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Healthy Habits, Fluent Minds:

A Future Classroom Lab Proposal for EFL Teaching

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“La Escuela de estos tiempos convulsos se muestra a la sociedad como un lugar contradictorio, como aula o como jaula, como espacio abierto para el aprendizaje y el conocimiento, o como mazmorra para mantener a los jóvenes anclados a la tradición, preservados ante las amenazas del futuro tecnológico, alejados del esnobismo progre y del liberalismo salvaje”.

— Toni Solano, *Aula o Jaula*

ABSTRACT

This dissertation aims to explore the characteristics of the Future Classroom Lab and analyze the implications that might arise from its implementation in the design of a lesson proposal. Educational systems are continually evolving to meet the demands of contemporary society, while classrooms have remained unchanged since the 19th century. However, the Future Classroom Lab initiative offers an alternative flexible learning space designed on the grounds of the development of 21st-century skills and the integration of technology in the classroom. Therefore, the lesson proposal has been designed considering the current educational legislation and a real-life school setting to assess the applicability of the Future Classroom Lab in the Spanish educational landscape. Additionally, the proposal comprises other significant elements related to the learning-teaching process of English as a Foreign Language and the integration of the Sustainable Development Goals.

Keywords: 21st-century skills, active learning, Future Classroom Lab, healthy habits, learning space.

RESUMEN

El presente trabajo explora las características del Aula del Futuro y analiza su implementación en el diseño de una propuesta didáctica. Pese a la constante evolución de los sistemas educativos para responder a las demandas de la sociedad actual, las aulas no han experimentado ningún cambio desde el siglo XIX. No obstante, la iniciativa del Aula del Futuro ofrece un espacio de aprendizaje flexible diseñado en función del desarrollo de las competencias del siglo XXI y de la integración de la tecnología en el aula. De este modo, la propuesta didáctica ha sido diseñada teniendo en cuenta la legislación educativa vigente y un contexto educativo real con el objetivo de evaluar la implementación del Aula del Futuro en el marco educativo español. Asimismo, la propuesta considera otros elementos relacionados con el proceso de enseñanza-aprendizaje del inglés como lengua extranjera y con la integración de los Objetivos de Desarrollo Sostenible.

Palabras claves: aprendizaje activo, Aula del Futuro, competencias del siglo XXI, espacio de aprendizaje, hábitos saludables.

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1. Introduction

The 21st-century society is constantly evolving and adapting to rapid technological progress and socioeconomic transformation. Correspondingly, education has assumed the responsibility of preparing society for such prompt advancements by adopting a much more flexible and pragmatic approach. The current educational paradigm is characterized by being student-centered and adopts a competence-based approach, prioritizing the needs of the students and the development of the skills required in what is known as the knowledge economy.

Despite the significance of these educational reforms, the reality for the majority of students and teachers in Spain is that classrooms are still being designed for a 19th-century educational approach, forcing students to remain seated at their desks for hours while they listen to the teachers. Therefore, teachers are forced to "juggle" the specific educational requirements established by the legislation and the global trends with a classroom that is detrimental to the evolution of education. However, this urgent need for change has motivated the creation of flexible learning spaces that encourage innovation and the development of 21st-century skills, such as the Future Classroom Lab (FCL).

The FCL is an initiative of the European Schoolnet that aims to revolutionize the learning space according to the current educational needs by creating a learning lab that integrates all these elements into a multifunctional classroom. The FCL is an open space divided into six learning zones that correspond to diverse contemporary skills (investigate, create, develop, interact, present, and exchange), where technology is thoroughly integrated and differentiated learning is encouraged by offering a flexible and comfortable environment.

Given the contemporary nature of the initiative and its current relevance, the dissertation seeks to analyze the characteristics of the FCL and its impact on the learning-teaching process by designing a lesson proposal for English as a Foreign Language (EFL) for a group of 1st year of Bachillerato students. In particular, the proposal has been designed based on the FCL located in Colegio La Milagrosa y Santa Florentina (Valladolid), in order to identify the possible challenges that might be faced in a real educational setting. Hence, the lesson proposal titled *Food 4 Thought* will explore the topic of nutrition and healthy habits in line with the Sustainable Development Goals and foster the development of communicative language competences.

2. Justification

The present dissertation stems from the disparity between the current idealized conception of education and the reality encountered daily in the classrooms. While governments and global institutions are promptly reforming their educational policies to respond to the demands of our society, schools have remained largely unchanged from a structural and pedagogical perspective.

The accelerated technological advancements and economic transformations have shaped the education of the 21st century into an education of the "future", an education that prepares today's students for the challenges of tomorrow's society. For instance, 21st-century education prioritizes the development of valuable skills over the memorization of decontextualized knowledge, shifting from a "learning by heart" to a "learning by doing" or "learning to learn" framework. Despite this evolution, the use of textbooks and examinations remains a dominant feature in the structure of many syllabi, indicating a continued reliance on traditional pedagogical approaches.

Analogously, contemporary education has emphasized the role of the students as its central element, adopting a more active approach in the learning-teaching process; therefore, teachers should guide them and provide the necessary resources and knowledge. However, classrooms maintain the same structure that was established 200 years ago, in which students are seated in rows and the teachers overwhelm them with facts and information. Teachers are applying the current educational guidelines and preparing students for the 21st century in classrooms that were designed for the 19th century. Although schools strive to overcome this obstacle by adapting their learning spaces, they usually lack the resources and the technology necessary to achieve today's educational goals.

This disparity motivated the FCL initiative, which offers a learning space designed with the specific purpose of adapting the classroom to the current educational needs. In the FCL, students are able to develop their skills in an open space that integrates technology and enhances the flexibility of the learning-teaching process. The FCL initiative has gained popularity in the last decade and numerous schools have decided to create their own FCL-inspired spaces. Regardless of this expansion, its applications in real-life educational scenarios are still limited due to the reduced number of studies that focus on the implementation of projects in the FCL and its impact on the learning-teaching process.

2.1. Objectives of the project

Considering the current educational paradigm, the dissertation aims to explore the extent in which the FCL could be adopted in a real educational context throughout the development of a lesson proposal for EFL teaching. Consequently, the dissertation's focus was centered around the achievement of the following objectives.

Firstly, in order to understand how the FCL aims to transform the traditional classroom design, it would be necessary to determine the role of the space as an educational agent, thus describing the learning space and its pedagogical influence, as well as analyzing its evolution throughout the centuries until the development of the FCL. Subsequently, the FCL will be described thoroughly, considering its origin, the main objectives of the initiative, the design of the FCL itself, and the distribution of the six learning zones, to obtain a detailed image and determine its implications.

