. It also promotes the development of critical reasoning skills and facilitates the ability to write clearly. (…) It further fosters the development of civic skills, such as engaging in dialogue, adopting multiple perspectives, making judgments, and acting collectively on matters of common interest, as well as developing leadership skills, among others. (p. 233)

Slavin (2015) reinforces the importance of structure by arguing that "group goals and individual accountability are the two essential elements for the success of cooperative learning" (p. 23). Without individual accountability, the "social loafing" effect often observed in traditional group work can alienate students with learning difficulties, such as ADHD, who may be perceived as a liability by their peers.

From a cognitive perspective, the effectiveness of CL has been widely supported by empirical research. For instance, Kyndt et al. (2013) demonstrate through meta-analytic evidence that cooperative learning consistently outperforms competitive and individualistic instructional models across diverse educational contexts. Their research indicates that CL's efficacy is rooted in "elaborative rehearsal", which allows students articulate, explain, and negotiate meaning with peers, thus facilitating deeper cognitive processing and retention. Furthermore, Hattie (2023) reports an effect size of $d = 0.59$ for cooperative learning, asserting that it is particularly powerful when applied to "complex, conceptual material where peer-mediated feedback can bridge the gap between initial confusion and eventual mastery" (p. 211). In inclusive EFL contexts, this peer-mediated support becomes especially valuable for students with ADHD, as it combines cognitive scaffolding with social interaction, enhancing both language development and sustained participation.

Beyond its impact on academic achievement, cooperative learning also plays a crucial role in students' social and civic development. Johnson et al. (1994) argue that it "helps establish positive relationships among students" while fostering their "social, psychological, and cognitive development" (p. 3). These characteristics make cooperative learning particularly valuable in diverse and inclusive classrooms, where interaction and mutual support are essential for meaningful participation.

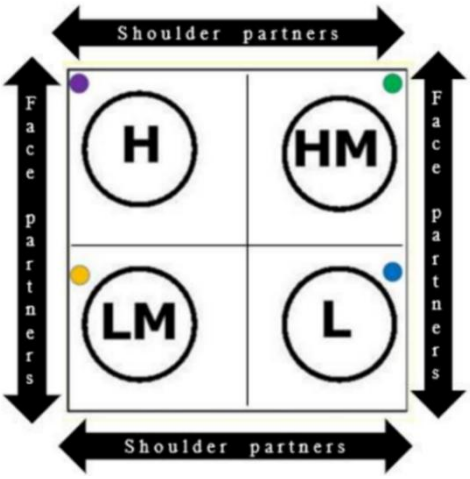
Similarly, Domingo (2008) maintains that cooperative learning encourages learners to become more autonomous by assuming greater responsibility for their own learning, while simultaneously strengthening critical thinking and written communication skills. In addition, research suggests that students who learn collaboratively tend to participate more actively in the learning process, as cooperative learning structures encourage them to engage with both the learning content and their classmates in constructing knowledge (Cuseo, 1996). As Domingo (2008) further explains, cooperative learning "facilitates the participation of all students, unlike other instructional approaches that often involve only a limited number of students who eventually dominate the session" (p. 232). Likewise, it "promotes the development of oral communication skills, since the fear of speaking in public experienced by many students may hinder the development of their oral expression" (Domingo, 2008, p. 233, author's translation).

The benefits of cooperative learning extend beyond the classroom and contribute to the development of transferable competencies. In this regard, Juárez (2018) observes that it "fosters the development of key competencies sought after in the workplace, such as leadership, critical thinking, communication, teamwork, task delegation, decision-making, conflict resolution, and coordination within multidisciplinary teams" (p. 204).

To achieve these educational and social benefits, cooperative learning must be carefully structured rather than simply implemented through group work. As Kagan and Kagan (2009) explain, effective Cooperative Learning Structures (KLS) are based on four essential principles, commonly known as PIES: positive interdependence (P), individual accountability (I), equal participation (E) and simultaneous interaction (S). Together, these principles ensure that all students contribute actively, assume responsibility for their own learning, and interact meaningfully with their peers.

Consequently, the way students are grouped and the roles assigned within each team become fundamental to the success of the methodology. As Johnson et al. (1994) explicitly warn, merely placing students together does not guarantee genuine cooperation, since "not all groups are cooperative groups" (p. 6). In fact, poorly structured group work may lead to pseudo-learning situations in which students compete or disengage rather than collaborate. For this reason, according to Spencer Kagan (2009), the classroom is organized into heterogeneous groups of four students. Li (2013) adds these groups "which contain a low (L), low-medium (LM), medium-high (MH), and high (H) ability student in each group (…) based on their unit test performance" (p. 128). Figure 2 illustrates this distribution, which ensures that each member contributes differently to the task while benefiting from the support of their peers.

Figure 2. *Cooperative structures***.**



Source: Li, M. et al. (2013). Cooperative learning.

Moreover, Johnson et al. (1994) add that teachers must actively structure key elements such as interdependence, accountability, and interaction, as these determine whether a group becomes genuinely cooperative or remains a traditional group with limited collaboration.

Kagan's (1989) cooperative learning structures provide a practical framework for achieving this, as they organize classroom interaction through clear, repeatable formats that promote engagement, participation, and peer support. These structures are particularly valuable in language learning contexts, as they create multiple opportunities for students to use the target language in meaningful and communicative situations.

To facilitate their implementation, the following table summarizes several key cooperative learning structures used in this proposal:

Table 1. *Cooperative structures.*

STRUCTURE NAME		DEFINITION
	**Round Robin**	Students take turns sharing ideas in sequence within a group.
	**Round Table**	Students collaboratively write responses by passing a paper around the group.
	**Rally Robin**	Pairs alternate quick oral responses, promoting fluency and active listening.

	**Carousel feedback**	Groups rotate to review and give feedback on other teams' work or within pairs of the same group.
	**Think, Pair, Share**	Students first reflect individually on a question, then discuss their ideas with a partner, and finally share them with the class.
	**Jigsaw**	Each student becomes an "expert" on one part of a topic and then teaches it to their group members.
	**Numbered Heads Together**	Each student in a group is assigned a number. After discussing a question collaboratively, the teacher calls a number and the corresponding student answers on behalf of the group.

Source: author's elaboration (2026) based on Kagan (1989).

Moreover, these cooperative structures also function as a classroom management strategy, as their predictable and organized format keeps students actively engaged and reduces off-task behavior. This is particularly beneficial in inclusive classrooms, where clearly defined roles and interaction patterns help ensure that all students —including those with attention or learning difficulties— can participate meaningfully. With these theoretical foundations in mind, the next section focuses on their practical application.

3. Intervention proposal

This intervention proposal is framed within the current regulatory framework established by the Royal Decree 217/2022, which defines the curriculum and key competences for Compulsory Secondary Education in the Valencian Community: Linguistic Communication (CLC), Digital Competence (DC), Personal, Social and Learning to Learn Competence (PSLTC), and Entrepreneurship Competence (EC). Within this framework, the proposal also addresses the specific competences for English as a Foreign Language established in the Decree 107/2022, fostering the development of oral and written comprehension (SC2, SC3), oral and written production (SC4, SC5), interaction (SC6), and mediation (SC7) through meaningful, contextualized, and communicative learning activities. In addition, the Decree 104/2018 has also been considered, as it establishes the principles of an inclusive education system and ensures equity, equal opportunities, and the participation and progress of all students

All teaching materials, resources, and scaffolding tools used during the implementation are compiled in a Padlet (Annex A), which students also have access to. This digital board functions as a central learning hub, allowing learners to consult instructions, resources, and examples at any time, thereby promoting autonomy, organization, and digital competence.

3.1. Aims of the proposal

The following section defines the general and specific objectives of the proposal, guiding its development and serving as a basis for assessing its implementation and effectiveness in the EFL classroom.

3.1.1. General objective

By the end of this learning situation, students will be able to use English to communicate in real-life situations related to their future academic and professional pathways by researching, developing, and presenting a final project, in order to promote meaningful language use, collaboration, and reflection on their personal and professional goals.

3.1.2. Specific objectives

- To comprehend, interpret, and analyze oral and written texts related to vocational training, employment opportunities, and professional documentation (e.g., CVs, cover letters, and job advertisements).
- To produce and present written and oral texts in English to communicate information, express ideas and opinions, and discuss future academic and professional aspirations.
- To interact and collaborate effectively with peers during group tasks and project-based activities, contributing actively to the achievement of shared objectives and the development of the final project.
- To develop digital and reflective skills by using ICT tools to research information, create project materials, and evaluate their own learning process and future career interests.

3.2. Educational context and target group

This teaching proposal is implemented in a state secondary school located in Almàssera (València). It is a one-line school, meaning there is only one group per level. Although the school occasionally works with projects, this is mostly limited to subjects such as Technology. In the English classroom, lessons are traditional, with limited use of group work or digital tools like tablets.

The target group is a class of 4th year of Compulsory Secondary Education (4º ESO), consisting of 24 students aged 15–16. The group is quite mixed in terms of language level, motivation, and learning pace. Some students are confident and participate actively, while others need more support, especially when it comes to speaking and staying focused. In addition, five students have ADHD, which makes it especially important to provide clear structure, varied activities, and opportunities for active engagement.

The proposal is aligned with the B1 level of the CEFR; however, it is important to note that many students have previously failed English in 3rd year, which places their actual proficiency closer to an A2–B1 level. This variability has been considered in the design of tasks, which are scaffolded to ensure accessibility while still promoting progression towards B1 competence.

In this context, the introduction of PBL and CL represents a methodological shift. Students are not fully accustomed to working collaboratively, assuming roles, or using digital tools for

learning. For this reason, the proposal incorporates clear guidelines, scaffolded tasks, and structured interaction patterns to ensure accessibility for all learners, especially those with attention difficulties.

3.3. Timing

The learning situation is developed across eight 55-minute sessions, as established in the Resolution of 22 July 2024 (p. 68). The implementation takes place at the end of the academic year, specifically from 29 April to 21 May, after the school's Literary Week. This timing has been intentionally selected to align the project with the end-of-term assessment period, while also allowing students to complete the process before the final evaluation of the course, when vocational training application periods are still open.

The group has three English sessions per week; however, one of these sessions is regularly delivered by the conversation assistant, focusing on oral communication activities. For this reason, the project is mainly developed during the remaining weekly English sessions, ensuring continuity while also integrating communicative practice through the assistant-led lessons.

The following infographic provides an overview of the project timeline, summarizing each session by its title and corresponding PBL phase, and showing the progression from the initial presentation to the final product.

Figure 2. *Timeline.*



Source: author's elaboration (2026).

3.4. Methodology of the proposal

This learning situation is grounded in the theoretical framework presented in Chapter 2 and translates its pedagogical principles into classroom practice. More specifically, the proposal combines Project-Based Learning (PBL), Cooperative Learning (CL) and Information and Communication Technologies (ICT) to create an inclusive learning environment in which students actively construct knowledge through meaningful communicative tasks. Rather than applying these approaches independently, they are integrated into a coherent methodological framework where each fulfils a complementary function: Project-Based Learning provides the overall structure of the intervention, Cooperative Learning organizes classroom interaction, and ICT tools support inquiry, collaboration and the creation of the final product.

The methodological design also responds to the specific characteristics of the target group described in Section 3.2. Since students are not accustomed to working through active methodologies, the proposal incorporates progressive scaffolding, clearly structured routines and continuous teacher guidance to facilitate the transition from teacher-centered instruction to greater learner autonomy. At the same time, these organizational strategies contribute to reducing cognitive demands and promoting participation among students with ADHD.

As discussed in Section 2.3.1, the project has been designed according to the core principles of Project-Based Learning identified by Thomas (2000), while its implementation follows the sequence of phases proposed by Fernández (2017). Likewise, classroom organization is based on Kagan's (2009) cooperative learning model, which structures teamwork through heterogeneous grouping, clearly defined roles and cooperative interaction structures. The following sections describe how these methodological decisions have been implemented throughout the learning situation.

3.4.1. PBL principles and phases

As discussed in Section 2.3.1, Project-Based Learning constitutes the methodological backbone of this proposal because it allows language learning to take place through meaningful tasks connected to students' real lives. In this case, the project addresses a question that is especially relevant for fourth-year secondary students, namely how to prepare for their future academic and professional pathways. This authentic context

encourages students to use English with a clear communicative purpose while developing both linguistic and transversal competences.

The learning situation has been designed according to the five core principles of PBL identified by Thomas (2000), while its classroom implementation follows the sequence of phases proposed by Fernández (2017). This combination ensures coherence between the theoretical framework presented in Chapter 2 and the practical organization of the intervention.

First, the principle of centrality is reflected in the fact that the project is not conceived as an additional classroom activity but as the core of the teaching and learning process. All grammatical contents, vocabulary, communicative tasks, cooperative activities, assessment procedures and the final product are integrated into the project, ensuring that curricular objectives are achieved through its development rather than alongside it.

Secondly, the proposal is organized around a driving question —How can I prepare myself for life after secondary school and make informed decisions about my future?— which guides the inquiry process from the first to the last session. This question provides coherence to the project and encourages students to connect classroom learning with future personal decisions and reflect on future academic and professional pathways.

The third principle, constructive investigation, is reflected in the different inquiry activities carried out throughout the project. Rather than receiving information passively, students analyze authentic job advertisements, explore vocational education programs, compare professional opportunities and investigate the skills required in today's labor market. These activities require learners to search for information, discuss alternatives, evaluate sources and reach conclusions collaboratively.

Regarding the fourth principle, student autonomy, although the teacher provides ongoing guidance and support, students gradually take on the responsibility of organizing their work, making decisions about the contents of their toolkit, selecting digital resources, and dividing responsibilities within their teams. This gradual transfer of responsibility is particularly beneficial for students with ADHD, as autonomy is developed within a structured and predictable environment.

3.4.2. Classroom management

Classroom organization follows the cooperative learning model presented in Section 2.3.2, where structured interaction is considered an essential condition for meaningful collaboration. Consequently, students work in heterogeneous teams of four, following Kagan's (2009) recommendations. Each group combines learners with different academic achievement levels, learning profiles and personal strengths, creating opportunities for peer support and shared responsibility.

Within each team, students are assigned specific cooperative roles, including coordinator, secretary, spokesperson and timekeeper. These responsibilities help distribute tasks equitably, promote individual accountability and ensure that all members actively participate throughout the project. Roles are clearly explained and maintained during each phase of the intervention so that students become familiar with their responsibilities and gradually develop collaborative skills.

Classroom interaction is further organized through a range of cooperative structures previously described in Section 2.3.2, including Think-Pair-Share, Round Robin, Round Table, Jigsaw and Numbered Heads Together. These structures establish predictable participation routines that encourage every student to contribute while reducing passive participation. From an inclusive perspective, this level of organization is particularly beneficial for students with ADHD, as clearly defined expectations, structured interaction and peer support help maintain attention, reduce impulsive behavior and facilitate sustained engagement throughout classroom activities.

3.4.3. Resources

The proposal combines both digital and physical resources to support language learning, collaboration and inclusion. As highlighted in the literature review, ICT should not simply be understood as technological tools but as pedagogical resources that facilitate access to information, organization and communication while reducing cognitive demands for learners who require additional support.

The central resource of the project is the Padlet created specifically for this learning situation (Annex I), which functions as a digital learning hub where students can access instructions, examples, templates, useful links and project materials at any stage of the intervention. This

shared workspace allows learners to review information independently whenever necessary, promoting both autonomy and self-regulation.

Other digital resources include Canva and Genially for designing the final product, Milanote for organizing ideas during the inquiry process and Classroomscreen to display classroom routines, visual timers, daily objectives and step-by-step instructions. In addition, authentic websites such as LinkedIn, Indeed and InfoJobs allow students to explore real academic and professional opportunities while developing their Digital Competence (CD).

Alongside these tools, the proposal includes a variety of physical resources, such as teacher-designed worksheets, learning stations, visual organizers, role cards and assessment rubrics, which provide guidance and structure during each stage of the project. Combining digital and analogue resources makes the learning process more accessible and flexible, allowing students to work in different ways and supporting the participation of all learners, particularly those with ADHD.