Secondly, the FCL will be considered for the design of a lesson proposal with the purpose of determining the degree in which this learning space could be adopted in a Spanish educational setting, taking into consideration essential aspects such as the elevated ratios of the groups, the limited resources in schools, or the measures regarding the attention to diversity. Additionally, the lesson proposal will assess the adaptability of the FCL in the educational legal framework and its different levels of concretion. Despite not being implemented, the lesson proposal will define the pedagogical and organizational challenges that teachers would face if they were to design a proposal for the FCL.

3. Theoretical framework

3.1. Where does learning occur?

The term *classroom*, as clear as it might seem, underlines a concept that has shaped the evolution of education and that has been subject of discussion over the last centuries. Its formal definition, "a room in a school or college where groups of students are taught" (Cambridge University Press, n.d.), focuses strictly on the physical space where learning occurs, associating it with a specific place (Thomas, 2010). However, this traditional conception of the classroom as a room full of aligned chairs and desks, black and digital boards, and visual elements is obsolete in the current educational paradigm (Brown & Lippincott, 2003; Güven & Uçar, 2022).

Formerly, schools needed to be physically demarcated, isolating themselves from the community and maintaining formal education exclusively for the elite (Domènech & Viñas, 1997). Nonetheless, the present state of education indicates that learning is "escaping" this designated space and taking over more informal contexts (Thomas, 2010). Currently, information is readily accessible, which has allowed the expansion of education into numerous settings and stages in life (lifelong learning), as stated by González-Sanmamed et al.: "learning can be found and can happen wherever, whenever and between very varied people" (2022, p. 756). Additionally, the constant advances in technology are enhancing this expansion of learning, allowing students to access information rapidly, in both synchronous and asynchronous contexts (Brown & Lippincott, 2003; González-Sanmamed et al., 2022). This "blurring" between physical and virtual learning, as determined by Thomas (2010, p. 505), suggests that learning does not exclusively occur in a classroom. Therefore, how can we determine where learning takes place?

Aiming at this clarification, we should consider wider conceptions of the term *classroom* that have been developed as a result of the diversification of learning. Following an examination of the existing literature on learning settings, these contemporary concepts could be classified from a broader understanding of the space to a more specific definition. In 2004, Barron proposed the notion of "learning ecology" as the correlation of elements that create learning opportunities (e.g. contexts, activities, resources, spaces, and relationships), perceiving learning not as a product, but as a system (2004, p. 6). This general view of learning is

directly connected to the theory of connectivism, which determines that learning is mainly based on the connections that are established within this system (Siemens, 2005).

Another recurring conception in the literature, despite not being so extensive, is that of *learning environment*. The Organisation for Economic Co-operation and Development (OECD) defines it as "the setting and conditions in which learning takes place and influences student engagement and success" (n.d.), focusing not only on the space, but also on the effect it has on the learning process. These learning environments offer a more direct approach to the actual context where formal and informal learning might take place, although they can be part of a more extensive learning "eco-system" (OECD, 2015, p. 11). However, learning environments are occasionally referred to as *learning spaces*, as the distinction between these terms has become less obvious (Thomas, 2010). In fact, *learning space* was eventually coined as a wider term than *classroom* due to the aforementioned amplification of learning, referring to all the possible scenarios in which it could be developed (Brown & Lippincott, 2003).

Regardless of this recent conceptualization, the classroom in its most physical and traditional conception, "brick-and-mortar learning spaces" (Thomas, 2010, p. 503), cannot be excluded from this taxonomy. Despite the evolution of virtual learning spaces, which peaked during the COVID-19 pandemic, classrooms are still the primary learning space (Darkwa & Antwi, 2021). Consequently, the terms *classroom* and *learning space* have been considered to be the most adequate in the context of this dissertation, given the arguments developed previously.

a. Evolution of the learning space over the centuries

The classroom, understood as the key element of the school environment, as well as its distribution and appliances, have been adapting to the different learning approaches and theories developed over the centuries (Domènech & Viñas, 1997). One of the first spaces created specifically for educational purposes was Greek theaters circa 500 BC, followed by the Roman *auditoria* (Beichner, 2014). Considering that formal education was provided exclusively through Greek and Latin texts, oral delivery played a crucial role in the transmission of information.

This spontaneous and public instruction was then disregarded once the Church established its own educational monopoly (Boyd, 1947). Education became a religious tool and the clergy needed to be trained to teach the doctrine, resulting in the creation of spaces in monasteries where churchmen could sit and copy the words of the lecturer (Beichner, 2014). Eventually,

lectures were the dominant method of instruction, as it is reflected in the configuration of classes in the first universities —scholars sat in benches in front of a platform or lectern where the lecturer stood— reinforcing the authority of the teacher (Beichner, 2014; Sanjurjo, 2019). Thus, formal education developed its connection with the classroom, prioritizing the passive transmission of knowledge.

Until the 19th century, education remained unchanged, limiting its access primarily to upper-class men. However, the Industrial Revolution led to the universalization of education, as economic growth allowed nations to offer schooling alternatives (Carl, 2009). In his paper, Carl cites the economist Adam Smith to justify this spread of educational systems, as the school represented an opportunity to "stabilize society" (2009, p. 504). Therefore, the classroom represented the core element of educational systems (Sanjurjo, 2019), since it was the only setting where information could be transmitted formally and explicitly.

Despite this "revolution", the learning space did not experience any improvement in comparison to feudal lectures. Thomas (2010) compares its configuration to a production line, where students were aligned in rows, seated, and remained silent while listening to the teacher. In such settings, they learnt mainly the standardized working schedule and routines (Benade, 2016), while knowledge acquisition became a mere consequence of the system. Additionally, the configuration of these spaces also adopted a manufacturing scheme, producing hostile and demotivating halls. In their article, Long & Ehrman provide an accurate description of classrooms in this era and their influence today: "The industrial teaching model has led to over-illumination, hard hallways, fixed-seat classrooms, and hard surfaces. The rooms are not comfortable. To paraphrase W. C. Fields, they're hardly fit for man or beast" (2005, p. 56).

Nonetheless, the beginning of the 20th century was also a time of reform, as economic growth led to several advancements that allowed the progression of society. In this instance, the educational paradigm started to develop a more student-centered approach, shifting the focus from productivity and initiating the Progressive Education movement —a reform led by John Dewey (Reese, 2001). This movement, also known as New Education or New School, advocated for the active role of students in the classroom, reconceiving this space as an essential component of human growth and development (Reese, 2001; Sanjurjo, 2019).