3.4.4. Inclusion

The methodological design incorporates structured and predictable strategies that are particularly supportive for students with ADHD. The following strategies are implemented in order to help reduce cognitive overload, support self-regulation, and maintain attention by providing clear routines and expectations:

- Use of visual supports (board agenda, IBL presentation, digital timer via Classroomscreen, Padlet).
- Clear and structured instructions. Task segmentation with guided step-by-step scaffolding.
- Alternation of focused work periods with brief movement-based or dynamic tasks.
- Heterogeneous grouping following Spencer Kagan with assigned cooperative roles.
- Use of real-life, meaningful and project-based tasks to increase motivation.
- Learning stations to structure work into short, varied and manageable activities.

3.5. Sessions and activities sequence

Table 2. *Session 1: My future starts now.*

<table>
<tr><td>SESSION 1 – My future starts now</td><td colspan="2">PBL Stage: Presentation, team formation and product definition</td></tr>
<tr><td colspan="3">General objective

Understand the project challenge and identify personal interests related to future careers.

Specific objectives

• Recall prior knowledge about jobs, studies and careers.
• Explain the project goal, final product and expected outcomes.
• Describe personal interests and link them to possible professions using simple structures.
• Share initial ideas and prior knowledge about FP and the labor market.</td></tr>
<tr><td colspan="3">Content

• Grammar: Present Simple “I want to be…” structures.
• Vocabulary: jobs, interests, skills, labor market, giving opinions.</td></tr>
<tr><td colspan="3">Resources

Padlet (Annex A), IBL presentation, Classroomscreen, Milanote, observation checklist.</td></tr>
<tr><td colspan="2">Assessment

Formative assessment:

• Teacher observation checklist assessing students' participation, interaction in cooperative groups, use of English to express ideas, understanding of the project challenge, and initial engagement with future career planning.</td><td>Competences

• Key: CCL, CPSAA, CE, CD.
• Specific: SC4, SC5, SC6.</td></tr>
</table>

Inquiry questions

How can I prepare myself for life after secondary school and make informed decisions about my future? What do we need to succeed in the future? What do we already know about FP and jobs?

Timing	Part of the lesson	Description of the activity
5 min	**Warm-up**	The teacher asks: How do you feel about your future after secondary school? What worries or motivates you? Students think individually and share in pairs (Think-Pair-Share).
10 min	**Vocabulary activation**	The teacher asks: What words come to your mind when you think about FP, jobs or your future? In mixed-ability groups, students create a word cloud with vocabulary related to jobs, studies, future, labor market and skills. Each student adds one idea in turn (Round Table), then groups classify words into categories
5 min	**Guided input**	Some groups share their Wordcloud. The teacher collects unknown vocabulary and builds a shared language resource (Padlet).
15 min	**PBL inquiry task**	The teacher presents the main inquiry question: How can I prepare myself for life after secondary school and make informed decisions about my future? Each group creates a digital mind map in Milanote answering the previous questions, including ideas such as CVs, job searching, FP options, internships, skills and personal goals. Students work with roles: writer, speaker, organizer, timekeeper.
10 min	**Sharing ideas**	Each group presents two ideas. Students listen and add one new useful idea from another group to their own map. The teacher collects unknown vocabulary (Padlet).

10 min	**Project launch**	The challenge is revealed: students will create a Job Survival Toolkit to help you make informed decisions about their future. Teams are formed with mixed abilities and interests

Source: author's elaboration (2026).

Table 3. *Session 2: Rules for success.*

SESSION 2 – Rules for success	**PBL Stage: Organization & Planning**
General objective Understand rules, obligations and expectations in academic and workplace contexts to plan the project. **Specific objectives** • Identify and classify modal verbs expressing obligation, permission and advice). • Explain similarities and differences between school and workplace rules. • Use modal verbs to describe requirements for FP studies and jobs. • Plan and organize the structure and sections of the final toolkit collaboratively.	
Content • **Grammar:** modal verbs (must, have to, can, can't, should, be allowed to). • **Vocabulary:** rules, obligations, permission, workplace, school, requirements.	
Resources Padlet (Annex A), IBL presentation, reading worksheet, Classroomscreen, mind map, observation checklist.	
Assessment **Formative:** • **Teacher observation checklist** assessing active participation in pair and group discussions, correct	**Competences** • **Key:** CCL, CE. • **Specific:** SC4, SC6.

use of comparative structures and vocabulary related to vocational pathways, collaboration within the group, completion of collaborative tasks, and responsible fulfilment of cooperative roles	

Inquiry questions

How is school similar to a workplace? What rules exist in workplaces? What do I have to do to study an FP course? What requirements are needed? What information should our toolkit include?

Timing	Part of the lesson	Description of the activity
5 min	**Warm-up**	The teacher asks: How is school similar to a workplace? What rules exist in both places? Students compare prompts: *At school we have to... / At work we have to...* (Think-Pair-Share).
15 min	**Grammar inquiry**	Students read a short text about workplace etiquette and coworking rules, identifying modal verbs such as *must, have to, can, can't, should and be allowed to* (Pairs check). Through guided questioning, students infer the meaning of obligation and permission.
10 min	**Controlled practice**	In teams, students classify some statements into obligation, prohibition, permission and advice (Numbered Heads Together).
15 min	**PBL Planning**	Groups decide what sections their Job Survival Toolkit should include and create a checklist of information to investigate. Then, using the mind map from the previous session, they decide sections needed in their toolkit (Round Robin).

10 min	**Groups organization**	Groups assign roles: coordinator, technical manager, secretary, spokesperson, and create a simple project checklist. Students also begin defining their inquiry questions for the next sessions.

Source: author's elaboration (2026).

Table 4. *Session 3: Skills for the real world.*

<table>
<tr><th colspan="2">Session 3 – Skills for the real world</th><th>PBL Stage: Investigation</th></tr>
<tr><td colspan="3">General objective

Identify and evaluate personal and professional skills required in the labor market.

Specific objectives

• Identify key soft and hard skills for different professions.
• Describe jobs using relative clauses and appropriate adjectives.
• Design a professional skills profile for a selected career pathway.</td></tr>
<tr><td colspan="3">Content

• Grammar: relative clauses, adjectives for skills
• Vocabulary: soft skills, hard skills, employability, teamwork, communication</td></tr>
<tr><td colspan="3">Resources

Padlet (Annex A), IBL presentation, Classroomscreen, exit ticket, observation rubric.</td></tr>
<tr><td colspan="2">Assessment

Formative assessment:

• Teacher observation checklist assessing participation in learning stations, use of English to communicate strengths and employability skills,</td><td>Competences

• Key: CCL, CPSAA, CE, CD.
• Specific: SC2, SC5, SC6.</td></tr>
</table>

application of modal verbs, collaboration, and completion of tasks. • **Self-assessment (exit ticket):** students reflect on the new skills or knowledge acquired, identify the most challenging activity, and explain how the lesson contributes to their future career goals.	

Inquiry questions

What skills are important in today's jobs? What makes a good candidate? What qualities do employers expect? What skills do I have? What skills do I need?

Timing	Part of the lesson	Description of the activity
8 min	**Warm-up**	The teacher shows different job pictures and asks: What skills do these workers need? Students say adjectives such as organized, punctual, creative, confident, patient… to each job (Rally Robin).
12 min	**Video inquiry**	Students watch a good and a poor interview. In pairs, they complete a Do's and Don'ts chart: What makes a good candidate? What skills are important for these FP/jobs? Create a Tier list in pairs of the skills (Think-Pair-Share).
10 min	**Language focus**	Students work in pairs. One student secretly chooses a job and describes it using three relative clauses and two skills needed for the profession, while the partner listens and tries to guess the job. For example: *It is a job where you work at night sometimes, done by someone who helps doctors, and that requires to be a calm person under pressure (nurse).*
20 min	**PBL investigation**	Students discuss the career pathway they are interested in (or a related one), they discuss what skills are needed and create a skills profile for each. They answer: What

		skills are expected from them? What type of employee do companies want in this case? Teams create a Professional Skills Profile for their pathway (Jigsaw research). Students describe the ideal candidate for a job using target language. Groups upload their skills profile to the project space.
5 min	**Reflection**	Students complete an exit ticket: What skills do I already have? What skills do I need to improve?

Source: author's elaboration (2026).

Table 5. *Session 4: Exploring the job market.*

SESSION 4 – Exploring the job market	**PBL Stage: Investigation**
General objective Explore real job opportunities by analyzing labor market demands. **Specific objectives** • Identify different job search platforms and sources. • Interpret and extract key information from job advertisements. • Compare job offers based on requirements, salary and conditions. • Evaluate which job opportunities best match personal interests and goals.	
Content • **Grammar:** relative pronouns, comparative structures (more/less than, -er than). • **Vocabulary:** job ads, salary, contract, experience, requirements.	
Resources Padlet (Annex A), IBL presentation, Classroomscreen, tablets, observation checklist.	
Assessment	**Competences**

Formative assessment: • **Teacher observation checklist** assessing students' ability to discuss CVs and professional profiles, use of professional vocabulary, identification and correct use of modal verbs, collaboration during the planning of the final toolkit, and responsible participation. • **Self-assessment (exit ticket):** students reflect on the skills learned, identify the most useful strategy for writing professional documents, and evaluate their progress towards preparing their future toolkit.	• **Key:** CCL, CPSAA, CE, CD. • **Specific**: SC3, SC5, SC6, SC7.

Inquiry questions

Where can I work later? Where can people find jobs today? What does the labor market ask for? Which opportunities match my interests?

Timing	Part of the lesson	Description of the activity
5 min	**Warm-up**	The teacher asks: Where can I find jobs today? How do companies advertise vacancies? Students brainstorm websites and job search platforms such as InfoJobs, Indeed, LinkedIn (Round Table).
10 min	**Input task**	The teacher presents a sample job advertisement, and students analyze its elements and identify sections: title, requirements, salary, location, contract type (Think, Pair, Share).
5 min	**Language focus**	The teacher collects unknown vocabulary (Padlet).
15 min	**WebQuest**	Each student finds a real job offer related to their FP pathway using the previous websites.

10 min	**WebQuest: comparison**	In teams, students compare adverts, identifying similarities and differences in requirements, experience, salary and contract type: Which jobs ask for experience? Which pay more? Which offer internships? Which skills appear most? Would I apply for this job? *(*Rally Robin).
10 min	**Project notes**	Groups decide which sectors have more opportunities and record findings for the final product. Finally, students add their findings and conclusions to the Padlet Toolkit.

Source: author's elaboration (2026).

Table 6. *Session 5: Presenting myself professionally.*

SESSION 5 – Presenting myself professionally	**PBL Stage: Investigation**
General objective Understand how to present personal information effectively through CVs. **Specific objectives** • Identify the structure, purpose and types of CVs. • Compare different CV models and evaluate their effectiveness. • Use appropriate language to give advice on CV writing (should/shouldn't). • Design a CV advice guide for a specific career pathway.	
Content • **Grammar**: modals (obligation, permission, advice), relative clauses, comparatives. • **Vocabulary**: jobs, skills, CV language, adjectives of descriptions	
Resources Padlet, IBL presentation, Classroomscreen, reading worksheet (CV), tablets, exit ticket, observation rubric	

Assessment **Formative assessment:** • **Teacher observation checklist** assessing students' ability to discuss CVs and professional profiles, use vocabulary, identification and use of modal verbs, collaboration during the planning of the final toolkit, and responsible participation. • **Self-assessment (exit ticket)**: students reflect on the skills learned, identify the most useful strategy for writing professional documents, and evaluate their progress towards preparing their future toolkit.	**Competences** • **Key:** CCL, CPSAA, CE, CD. • **Specific:** SC3, SC5, SC6.
Inquiry questions What is a CV? Why is a CV important? Which CV is best for each situation? Why does presentation matter?	

Timing	Part of the lesson	Description of the activity
5 min	**Warm-up**	The teacher shows CV examples on screen. Students discuss: Which looks more professional? Which is easier to read? Then quick class feedback (Think-Pair-Share).
12 min	**Reading task**	Students compare three CVs (a standard CV, a blinded CV and an Europass CV) and identify differences, similarities and reflect about the purpose of each.
8 min	**Language focus**	The teacher highlights useful expressions and advice on language. Students transform notes into sentences using should / shouldn't. Example: *You should include relevant skills. You shouldn't use informal language*.

25 min	**Toolkit development**	Students return to their chosen VET pathway or future career option. They investigate: What skills, qualifications or experiences would employers expect in this field? Which CV format would be most suitable and why? Each team creates a short CV Advice Card for that pathway.
5 min	**Reflection**	Students complete an individual exit ticket about what they learned and what would be important in a CV for their future pathway.

Source: author's elaboration (2026).

Table 7. *Session 6: Challenge stations.*

SESSION 6 – Challenge stations	**PBL Stage: Learning stations and creation of the final product**
General objective Consolidate language knowledge and reflect on learning progress through collaborative tasks. **Specific objectives** • Recall vocabulary and grammar from previous sessions. • Use English actively in interactive and communicative tasks. • Identify strengths and areas for improvement through self-assessment. • Collaborate effectively to review and organize project content.	
Resources Padlet (Annex A), Classroomscreen, learning stations, tablets, observation checklist, exit ticket.	
Assessment **Formative assessment:**	**Competences**

• **Teacher observation checklist** assessing participation across learning stations, grammar use, completion of station tasks, collaboration with peers, and contribution to pair and group work**.** • **Self-assessment (exit ticket)**: students identify language learned, reflect on the station they found most challenging, and evaluate their confidence in applying the new language independently.	• **Key:** CCL, CPSAA, CD. • **Specific:** SC2, SC3, SC4, SC5, SC6.

Inquiry questions

What have we learned so far? What do I still need to improve?

Timing	Part of the lesson	Description of the activity
2 min	**Introduction**	The teacher explains how the learning stations work: six rotating stations, each with a timer and visual instructions on the table.
36 min	**Learning stations**	Students rotate through learning stations designed to consolidate vocabulary and grammar every 5 minutes: • Reading: read about two different professional profiles. • Memory: match as many cards as possible with a word, you will have 30 seconds per round. • Picture this: Take a picture without looking at it. Describe what you see in 6 sentences using the past tense. Exchange the description with your partner and draw in 2 minutes maximum. Then, reveal both the picture and the drawing to compare. • Taboo: get someone to guess a target word without using certain "taboo" words.

		• Text twist: order a text about teamwork as a professional skill. • Times up: answer as many questions correctly as possible in 30 seconds-turns.
12 min	**Creation time**	Teams revise everything collected so far and decide the final format of their toolkit (Padlet, Canva, guide, interactive board). They organize sections and distribute tasks: What is finished? What still needs improvement?
5 min	**Exit ticket**	Students reflect on their learning progress and identify areas for improvement before finalizing their product.

Source: author's elaboration (2026).

Table 8. *Session 7: Building the final Toolkit.*

SESSION 7 – Building the final Toolkit	**PBL Stage: Creation of the final product**
General objective Refine the final Job Survival Toolkit using appropriate professional language and format. **Specific objectives** • Analyze the structure and features of a formal cover letter. • Collaboratively design, edit and finalize the toolkit content. • Rehearse and improve oral presentation skills through peer feedback.	
Content • **Grammar**: formal expressions, modal verbs review. • **Vocabulary**: cover letter, application, professional language.	
Resources	

<table>
<tr><td colspan="3">Padlet, IBL presentation, Classroomscreen, reading worksheet (cover letter), tablets, observation checklist.</td></tr>
<tr><td colspan="2">Assessment

Formative assessment:

• Teacher observation checklist assessing active contribution to the final toolkit, appropriate use of professional language and formal expressions, revision and improvement of written accuracy, constructive feedback provided to peers, collaborative decision-making, and responsibility in assigned group roles</td><td>Competences

• Key: CCL, CE, CD.
• Specific: SC3, SC4, SC5, SC6.</td></tr>
<tr><td colspan="3">Inquiry questions:

How can we present ourselves professionally in writing? What is a cover letter? How can we make our final toolkit clear, attractive and useful for other students?</td></tr>
<tr><th>Timing</th><th>Part of the lesson</th><th>Description of the activity</th></tr>
<tr><td>7 min</td><td>Warm-up</td><td>The teacher shows two short application messages on screen: one informal (Hi, I want the job. Call me.) and one professional (Dear Sir/Madam, I am writing to apply for...). Students discuss in pairs: Which creates a better impression? Why? What language sounds more professional? (Think-Pair-Share).</td></tr>
<tr><td>13 min</td><td>Cover letter analysis</td><td>Students receive a mixed cover letter and reconstruct it in the correct order: greeting, reason for writing, personal qualities, availability, closing. Then they identify useful expressions and tone (Numbered Heads Together).</td></tr>
<tr><td>5 min</td><td>Language focus</td><td>The teacher highlights key expressions and teams add some advice a</td></tr>
</table>

25 min	**Final editting**	Teams revise all previous content, improve language accuracy, choose visuals and give final shape to the product they want to present. They ensure it answers the inquiry question and helps other students (Carousel feedback).
5 min	**Rehearsal**	Students practice short presentation parts and give feedback to teammates.