Nowadays, the progressive reform has mainly influenced teaching practices and dynamics, while the learning space has scarcely changed in 200 years. In the industrial economy, the learning process was comparable to a "broadcast" (Brown & Long, 2006, p. 2), because students were not actively involved; instead they received information passively (OECD, 2015; Benade, 2016). On the other hand, in the current knowledge economy, learning is not based on the memorization of facts, but rather on the development of skills to prepare students for an uncertain future[1] (OECD, 2015; Kızılışıkoğlu & Mirici, 2025). In addition, the teacher has walked away from the lectern to build a stronger rapport with the students, acting as a mentor or a facilitator rather than an authority (Arstorp, 2018). Therefore, the 19th-century classroom configuration, while still prevalent, is no longer suitable for learning and preparing students for the 21st century.

Although a high number of authors and organizations have been addressing this problem since the beginning of the new century (Brown & Lippincott, 2003; Long & Ehrman, 2005; Brown & Long, 2006; JISC, 2006; Oblinger, 2006), recent papers indicate that few measures have been taken to adapt the learning space to our present needs: "Present day schools were shaped for the industrial age but the skills we need for the digital age [...] are a different set of skills, competences and a different mindset" (Arstorp, 2018, p. 288). In fact, there have been several attempts to transform the classroom according to the new educational purposes, predominantly by incorporating technology in the classroom. Regardless, a variety of studies claim that this incorporation must be done responsively, meaning that it should be employed for specific aims (e.g. collaborate, design, create, etc.) (Gómez-García et al., 2022), not just "stuffed" in the classroom (Long & Ehrman, 2005, p. 56).

Another reason why this transformation has not been successfully achieved could be the lack of coordination among the different educational agents, especially in terms of innovation. Innovation is essential to the development of the new educational paradigm, but its implementation must be strategic and systematic (OECD, 2015). Despite the existence of innovative learning spaces, these represent a deviation of the system, considered "an innovation hostile environment" (OECD, 2015, p. 4). Furthermore, policymakers also contribute significantly to the reformation of the learning space, as they analyze the latest

[1] "Today, schools need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, to use technologies that have not yet been invented, and to solve social problems that we do not yet know will arise" (OECD, 2015, p. 3).

educational approaches to improve the system (Göçen et al., 2020). However, the lack of resources and funding granted to education has affected the progress and implementation of these measures (OECD, 2015). Collectively, it is implied that the traditional classroom model prevails due to the lack of awareness that institutions and governments have of the impact that the learning space has on the learning-teaching process.

b. Impact of the learning space on the learning-teaching process

"Space—whether physical or virtual—can have an impact on learning" (Oblinger, 2006, p. 1). The configuration and design of the classroom have a great influence not only on the learning-teaching process, but also on the students' behavior and successful development (Thomas, 2010; Güven & Uçar, 2022). Some educational approaches, such as the Reggio Emilia, acknowledge its importance by considering the learning space as a third teacher, along with the parents and the teacher themself (Strong-Wilson & Ellis, 2007).

Such considerations arise from the conception that learning is a social process, in which the different agents establish relationships and communicate through dialogue (Vogliotti, 2001). According to constructivism, learning was, in fact, a result of the interactions among four different agents: the teacher, the students, the content, and the specific context (Vogliotti, 2001; Sanjurjo, 2019). Consequently, the learning space is no longer considered a mere room, instead, it is a valuable element of the learning process, thus requiring a sophisticated design to meet the intended educational purposes (Brown & Long, 2006).

Researcher Torin Monahan coined the term *built pedagogy* to refer to the extent to which "the design of built spaces influences the behaviors and actions of individuals within those spaces" (2002, p. 5), discussing how the configuration of the classroom shapes the learning process. Moreover, the classroom arrangement can indirectly reflect the pedagogical methodologies or approaches adopted by the teacher or the institution (Monahan, 2002; Güven & Uçar, 2022). In his article, Monahan (2002) exemplifies this phenomenon by analyzing two extremes of the spectrum: on the one hand, if a classroom is not flexible and restricts movements or interactions, it would reflect a more disciplinary approach; on the other hand, if a classroom is versatile and accessible, students would be able to develop their autonomy.

Accordingly, the enduring nature of traditional classroom settings for over two centuries indicates that the current educational approaches are also outdated (Benade, 2016). In spite of this assumption, teachers and learners have had to adjust to the 21st-century educational

demands and use the available resources effectively. Although the majority of classrooms may present a 19th-century configuration, teachers strive to involve students in the process and encourage interaction by altering the space layout to the greatest extent possible. The evolution of learning spaces is inevitable in an era characterized by immediate technological advancement and social transformation (Dúo-Terrón, 2024; Kızılışıkoğlu & Mirici, 2025). Hence, traditional classrooms have been instinctively displaced by a more effective alternative: flexible learning spaces.

Flexible learning spaces could be defined as educational settings that are "intended to encourage innovative teaching and learning practices that focus on the preparation of students for the twenty-first century knowledge economy" (Benade, 2016, p. 797). Architecturally speaking, *flexibility* refers to the ability to adapt a space according to any specific purpose for which it has been designed (Monahan, 2002). In fact, the Joint Information Systems Committee (JISC) published a guide about the design of learning spaces in the 21st century, where flexibility is mentioned as one of the main requirements (2006). Similarly, the OECD report *Schooling Redesigned* (2015) states that flexibility will be necessary in the learning space in order to "accommodate different pedagogies and mixes of group and individual learning" (p. 26).

In the literature related to the proliferation of flexible learning spaces, several authors associate these spaces exclusively with the integration of technology in the classroom (Monahan, 2002; Güven & Uçar, 2022). Despite its unavoidability, technology should "empower" flexibility, not be its sole source (Göçen et al., 2020, p. 96). As mentioned previously in the dissertation, its consolidation in the classroom should be done in a responsible and logical way, in harmony with the specific context and educational approaches (Barret et al., 2019). For instance, technology is considered to be greatly integrated into most current learning spaces, but not all of these are necessarily considered to be flexible learning spaces.

Indeed, flexible learning spaces encompass other physical elements such as the layout of the room itself, the furniture, or the decoration of the walls (Benade, 2016). In the World Bank report, Barret et al. (2019) explore the influence of physical space design on the learning process, establishing the main characteristics that should be considered. Firstly, the authors demand a proper atmosphere, considering the lighting, the air quality, the temperature of the room, the acoustical conditions, and the need for natural elements. Secondly, the building of

flexible learning spaces that are adaptative, interconnected, and culturally and geographically appropriate. Thirdly, the stimulation of students by the usage of color and visual elements. Finally, the consideration of this design to be "inside out" (p. 12), meaning that classrooms should be planned autonomously from the rest of the school, prioritizing the needs of each group.