Source: author's elaboration (2026).

Table 9. *Session 8: Future fair.*

SESSION 8 – Future fair	**PBL Stage: Presentation**
General objective Present and evaluate the final project demonstrating communicative competence and critical thinking in the context of a Future Fair. **Specific objectives** • Present the final toolkit clearly and confidently to an audience.. • Apply appropriate communication strategies during oral interaction.. • Evaluate peer presentations using specific criteria. • Reflect on learning outcomes and future personal and academic goals.	
Content • **Grammar:** review structures (relative clauses, modals, comparatives) • **Vocabulary:** employability, skills, career pathways, professional language, give turns, give opinions.	
Resources	

Classroomscreen, peer feedback checklist, observation checklist, tablets, listening worksheet, exit ticket, final product, oral presentation rubric, Toolkit assessment rubric.

Assessment

Formative assessment:

- **Teacher observation checklist** assessing oral communication, interaction with the audience, teamwork, and presentation skills.
- **Peer assessment (collaborative assessment rubric**): students evaluate each group's academic content, use of English, creativity, collaboration, organization, and presentation quality, while providing constructive feedback.
- **Self-assessment (exit ticket)**: students reflect on what they learned about their future, which activity contributed most to their learning, and identify their next academic or professional goal.

Summative assessment:

- **Written production rubric** assessing the final *Job Survival Toolkit* (content, organization, language accuracy, vocabulary, visual design and task achievement).
- **Oral presentation rubric** assessing fluency, pronunciation, interaction, language use, organization, and communicative effectiveness.

Competences

- **Key:** CCL, CPSAA, CD.
- **Specific:** SC2, SC4, SC6.

Inquiry questions

How can we present ourselves professionally in writing? What is a cover letter? How can we make our final toolkit clear, attractive and useful for other students?

Timing	Part of the lesson	Description of the activity

5 min	**Preparation**	The teacher organizes presentation spaces and reminds students of speaking roles. Each group receives a feedback sheet. Every team is assigned one specific. While listening, students take notes: pathway, useful advice, key skills, strongest idea, one question. After each presentation, classmates may ask one or two questions.
30 min	**Fair presentations**	Each group presents their FP. Visitors complete a listening mission and ask questions to presenters.
10 min	**Carousel Feedback**	After all presentations, groups leave their toolkit on the table. Students rotate freely or in small groups around the classroom, observe the products closely and leave short written feedback on sticky notes or feedback forms. Then, students vote anonymously for: Most useful toolkit / Most creative toolkit / Clearest presentation / Most complete project.
5 min	**Final reflection**	Students complete an exit ticket: What did I learn about my future? Which project helped me most? What is my next step?

Source: author's elaboration (2026).

3.6. Assessment

3.6.1. Learning assessment

Within this learning situation, assessment is conceived as a continuous and integrated process, aligned with the Decree 107/2022 and the Royal Decree 217/2022, and clearly differentiated into formative and summative purposes. It is structured into three complementary stages: initial assessment, continuous formative assessment, and final summative assessment. Together, these stages allow the teacher to identify students' prior

knowledge, monitor their learning throughout the project, and evaluate the achievement of the intended learning outcomes.

3.6.1.1. Initial assessment

Initial assessment takes place during Session 1, before students begin the project. Its purpose is to identify learners' prior knowledge about academic and professional pathways, their interests, and their communicative competence in English. Evidence is gathered through the initial Think-Pair-Share discussion, collaborative brainstorming activities, and the teacher's observation checklist (Annex F). The information collected helps adapt the level of scaffolding and classroom support, particularly for students with ADHD.

3.6.1.2. Formative assessment

Continuous formative assessment is embedded throughout all eight sessions. The teacher systematically collects evidence using observation checklists (Annex F), which focus on participation, collaboration, use of English, task completion, and responsibility within cooperative groups.

In addition, self-assessment is incorporated through exit tickets in Sessions 3, 5, 6 and 8 (Annex G). These short reflection tasks encourage students to identify what they have learned, recognize difficulties, and monitor their own progress, promoting autonomy and self-regulation.

Peer assessment is introduced during Session 8 through a collaborative assessment rubric (Annex H), allowing students to evaluate their classmates' projects by considering criteria such as content, language use, creativity, collaboration and presentation. This activity also develops critical thinking and the ability to provide constructive feedback. The combination of teacher assessment, self-assessment and peer assessment provides continuous feedback that allows the teacher to adjust instruction whenever necessary while helping students become more aware of their own learning process.

3.6.1.3. Summative assessment

Final summative assessment takes place in Session 8 and focuses on the two final products developed throughout the project: the Job Survival Toolkit and its oral presentation. Both products are assessed through analytic rubrics (Annexes C and D), which ensure transparency,

consistency and alignment with the learning objectives, competences and assessment criteria established for the learning situation.

Consequently, the final grade reflects students' achievement of the learning outcomes while the formative assessment process supports learning throughout the implementation of the project.

3.6.2. Assessment of the proposal

After implementing this learning situation, several conclusions can be drawn regarding both its strengths and the difficulties encountered throughout the process. The evaluation of the proposal focuses on two complementary dimensions: its effectiveness in achieving the intended learning outcomes and its feasibility for implementation in a regular EFL classroom. Overall, the experience was positive and allowed students to develop not only their linguistic competence in English but also other key skills such as collaboration, digital literacy, and career awareness. Nevertheless, the implementation also revealed a number of challenges that should be considered in future editions of the project.

Regarding its effectiveness, students were generally motivated when working on the Job Survival Toolkit, especially because they understood its practical purpose. As the sessions progressed, many of them became more involved in group work and showed greater responsibility within their teams. The use of formative assessment, particularly exit tickets as self-assessment tools, helped students become more aware of their learning. This was especially useful for students with ADHD, as it provided them with a clear structure to reflect and stay focused. In addition, peer assessment in the final sessions encouraged students to listen to each other and provide constructive feedback.

In terms of language, there was a noticeable improvement in both written and oral production. Working step by step towards a final product helped students organize their ideas, and the oral presentation gave them a meaningful opportunity to use the language.

Another particularly valuable outcome was the development of digital competence. Although it is often assumed that young people are more proficient in technology, the project revealed that many students were familiar with digital devices mainly for entertainment purposes rather than for research or academic use. Throughout the learning situation, they learned to use tools such as Google Drive, Google Docs, Padlet, Canva, and Genially. Consequently,

students acquired practical skills that may be useful not only in their academic life but also in future professional contexts.

Regarding its feasibility, the implementation also highlighted several practical difficulties. One of the main challenges stemmed from the fact that students were not accustomed to working within a cooperative learning framework. Their previous educational experiences had been largely based on more traditional methodologies, where students worked individually, desks remained arranged in rows, and classroom dynamics were mainly teacher-centered. Therefore, adapting to cooperative structures, group roles, and shared responsibilities required more time and guidance than initially anticipated.

This lack of familiarity was also reflected in the use of formative assessment tools. For instance, exit tickets were introduced as a means of encouraging reflection and self-assessment at the end of each session. However, during the first weeks, many students either forgot to complete them or filled them in hastily while preparing to leave the classroom. Rather than interpreting this as a lack of interest, it seems more appropriate to understand it as part of a broader adaptation process. Students were simultaneously learning how to work collaboratively, manage digital tools, assume group roles, and reflect on their own learning, which represented a significant methodological shift from what they were accustomed to.

Furthermore, several organizational and technical issues affected the pace of the project. A considerable amount of time was often spent rearranging the classroom furniture to facilitate group work. Although this may seem like a minor issue, over the course of several sessions it resulted in a noticeable loss of instructional time. On the other hand, while these devices facilitated access to information and supported collaborative work, they also generated distractions. Since there was no classroom management software available to monitor students' activity, some learners occasionally accessed websites or applications unrelated to the lesson. Furthermore, some students did not have active email accounts, while others encountered restrictions caused by parental control applications such as Family Link. Solving these issues required additional time and led to delays in the planned sequence of activities.