As ambitious and utopian as these characteristics might seem, they are basic elements that all classrooms should include or, at least, strive to include to improve the learning-teaching process. We have assumed a strict structure in which students are constantly waiting to have solitude at their desks while avoiding collaborative dynamics, mainly owing to the fact that classrooms continue to be hostile and uncomfortable settings. In their article, Long & Ehrman establish a parallel between the evolution of the learning space and the movie *Groundhog Day* (2005, p. 56). While events seem to be repeating over and over, the main character improves his life steadily; similarly, the classroom setting has not changed since the 19th century, but progressive improvements are being achieved. One of the latest and most significant advancements of the century is the creation of the Future Classroom Lab, as it will be explored extensively hereinafter in the dissertation.

3.2. The Future Classroom Lab

The Future Classroom Lab (FCL) could be defined both as an initiative and a product itself. According to the European Schoolnet (EUN), the FCL is "an inspirational learning environment, challenging visitors to rethink pedagogy, technology, learning space design, and how learning spaces can be adapted" (Attewell, 2019a, p. 6). From a structural perspective, the FCL provides an innovative learning lab that serves as an alternative to traditional classrooms, allowing teachers and students to discover and stimulate the 21st-century skills that shape the current learning-teaching process (Göçen et al., 2020; Gómez-García et al., 2022). In this framework, the classroom can be referred to as a *learning lab*, understood as a flexible learning space intended for pedagogical exploration, skill development, and technological integration (Attewell, 2019a).

The FCL initiative was launched in 2012 in Brussels by the EUN, a network of European Ministries of Education created in 1997 to promote the development of educational guidelines suitable for 21-century skills (Attewell, 2019a: Ayre, n.d.). The FCL emerged on the grounds of the Innovative Technologies for Engaging Classrooms (iTEC) research project, which

aimed to improve the integration of technology in the learning-teaching process, focusing on the design of classrooms of the future (González Pérez et al., 2022; iTEC, n.d.).

Initially, the FCL was created as a way of displaying the results of the iTEC project on how technology could be implemented in the classroom, considering an innovative and flexible learning space (Bannister, 2017). By 2023, the FCL initiative had been endorsed by 34 Ministries of Education and 30 collaborating companies that contribute to the initiative's independent funding (Attewell, 2019a; EUN, 2023). Furthermore, the FCL has established a network of more than 100 independent learning labs, derived from the original concept of FCL (EUN, 2023; FCL, n.d.).

a. Objectives and characteristics of the FCL

Despite being originally constituted as a mere example of a research project, the FCL has developed into a complex and innovative proposal that challenges the traditional conception of the school and the educational system. Considering the demands of the education of the future, the FCL converges space, technology, and pedagogy to provide a review of the traditional classroom (Gómez-García et al., 2022). Hence, the main objective of the lab is the creation of an innovative space where educational approaches can be reconsidered, explored, and developed adequately (Arstorp, 2018).

Analogously, the success of the FCL network is associated with the integration of some of the central elements of the current educational paradigm (e.g. technology, student-centered learning, competence-based approach, interdisciplinary models, etc.) (EUN, 2023). Moreover, the FCL offers the opportunity to foster innovation and enhance school authority over national education, both essential strategies to adapt the system to contemporary needs (OECD, 2015). The FCL constitutes an open network that promotes the proliferation of learning labs by means of specialized training and local ambassadors that support its creation in different school communities (Attewell, 2019a). Subsequently, the FCL could also allow schools to "become more equitable, productive, autonomous, and collaboration-centered institutions" (Göçen et al., 2020, p. 88).

As stated previously, the FCL initiative has motivated the creation of numerous independent learning labs in schools within the EUN, allowing each institution to adapt the FCL to its specific setting, resources, and needs. Most of these independent labs replicate the design of

the original FCL built in Brussels[2] (FCL, n.d.). In the guidelines *Building Learning Labs and Innovative Learning Spaces*, the EUN provides some indications about the design and the equipment that can be found in this FCL, which was renovated in 2019 (Attewell, 2019a).

Structurally, the FCL is a 250 m² open space divided into different interconnected zones that are usually indicated with colors or signs. Regarding its furnishing, Attewell (2019a) provides some recommendations based on the original lab: using flexible and rolling furniture, creating collaborating pods for each differentiated zone, integrating technological equipment (e.g. interactive whiteboards, laptops and notebook computers, cameras, green screen, robotic kits, microscopes, virtual reality glasses, 3D printers, creation software programs, etc.), making acoustic adaptations, employing multiple lighting modalities, and improving the air quality with plants.

Although the European Schoolnet remarks the importance of adapting each FCL to its specific context, there are several fundamental characteristics that any FCL should have to be considered as such. First, it should provide a flexible open space intended for innovation, the development of 21st-century skills, and the integration of technology; second, this space needs to be versatile, not employed merely as a classroom; third, the FCL should be perceived as a common space for the whole school community, improving collaboration inside and outside the school; and, finally, the FCL must serve as a source of inspiration for other schools in the area (Bannister, 2017). Notwithstanding, one of the key elements of any FCL is the existence of six differentiated learning zones that divide the space according to the phases of the learning-teaching process.

b. Learning zones in the FCL

The concept of learning zones represents a division of the learning space that "highlights specific areas of learning and teaching and helps to rethink different points: physical space, resources, changing roles of student and teacher, and how to support different learning styles" (EUN, 2016, p. 2). Learning zones are one of the main characteristics of the FCL design, as they clearly reflect the nature of a flexible learning space. Each zone provides a specific setting for the development of contemporary skills while fostering active learning (EUN, 2023), two of the primary objectives of the initiative.

[2] The EUN offers a 3D virtual tour of the original FCL, available at: https://fcl.eun.org/3d-virtual-tour

From its initial design, the FCL has been composed of six learning zones that have evolved over the years (Attewell, 2019a). In spite of these modifications, these have remained strictly the same since its foundation: Investigate, Create, Present, Interact, Exchange, and Develop (See Figure 1). Each of these zones is decorated and furnished differently (Nedel & Buzar, 2020), providing unique learning spaces where students and teachers can explore differentiated learning. Moreover, these six learning zones have been associated with the development of 21st-century skills, a primary objective of the FCL (EUN, 2023). As specified subsequently, Ayre (n.d.) established a connection between each learning zone of the FCL and its equivalent skill according to the *Framework for 21st Century Learning* (Battelle for Kids, 2019).

Figure 1. FCL space and learning zones (EUN, 2023).

Notwithstanding the importance of learning zones for the FCL initiative, this model was initially originated by RM Education, a British company that specializes in the use of technology for educational purposes (Bannister, 2017). In 2011, the EUN and RM Educaction collaborated in the iTEC project to conduct part of the research in their open space divided into different learning zones, inspiring the latter FCL initiative (Bannister, 2017; Attewell, 2019a).

Built on the foundation of learning zones, the FCL provides different spaces where teachers and students can explore different areas of the learning-teaching process —establishing a specific initial topic and developing further skills such as research, creation, exhibition, or assessment (Arstorp, 2018). Besides, considering the explicit division of the learning space,

every learning zone is intended for a specific pedagogical approach, obtaining a deeper insight into the various roles that are adopted during a lesson (Attewell, 2019a). It is undeniable that learning zones exist in traditional classroom settings, as they emerge inherently by the sole nature of the current educational approaches and methodologies. However, the explicit representation of these spaces is a helpful strategy to help students understand the different stages of learning and engage more actively in their own learning process (Arstorp, 2018).

Despite this division of the space, Attewell (2019a) advises that learning zones should not be seen as isolated areas nor be considered steps of the learning-teaching process, as they should be interconnected depending on the methodology adopted or the activity proposed. Therefore, if teachers successfully acknowledge the different possibilities offered by each learning zone, they will achieve what the EUN considers to be an effective teaching: "being connected, being involved, and being challenged" (2016, p. 2).

Learning zones not only focus on the development of different skills, but they also encompass differences regarding their design, their resources, and the educational approaches that could be adopted in each zone. Therefore, learning zones should be described independently to understand their potential within the FCL. The following sections will aim to describe each learning zone, emphasizing its distinctive functions and elements.

i. Investigate

The main objective of this learning zone is to give the students the opportunity to explore and research a topic, promoting active learning (EUN, 2023). In this case, this learning zone promotes Inquiry Based Learning (IBL) and Project Based Learning (PBL) approaches (Attewell, 2019a), as it engages students in their own learning process by using the investigation as a tool.

Ayre (n.d.) associates this zone with the 21st-century skills of critical thinking, but it could be also associated with the problem-solving skill (EUN, 2023; Attewell, 2019a). In this learning zone, students develop the ability to process and discriminate new information, while also mastering the skills necessary to tackle the challenges (questions) they have established (EUN, 2016). However, other important aspects can be covered in this zone, such as the different investigation techniques (observation, research of information, surveys,

experimentation, etc.), the exposure to real-life scenarios, and the principle of learning-by-exploring or learning-by-doing (EUN, 2016; Attewell, 2019a).

Regarding the learning zone itself, it contains flexible furniture that offers different working arrangements (individual, in pairs, or in groups) (Bannister, 2017). Also, this zone should provide resources that support the skills and the aspects mentioned before. The EUN (2016, p. 3) identifies data loggers, robots, microscopes, and online laboratories as some of the most practical resources for the Investigate zone.

ii. Create

The Create zone provides students with different tools and resources to design and create a final product in which they reflect their learning (EUN, 2023). This learning zone allows students to exploit their creativity in what Attewell recognizes as "realistic knowledge-building activities" (2019a, p. 7), as well as develop other soft skills such as teamwork, organization, or assessment (EUN, 2016; Bannister, 2017).

The contemporary skills that Ayre (n.d.) associates with this learning zone are creativity and innovation, although the EUN (2016) highlights other essential skills that are also developed in this zone. Under the principle of learning-by-creating, students are able to take on different responsibility roles and develop their autonomy through each project. Besides, the design and creation of a product would promote a sense of ownership of their work, enhancing their implication in their learning process. Additionally, if these projects are set in a real-life context, students will adopt an entrepreneurial perspective on their products. Lastly, the final creation could involve various topics or subjects, as it could adopt a cross-curricular view.

As this is one of the most inventive learning zones, students should be granted access to a different set of tools and resources, such as a green screen, a video camera, editing tools, recording equipment, and animation, podcast, and streaming software programs (EUN, 2016). All these elements are based on the Information and Communication Technology (ICT), which eases the creation process and allows students to develop additional digital competences.

iii. Present

In this learning zone, students present their creations or their learning results to their peers and give and receive feedback accordingly (EUN, 2023). The communicative approach is crucial in the Present zone, as students interact with each other, not only displaying their work, but also striving to improve in future projects (Attewell, 2019a). In addition, students are encouraged to break spatial boundaries and publish their creations online to reach a wider audience, using social media, websites, podcasts, etc. (Bannister, 2017).

The Present zone could be associated with the 21st-century skill of communication (Ayre, n.d.), as this learning zone is based on the principle of learning to share and communicate (EUN, 2016). One of the main objectives of this zone is creating presentations that are communicative and interactive, since "as important as carrying out interesting work is the sharing of the results" (EUN, 2016, p. 5). In this process, students are able to develop numerous skills, such as providing and receiving constructive feedback, enhancing the active role of students as part of the audience; adaptive skills, as they learn how to adjust to the different audiences and platforms; or online security (eSafety) awareness, not only in relation to the reliability of the sources, but also regarding the copyright protection (EUN, 2016).

In order to give a successful presentation, students could employ some of the advised resources of this learning zone, such as an HD projector or a digital screen (EUN, 2016). Moreover, they could use publication and sharing platforms to present their work in diverse formats (synchronous and asynchronous) and adapt to the current communicative needs (EUN, 2016; Bannister, 2017). Finally, the Present zone should contain flexible furniture to enhance interaction and the delivery of feedback among students (EUN, 2016; Attewell, 2019a).

iv. Interact

The Interact zone offers an alternative to the traditional classroom with the purpose of increasing the interactivity and the active participation of students in the learning-teaching process (Bannister, 2017). In this case, the teacher can use this zone as a way of guiding their students in their learning, although interaction is maintained by means of the use of ICT or classroom arrangements (Bannister, 2017; EUN, 2023).

Due to its focus on technology as an interactive tool, Ayre (n.d.) identifies this learning zone with digital competences. In fact, the use of ICT resources in a traditional classroom setting could not only enhance interaction and active learning, but also offer a closer approach to different learning styles and differentiated instruction (EUN, 2016: Attewell, 2019a). Students could also interact with the content and offer their answers through different platforms or devices; additionally, teachers could employ such platforms to communicate with their students and manage the classroom (EUN, 2016).