It was also observed that students needed more time to complete the final product and to prepare their oral presentation with confidence. Adding an extra session focused on refining their work and rehearsing the presentation would likely improve the final outcomes.

Finally, due to time limitations, some tasks had to be completed at home. For example, the analysis of model cover letters was assigned as homework in order to maintain the project timeline. Thus, it would be beneficial to encourage students to briefly discuss and agree on task distribution before leaving the classroom, ensuring better continuity in their work.

Overall, the proposal can be considered effective in promoting students' linguistic development, collaboration, digital competence, and career awareness, while also proving feasible for implementation in a regular EFL classroom. Nevertheless, its feasibility would be enhanced by allowing additional time for cooperative learning routines, technical preparation, and rehearsal of the final presentation.

4. Discussion

The implementation of this learning situation has provided an opportunity to explore how Project-Based Learning (PBL) and Cooperative Learning (CL) can contribute to a more inclusive EFL classroom, particularly for students with ADHD. Although the intervention was carried out within a specific educational context and over a limited period of time, the experience offers several insights that can be interpreted in relation to the theoretical framework presented in Chapter 2. Rather than merely describing the implementation, this discussion examines the expected educational outcomes of the proposal, compares them with previous research, and considers the pedagogical implications that emerge from its implementation.

From a pedagogical perspective, the integration of PBL and CL appears to respond effectively to the cognitive and behavioral characteristics commonly associated with ADHD. The structure of the learning situation —organized into sequenced sessions with clear objectives, scaffolded tasks, and a meaningful final product— provides students with predictable routines while promoting active participation. These characteristics are expected to improve students' engagement, classroom participation, and confidence when using English in authentic communicative situations. This expectation is consistent with previous studies highlighting that learners with ADHD benefit from structured learning environments combined with active participation and meaningful tasks (Pozza da Costa, 2023; Gal et al., 2025). Likewise, the use of an authentic project centered on students' future academic and professional pathways reflects the principles of PBL described by Thomas (2000), Beckett and Slater (2019), Almulla (2020), and Busnawir et al. (2025), who argue that real-world projects foster motivation, learner autonomy, and the development of 21st-century competences.

Moreover, the incorporation of CL represents one of the most significant contributions of the proposal. Unlike traditional teacher-centered instruction, in which students frequently work individually, this learning situation requires learners to collaborate through structured cooperative roles and interaction patterns. The gradual familiarization with cooperative dynamics observed during the implementation reflects a realistic classroom scenario, as students were not initially accustomed to working collaboratively. The need to repeatedly model and reinforce interaction patterns suggests that, although Cooperative Learning is beneficial, its effectiveness depends on explicit instruction and sustained practice. This

interpretation supports the work of Johnson and Johnson (2009), Gillies (2016), and Kagan and Kagan (2009), who emphasize that positive interdependence and individual accountability must be intentionally developed. Similarly, recent studies by Van Ryzin et al. (2025) and Gal et al. (2025) suggest that structured peer interaction can improve both social participation and behavioral regulation among students with ADHD. Therefore, this intervention is expected to strengthen collaborative skills, increase equal participation within groups, and reduce passive engagement during classroom activities.

5. Conclusions

This Master's Dissertation was developed in response to the need to promote more inclusive practices in the EFL classroom, particularly for students with ADHD, who often find it difficult to participate fully in more traditional teaching environments. To address this issue, the study combined a review of the literature with the design and implementation of the learning situation “Finding my way”, integrating PBL, CL, and ICT into a single proposal. Taken together, both the theoretical framework and the classroom experience suggest that the objectives established at the beginning of the study have been successfully achieved.

The literature review confirmed the educational value of active methodologies for promoting inclusion, meaningful language learning, and competency development. At the same time, implementing the proposal made it possible to examine how these principles work in practice. Throughout the intervention, students progressively became more involved in collaborative work, used English in authentic communicative situations, and developed not only their linguistic competence but also skills related to teamwork, digital literacy, autonomy, and career awareness. Likewise, the assessment process, which combined formative, peer, self-, and summative assessment, encouraged students to reflect on their own learning while providing continuous feedback throughout the project.

The implementation also offered valuable insights beyond the expected learning outcomes. One of the main challenges was not the project itself but the methodological change it represented. Since students were not used to working through cooperative structures or taking an active role in their own learning, they initially required more guidance and support than anticipated. However, as the sessions progressed, they became increasingly confident with the classroom routines, collaborative roles, and assessment strategies. This experience highlighted that the success of active methodologies depends not only on careful planning but also on giving students enough time to adapt to new ways of learning.

Overall, this study supports the idea that inclusion is more effective when it is embedded in the design of the learning process rather than addressed through isolated adaptations. The experience gained through the implementation of this proposal shows that meaningful projects, structured cooperation, appropriate scaffolding, and continuous assessment can help create learning environments where all students have genuine opportunities to

participate and learn. Although every classroom has its own characteristics and challenges, this intervention provides a practical example of how active methodologies can contribute to making EFL teaching both more inclusive and more meaningful.

6. Limitations and further research

While this intervention proposal has been carefully designed to respond to the needs of students with ADHD in the EFL classroom, it is important to acknowledge some limitations that also open the door to further reflection and improvement.

One of the main aspects to consider is the heterogeneity of ADHD as a learning profile. Although the proposal considers common characteristics such as attention difficulties, need for structure, and active engagement, it is based on a generalized perspective. In reality, every pupil with ADHD has specific needs, which may be influenced by factors such as motivation, the need for other adjustments (for example, those who also have dyslexia) or emotional development. For this reason, future research could explore how this type of intervention might be adapted in a more personalized way to better respond to different learner profiles. Nevertheless, such personalization should also be considered in light of the practical constraints of mainstream classrooms, including limited planning time and available educational resources.

Furthermore, it would also be beneficial to extend some sessions in order to explore the practical aspects of the project in greater depth. For example, incorporating simulation activities—such as mock job interviews, guiding students in drafting their own CVs, or designing fictitious job vacancies for which they can apply—would enrich the learning experience. This type of task would not only improve language skills but also enhance students' sense of purpose and engagement.

In addition, the timing of the intervention also plays a role. As it is designed to be implemented during the last term of the academic year, the focus on grammar is mainly oriented towards revision rather than the introduction of new content. This allows more emphasis on vocabulary, functional language, and interaction, which are key elements of communicative competence. However, it might be worth reconsidering this balance in future adaptations. For instance, dedicating a specific session to revisiting key grammatical structures through dynamic activities, and then applying them in the following session within the project, could provide a more balanced approach. Alternating between form-focused instruction and communicative practice may strengthen overall language development.

Looking ahead, future research could build on this proposal by exploring the impact of these types of interventions in greater depth, particularly in relation to students' engagement, communicative competence, and their sense of involvement in the learning process. It would also be valuable to examine how the inclusion of more experiential and career-oriented tasks influences students' motivation and perception of English as a meaningful and useful subject. Overall, these limitations do not diminish the value of the proposal; rather, they highlight its potential for further development and adaptation in real classroom contexts.