Regarding the resources that encompass this learning zone, Bannister (2017) mentions interactive whiteboards, learner response systems, mobile devices, or management software as some of the basic elements. Particularly, these ICT tools should be provided individually since "1:1 computing [...] allows for more personalised learning, and enhances student motivation" (EUN, 2016, p. 6). Furthermore, although this learning zone is set in a traditional setting, it should contain flexible furniture that enables the rearrangement of the learning space and diverse working modalities (EUN, 2016; Bannister, 2017).

v. Exchange

The Exchange zone promotes collaboration and the exchange of ideas among students, as they are key elements of the learning process (Attewell, 2019a; EUN, 2023). In this zone, teamwork is encouraged to explore different learning stages and the qualities of collaboration (i.e. ownership, responsibility, and decision-making) (EUN, 2016).

Ayre (n.d.) associates this learning zone not only with the 21st-century skill of collaboration, but also with the skill related to personal and social responsibility. The EUN (2016) also places its emphasis on the ability to communicate with others and to learn and work together. By doing so, students can also establish closer relationships with their peers, as well as be exposed to different learning styles (EUN, 2016). Another key aspect of this zone is the development of creativity to generate ideas, which can be fostered by techniques such as brainstorming, simulations, or learning-by-games (EUN, 2016; Attewell, 2019a).

Considering that collaboration nowadays can also occur online, this learning zone encompasses several ICT tools to enrich this process (Bannister, 2017). Some of the recommended equipment of the Exchange zone includes interactive whiteboards, a collaborative table with a projector, mind-mapping software programs, and brainstorming boards (EUN, 2016).

vi. Develop

In the Develop zone, students are encouraged to learn informally in a comfortable space where they can explore different topics of interest or complete their work independently (EUN, 2023). This zone promotes lifelong learning in informal contexts, allowing students to reflect on their own learning process and develop metacognitive skills (EUN, 2016; Attewell, 2019a).

According to its nature, the 21st-century skills that resonate better with this learning zone is the learning-to-learn skill (Ayre, n.d.), as students acquire the knowledge and skills necessary to regulate their own learning. By offering a relaxed space in which the teacher is not constantly supervising their work (EUN, 2023), students can be involved in their learning and, therefore, achieve more significant results. Furthermore, this student-controlled space can ease learning personalization, as students deal with topics that arouse their own curiosity and motivation (EUN, 2016). However, their work can be assessed by means of alternative tracking devices, including portfolios or diaries (Attewell, 2019a). Additionally, the flexibility of this zone enables the adoption of innovative pedagogical methodologies, such as flipped classrooms or the implementation of didactic games (EUN, 2016).

As mentioned before, the Develop zone should be a relaxed space with comfortable and flexible furniture, as well as different study zones (Bannister, 2017), allowing students to use the learning zone freely. Besides, the zone should be equipped with devices and resources so that students can access the information on their own (e.g. portable devices, headphones, books, games, etc.) (EUN, 2016).

c. The FCL in the Spanish educational framework

In Spain, the FCL initiative was introduced in 2015 by the National Agency for Educational Technology and Teacher Development, known in Spanish as *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* or INTEF (INTEF, 2020a). As part of the Spanish Ministry of Education, Vocational Training, and Sports, the INTEF was created to promote the integration of ICT in primary schools and high schools across the country, offering resources and specific training for teachers (educaLAB, n.d.). Considering this goal, the FCL, known in Spanish as *Aula del Futuro* or AdF, provided a great opportunity to establish a new learning space based on the principles of technology and innovative methodology to achieve an effective competence development (INTEF, 2022).

Similar to the ambassador network established by the FCL, the INTEF appointed numerous local ambassadors in each region of the country, who support the creation of these learning labs (INTEF, 2020a). According to the data provided on the official site of the INTEF (n.d.-a), at the time of the study, there were 96 officially appointed ambassadors. Similarly, the number of registered labs in Spain was 214, as well as other three labs in South America (INTEF, n.d.-a). In order to obtain the official AdF certification, the learning labs must meet the criteria established by the INTEF (2020b). Firstly, the lab should follow the general guidelines of the FCL, such as the creation of the six learning zones; secondly, the activities developed in the lab should adopt an active approach and integrate ICT; thirdly, teachers should be involved, participate, and coordinate the project; and finally, the lab should be published in the school's website and social media, as well as mentioned in the official documents of the institution.

One example of a registered FCL in Spain can be found in Colegio La Milagrosa y Santa Florentina, a charter school in Valladolid, which has inspired the subject of this dissertation. In 2022, the school launched its own FCL, transforming the school library into a flexible learning lab (See Figure 2 and Figure 3, Annex 7.1.) (INTEF, 2024). In order to correctly build the learning lab, the space required some considerable physical modifications, such as the acquisition of flexible furniture, the installation of new technological equipment, and the redesign of the room to indicate the different learning zones (INTEF, 2024). In Spain, the creation of these learning labs is financed by the Spanish Ministry of Education, Vocational Training, and Sports, through the INTEF, and by other local authorities, as indicated by Attewell (2019a).

Despite the expansion of the initiative in Spain, the former director of the INTEF, Carlos Medina, remarked the importance of creating flexible learning spaces where innovation and technology can be applied in the learning-teaching process, rather than focusing on the sole creation of a FCL (Tena Fernández & Carrera Martínez, 2020). Therefore, the FCL initiative should be understood as a model to develop the key competences established by the current Spanish educational legislation, *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* —abbreviated as LOMLOE.

In their article, Tena Fernández & Carrera Martínez (2020) indicate that the INTEF has emphasized the training of teachers and institutions to promote the pedagogical dynamics proposed by the FCL, thus offering specific courses, seminars, and the FCL Toolkit. This

Toolkit describes all the relevant aspects that need to be considered to design a Future Classroom Scenario, described by Attewell as "a narrative description of teaching and learning that provides a clear vision for innovation and advanced pedagogical practice supported by technology" (2019a, p. 4). The Scenarios could be seen as sets of activities and learning situations that have been designed specifically to be developed in the FCL, exploring the diverse possibilities that this space offers. The FCL Toolkit is composed of five toolsets that describe each step of the process, beginning with the selection of the investors and the innovative pedagogical tendencies, and extending to the creation of the FCL space, the design of the specific Scenario and the activities that will be carried out, and the assessment methods that could be implemented (FCL, 2018).

In the Spanish framework, the INTEF has created a resource bank where teachers are able to share their own learning situations and activities created specifically for the FCL. In this case, the resources can be sorted depending on the educational stage considered in the design, the skills that are developed, or the pedagogical trends (e.g. PBL, Flipped Classroom, collaborative learning, gamification, etc.) (INTEF, n.d.-b). By providing teachers with specific examples of the processes and activities that are involved in the FCL, they could obtain a clearer insight into the FCL initiative and, hence, introduce the learning lab in their institutions.