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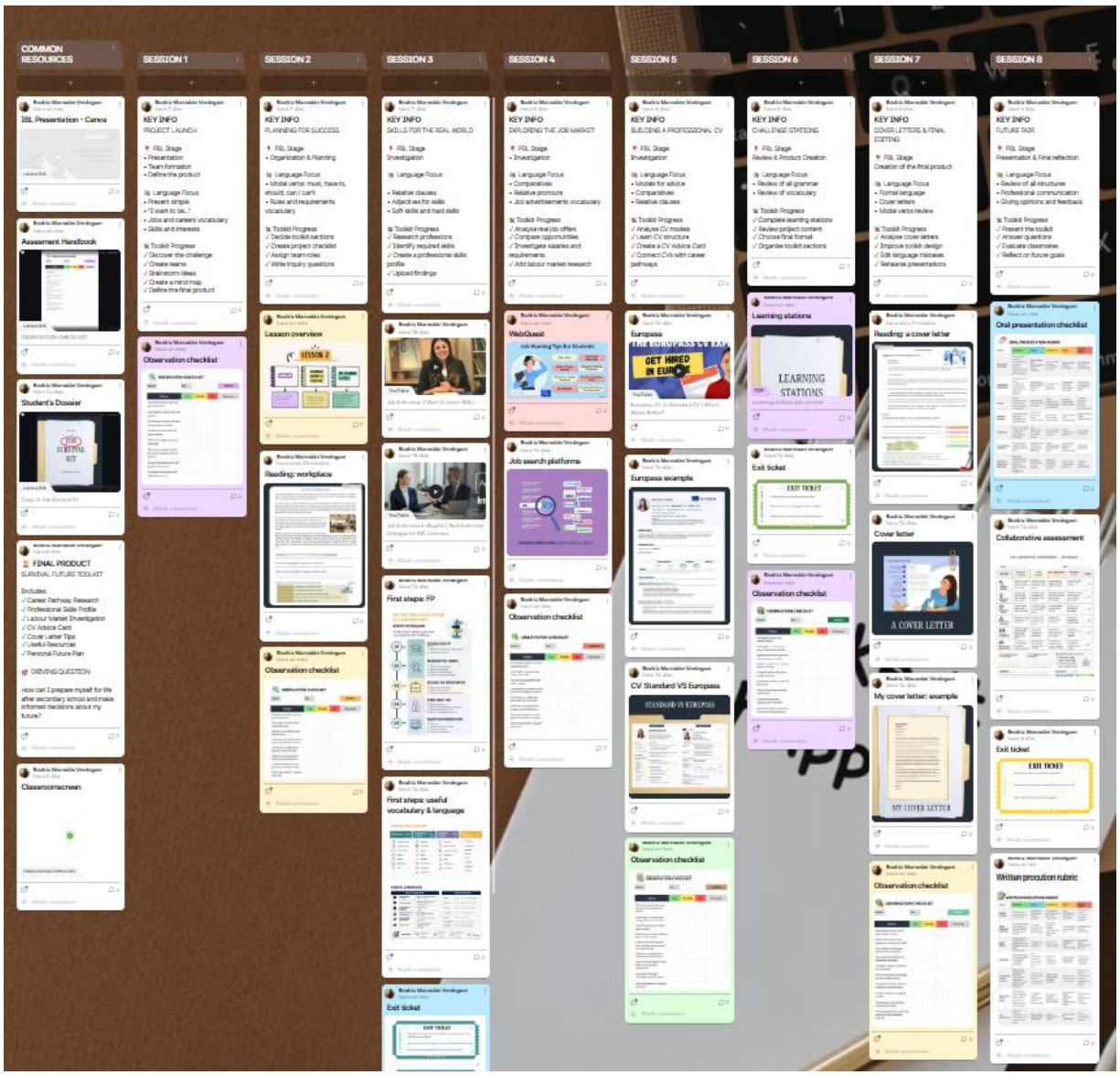
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Annexes

A. Padlet "Finding my way": a general overview

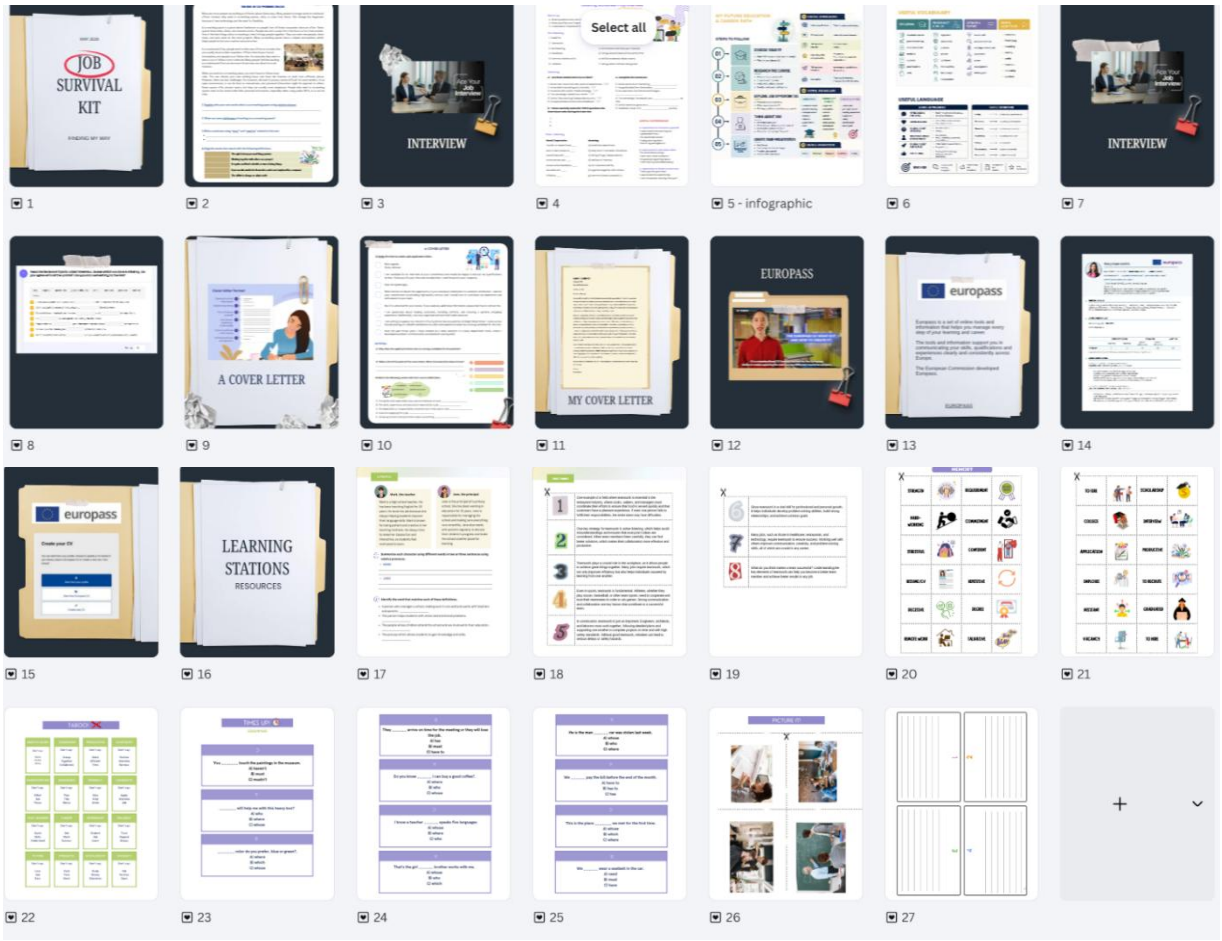
Figure 3. *Padlet hub "Finding my way".*



Source: author's elaboration (2026). https://padlet.com/bmv1619/fining-my-way-i1xr0iqs1jqcmsh1

B. Toolkit overview

Figure 4. *Toolkit overview.*



Source: author's elaboration (2026). https://canva.link/nqbccrz2dolp9hc

C. Rubric oral presentation (oral production)

Figure 5. *Oral production rubric.*



ORAL PRESENTATION RUBRIC

Criteria	5 Excellent	4 Good	3 Satisfactory	2 Basic	1 Needs Improv.
Content and knowledge	Demonstrates excellent knowledge of the vocational pathway, research process, Survival Job Kit, and reflections.	Demonstrates good knowledge with minor omissions.	Demonstrates adequate knowledge of the topic.	Demonstrates limited knowledge.	Demonstrates very poor understanding.
Organization & Cohesion	Presentation has a clear introduction, development, and conclusion; ideas flow logically.	Presentation is well structured with minor issues.	Presentation is generally organized.	Presentation lacks clear organization in some parts.	Presentation is disorganized and difficult to follow.
Fluency	Speaks confidently and naturally with very few pauses or hesitations.	Speaks clearly with occasional hesitation.	Some hesitation but communication is maintained.	Frequent pauses affect communication .	Constant hesitation prevents effective communication
Grammar accuracy	Uses grammatical structures accurately with very few errors.	Minor errors that do not affect communication .	Some errors but meaning remains clear.	Frequent errors affect understanding.	Errors seriously hinder communication .
Vocabulary	Uses a wide range of topic-specific vocabulary accurately and effectively.	Uses appropriate vocabulary with some variety.	Uses sufficient vocabulary for the task.	Limited vocabulary and repetition.	Very limited vocabulary.
Pronunciation & Clarity	Pronunciation is clear and easily understood at all times.	Generally clear with minor pronunciation difficulties.	Mostly understandable despite some errors.	Pronunciation frequently affects understanding.	Difficult to understand.
Interaction (response to questions)	Responds confidently and appropriately to questions, demonstrating active engagement.	Responds appropriately to most questions.	Responds adequately with some support.	Has difficulty responding to questions.	Unable to respond appropriately.