However, the literature regarding the FCL lacks experiences or case studies that explore the influence of the FCL in Spain. Apart from a case study that describes the implementation and impact of the FCL in the CEIP Ciudad de Ceuta school (Attewell, 2019b), the majority of the investigations and articles regarding the FCL focus on the perception of teachers and how their specific training can improve the learning-teaching process (Arstorp, 2018; Alameda Villarrubia, 2020; Göçen et al., 2020; Gómez-García et al., 2022; González Pérez et al., 2022; Montero-Izquierdo et al., 2024). Contrastingly, further research should aim to analyze how learning is developed in spaces such as the FCL, considering the attitudes of the students, the interactions that occur among them and between the teacher and them, the influence of the space on their behavior, and how the FCL and the learning zones can improve the learning-teaching process.

3.3. EFL teaching and the Future Classroom Lab

The development of 21st-century skills has transformed the educational paradigm, leading to an adaptation of the curricula and the syllabus of each subject to integrate the established criteria. As it has been mentioned previously, education is currently intended to prepare the students of today for the world of the future, which will require more complex and diverse knowledge and skills.

> [...] education is becoming more about ways of thinking, involving creativity, critical thinking, problem solving and decision making; about ways of working, including communication and collaboration; about tools for working, including the capacity to recognise and exploit the potential of new technologies; and, last but not least, about the social and emotional skills that help people live and work together (OECD, 2015, p. 3).

Several authors, including Saleh (2019) and Mankara (2020), emphasize four key skills mentioned in the previous quote: critical thinking, collaboration, communication, and creativity —known as the 4Cs. These four 4Cs are the essential skills that need to be developed in the classroom, which in the case of EFL teaching occurs simultaneously with the development of the four language skills (Mankara, 2020), defined by the C*ommon European Framework of Reference for Languages* (CEFR) as reception, production, interaction and mediation (Council of Europe, 2020).

In his article, Saleh (2019) analyzes each skill in the context of EFL teaching, proving that their integration into its curricula is not only possible, but necessary —specifically regarding the communicative competence. In addition, he mentions the importance of establishing an adequate setting that promotes the integration of 21st-century skills. Therefore, the traditional learning space needs to adapt to support these skills: "today's EFL classroom should be different from that of the mid-to-late twentieth century [...], where the textual relates to the visual, the audio, the spatial, and the behavioral" (Fandiño, 2013, p. 193). Considering the necessary integration of contemporary skills and innovative pedagogical approaches in the EFL classroom, adopting an FCL model could prove to be a beneficial strategy for meeting the demands of contemporary education in EFL classrooms.

The aforementioned influence of the learning space in the learning-teaching process is similar regarding the EFL subject. However, there are some features that can be analyzed according to the specific needs of the subject. Zhang (2023) mentions some essential aspects of the EFL physical context; for example, a quiet and relaxed space would enhance the concentration of

our students, the availability of authentic and updated material and resources would improve their motivation, and a flexible space would allow interactive and collaborative dynamics, which are essential in foreign language learning-teaching.

In fact, the classroom in EFL teaching can be perceived as a more artificial setting, as it is strictly associated with the content, the activities, and the homework, restricting any connection with the real use of the language (Kurt & Kurt, 2013). Additionally, the learning space is rarely considered when designing the EFL syllabus, overlooking any possibility of creating a setting that promotes a more immersive and authentic approach to the language (Kurt & Kurt, 2013). Consequently, new pedagogical approaches and methodologies are being adopted in the EFL classroom to adapt the learning space and strive for a more immersive and skill-based attitude towards EFL teaching. Kurt & Kurt (2013) also mention some of these methodologies (e.g. Task-based learning, PBL, Problem-based learning, Competency-based learning, etc.), along with the integration of technology and educational and social trends in the EFL classroom.

Nonetheless, May (2007) offers a detailed analysis of an essential methodology in language learning and acquisition: the Total Physical Response (TPR)[3]. In the article, the author explains that movement is a crucial element in the learning process, implying that in traditional classroom settings that restrict movement, "the brain tends to go into standby mode" (2007, p.3). Additionally to TPR, May remarks on other activities that involve movement that can be implemented in the EFL classroom:

> Role play and ESL drama are obvious examples, but a range of other communicative activities can involve some natural physical movement. Information-seeking tasks may require movement around the room; language games may have a movement element; presentations require at least one student to be on his feet ... and so on (2007, p. 7).

Bearing in mind this statement, some of the activities that are proposed are directly linked to some of the learning zones of the FCL: information-seeking (Investigate zone), games (Develop zone), presentations (Present zone), and role play (Create zone). Therefore, the FCL can be identified as a suitable and effective learning space for EFL teaching, considering the

[3] The TPR, defined as "a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity" (Widodo, 2005, p. 237), was developed in the 1960s by James Asher on the hypothesis that language acquisition originated mainly from oral comprehension and a consecutive physical production (Larsen-Freeman & Anderson, 2011).

importance of creating spaces that not only allow the integration of innovative methodologies and ICT, but also enrich EFL learning-teaching by offering a flexible space with significant resources for students to immerse themselves in their language acquisition process.

a. Advantages and disadvantages of the FCL

Although the FCL initiative aspires to offer a revolutionary learning space that encompasses and supports all the advancements that shape the current educational paradigm (e.g. 21st-century skills, ICT, personalized learning, student autonomy, and self-regulation, etc.), it is necessary to assess the full range of opportunities and constraints that can be found in these learning labs.

On the one hand, the implementation of a flexible learning space such as the FCL allows teachers to explore new methodologies and innovate in the classroom (Attewell, 2019a); for instance, Göçen et al. (2020) state that the FCL promotes the adoption of the methodologies IBL and PBL, also recognized by Kurt & Kurt (2013) as some of the new approaches that should be considered in the EFL classroom. In addition, the FCL improves collaboration not only among students, but also among teachers and departments, as it enhances the planning of cross-curricular projects (Attewell, 2019a).

Apart from supporting collaborative work, the FCL encourages students to adopt an active role in their learning process by using the space freely and stimulating their movement (Bannister, 2017), adhering to the previously described TPR guidelines that should be adopted in EFL teaching. In the FCL, students are able to assume diverse responsibilities, developing their autonomy and decision-making skills, as indicated by Bannister (2017); by providing students with the required resources to satisfy any educational needs that they might perceive, they will be entitled to guide their own learning process, a phenomenon known as "student empowerment" (Yesil & Saralar-Aras, 2024, p. 12).