Source: author's elaboration (2026).

D. Rubric final product (written production)

Figure 6. *Written production rubric.*



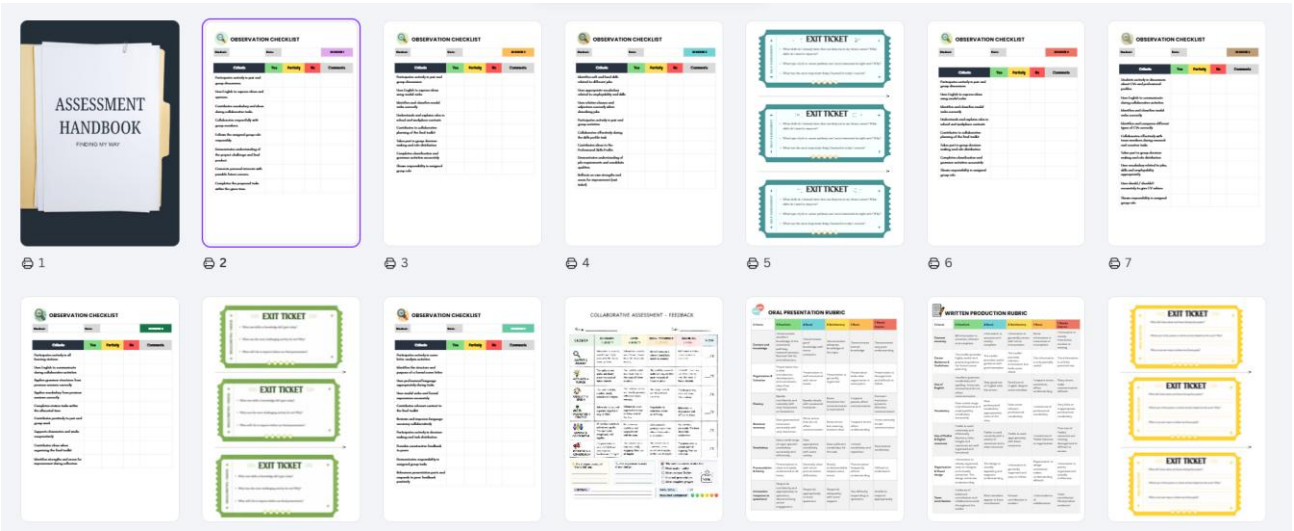
WRITTEN PRODUCTION RUBRIC

Criteria	5 Excellent	4 Good	3 Satisfactory	2 Basic	1 Needs Improv.
Content accuracy	All information is accurate, relevant and complete.	Information is accurate and mostly complete.	Information is generally correct with minor inaccuracies.	Some information is inaccurate or incomplete.	Information is mostly inaccurate, unclear or missing.
Career Guidance & Usefulness	The toolkit provides highly useful and practical guidance for future career planning.	The toolkit provides useful guidance with good examples.	The toolkit provides relevant information but lacks some detail.	The information is only partially useful.	The information is of little practical use.
Use of English	Excellent grammar, vocabulary and spelling. Errors are minimal and do not affect communication.	Very good use of English with few errors.	Good use of English despite some mistakes.	Frequent errors sometimes affect understanding.	Many errors make communication difficult.
Vocabulary	Uses a wide range of professional and employability vocabulary accurately.	Uses professional vocabulary appropriately most of the time.	Uses some relevant professional vocabulary.	Limited use of professional vocabulary.	Very little or inappropriate professional vocabulary.
Use of Padlet & Digital resources	Padlet is used creatively and effectively. Sections, links, images and resources are well organised and functional.	Padlet is used correctly with a variety of resources and a clear structure.	Padlet is used appropriately with basic resources.	Limited use of Padlet features or organisation.	Poor use of Padlet; resources are missing, disorganised or difficult to access.
Organisation & Visual design	Information is clearly organised, easy to navigate and visually attractive. The design enhances understanding.	The design is visually appealing and supports understanding.	Information is generally organised and easy to follow.	Organisation or design sometimes makes understanding difficult.	Information is poorly organised and visually ineffective.
Team contribution	Evidence of balanced contribution and collaborative work throughout the toolkit.	Most members appear to have contributed.	Uneven contribution is evident.	Little evidence of collaboration.	Team contribution (final product evidence)

Source: author's elaboration (2026).

E. Teacher assessment handbook

Figure 7. *Teacher assessment handbook.*



Source: author's elaboration (2026). https://canva.link/t99j22a7dylditl

F. Observation checklist example

Figure 8. *Observation checklist example.*



OBSERVATION CHECKLIST

Student:		Date:		SESSION 7

Criteria	Yes	Partially	No	Comments
Participates actively in cover letter analysis activities				
Identifies the structure and purpose of a formal cover letter				
Uses professional language appropriately during tasks				
Uses modal verbs and formal expressions accurately				
Contributes relevant content to the final toolkit				
Reviews and improves language accuracy collaboratively				
Participates actively in decision-making and task distribution				
Provides constructive feedback to peers				
Demonstrates responsibility in assigned group tasks				
Rehearses presentation parts and responds to peer feedback positively				

Source: author's elaboration (2026).

G. Exit ticket example

Figure 9. *Exit ticket example.*



Source: author's elaboration (2026).

H. Collaborative assessment rubric

Figure 10. *Collaborative assessment.*

COLLABORATIVE ASSESSMENT - FEEDBACK

Group: _____ Date: _____

CRITERIA	EXCELLENT 4 POINTS	GOOD 3 POINTS	NEEDS IMPROVEMENT 2 POINTS	BEGINNING 1 POINT	SCORE
CONTENT & ACCURACY	Information is accurate, complete and highly relevant to the chosen career pathway.	Information is mostly accurate and relevant. Minor details may be missing.	Some information is relevant, but it lacks details or accuracy.	Information is limited, unclear or mostly inaccurate.	___/4
USEFULNESS & PURPOSE	The toolkit is very useful and clearly meets the needs of future students.	The toolkit is useful and meets most of the needs of future students.	The toolkit is somewhat useful but may not fully meet the needs of future students.	The toolkit is not very useful and does not meet the needs of future students.	___/4
CREATIVITY & DESIGN	The toolkit is highly creative, visually attractive and original.	The toolkit is creative and visually appealing with some original elements.	The design is simple and shows limited creativity.	The design is very basic and shows little creativity.	___/4
ORGANIZATION & STRUCTURE	Information is very well organized, logical and easy to follow.	Information is well organized and easy to follow most of the time.	Organization is sometimes unclear or confusing.	Information is disorganized and difficult to follow.	___/4
TEAMWORK & COLLABORATION	All members contribute actively and equally. The team works exceptionally well together.	Most members contribute and cooperate well with the team.	Some members participate more than others. Collaboration is inconsistent.	Few members participate. The team shows little collaboration.	___/4
PRESENTATION & COMMUNICATION	The presentation is clear, confident and very engaging. Excellent use of English.	The presentation is clear and mostly engaging. Good use of English.	The presentation is sometimes unclear or not very engaging. Limited use of English.	The presentation is unclear and not engaging. Poor use of English.	___/4

⭐ The strongest aspect of this toolkit was:

_____
_____
_____

🔧 One suggestion to make it even better:

_____
_____
_____

🎯 This toolkit deserves a vote for:

- ☐ Most useful Toolkit
- ☐ Most creative Toolkit
- ☐ Clearest presentation
- ☐ Most complete project

VOTE

COMMENTS: _____
_____
_____

TOTAL SCORE: _____ / 24

TEAM SELF-ASSESSMENT:

Source: author's elaboration (2026).

I. Learning station example: memory game

Figure 11. *Learning station: memory game.*



Source: author's elaboration (2026).