Student empowerment is a direct result of fostering students' self-motivation and self-esteem in the FCL (Queiruga Dios et al., 2018), two factors that are essential to avoid school failure. These flexible labs allow teachers and students to tailor the teaching-learning process and satisfy each student's needs, providing more personalized learning and optimizing the space and resources to guarantee students' success (Bannister, 2017). Essentially, one of the primary goals of the six learning zones of the FCL is to offer different spaces that adapt to the different

learning styles (EUN, 2016) and enable the development of the students' multiple intelligences[4] (Attewell, 2019a).

> In a class with the traditional layout of chairs and desks, there is no personalisation of the teaching because all the students are told the same and given the same activity. If we change the design of the classroom with islands [...] each student is able to be an individual person and work in their own way (Franco, as cited in Bannister, 2017, p. 8).

Finally, another advantage observed in the FCL is the development of the intercultural competence, one of the core elements of EFL teaching. In their study, Yesil & Saralar-Aras (2024) conclude that students develop interculturality as a result of the integration of ICT resources to connect and interact with students worldwide, raising awareness about cultural and linguistic diversity. The FCL, despite being located in a room, transcends its physical boundaries and offers an open learning space that is connected to the real world, improving the significance of learning and allowing students to discover new realities beyond their school, their culture, or their language.

On the other hand, it should be borne in mind that the FCL is an ambitious initiative that requires further development and adjustments, thereby proving to be disadvantageous in some aspects. Substantially, one of the main problems that the FCL is encountering is the refusal of the initiative by numerous teachers, who deny any need for pedagogical renovation. In a FCL report (Attewell, 2019a), it is stated that a percentage of this group are novel teachers who lack the confidence to innovate and apply ICT in these flexible spaces. Despite providing specific training and resources, the FCL initiative lacks presence in the pre-service stage, as it tends to be unknown until the first teaching experiences.

Another inconvenient of the FCL, which could also affect its implementation, is the fact that the versatility of the lab could hinder the planning of lessons and activities, as teachers would need to consider all the possible dynamics and, hence, becoming a longer process (Arstorp, 2018; Attewell, 2019a). Additionally, these flexible labs are considered by some teachers as

[4] The Theory of Multiple Intelligences was formulated by Gardner in the 1980s, who stated that individuals posses eight specific intelligences (logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, verbal-linguistic, and naturalist); however, these are not developed evenly, influencing the learning process and requiring their consideration to achieve its effectiveness (Larsen-Freeman & Anderson, 2011).

non-effective learning spaces, as they consider that these affect classroom management and enhance chaos, as mentioned in the research conducted by Güven & Uçar (2022).

The relevance of ICTs in the FCL, despite being one of the most important factors of 21st-century education, could be seen as a disadvantage, as there is a growing tendency to eradicate technology from classrooms: "What was once an aid with enormous power for information dissemination [...] now risks becoming a source of potential distraction, psychological distress and dependence if not used rationally" (Monroy, 2024, p. 118). However, technology in the FCL should be integrated as a support for innovation and to enhance the active role of students, not to transform the room into a computer lab nor to develop digital competence upon other essential skills (Tena Fernández & Carrera Martínez, 2020).

Lastly, concerning the creation of the FCL, case studies have illustrated that some of the basic elements that the FCL should contain are inaccessible in certain institutions. In spite of the flexibility regarding the establishment of these learning labs, it is a costly process that requires specific resources, patience, and effective collaboration between all the agents involved (Attewell, 2019a; Attewell, 2019b). Apart from the economic and spatial aspects that need to be examined, Duo-Terrón (2024) also remarks on the lack of specific training and resources related to the adoption of innovative approaches and ICT in the FCL, specifically regarding the topics of inclusion and diversity in the classroom.

The FCL is an ambitious project that aims at revolutionizing the learning space by adopting an innovative attitude towards education in the 21st century. Despite its potential, further research needs to be conducted to obtain a better insight into the advantages and disadvantages that these learning labs comprise and how they can influence the teaching-learning process. Furthermore, teachers must be aware of these strengths and weaknesses when planning future lesson proposals to maximize the opportunities of the FCL and prevent any possible obstacles.

4. Lesson proposal: Food 4 Thought

4.1. Description of the proposal

The proposal created for the purpose of this dissertation considers the FCL as an innovative learning space that allows an effective development of the skills determined in the Spanish educational legislation, not only at a general level of stage, but also considering the subject of EFL and its specific skills and contents. On the basis of the six learning zones, the proposal has been organized to guarantee that all students, in groups, explore the diverse learning spaces and experience a holistic approach to the FCL, adopting different working methodologies and learning styles.

In this case, the lesson proposal *Food 4 Thought* has been designed for a group of first year of Bachillerato due to diverse factors, such as their level of proficiency in the foreign language, the skills and competences that are observed at this stage of education, or their maturity and autonomy to explore more complex matters. Particularly, the proposal explores the topic of nutrition and food sustainability from numerous perspectives, ranging from world gastronomies and balanced diets to local production and awareness of eating disorders.

Considering the objectives and the coordination of activities, the proposal has been organized to have a duration of nine sessions. During this period, students will complete a series of specific tasks related to these topics, developing their language skills as well as other skills associated with each learning zone. At the end of the proposal, students will display their learning progress and the results of their group work in a final product, specifically a blog containing the activities developed in each of the learning zones.

a. Objectives of the proposal

As it has been mentioned previously in the justification of the dissertation, one of the primary objectives of this lesson proposal is to foster innovation effectively in the EFL classroom by adopting alternative pedagogical methodologies and integrating ICT. Accordingly, the FCL space has been considered due to its flexible and unique design and its approach toward the development of contemporary skills in education. Therefore, this proposal aims to demonstrate how flexible learning spaces, such as the FCL, can encourage innovation in the EFL classroom and, hence, improve the EFL learning-teaching process.

From a formal perspective, *Food 4 Thought* has been designed within the Spanish legal framework, which means that it should respond to the specific objectives established by the national educational legislation. In the case of foreign languages, their relevance is specified in Article 2 of the LOMLOE, emphasizing the importance of developing the communicative competence in both the official languages of the country and in foreign languages (Ley Orgánica 3/2020, de 29 de diciembre, December 30, 2020). Hence, our proposal should focus on fostering communication in English rather than teaching the structure of the language exclusively.

The lesson proposal also comprises other objectives strictly related to the specific stage for which it has been designed, considering the corresponding legislation. According to Article 4 of the *Real Decreto 243/2022, de 5 de abril* (April 6, 2022), the stage of Bachillerato must prepare students to become part of the active population —joining the workforce or extending their higher education— allowing students to mature and acquire necessary skills and knowledge. Consequently, the activities proposed strive to develop essential skills such as autonomy, collaboration, critical thinking, creativity, and digital competence.

Lastly, the proposal encompasses a wider objective related to the topic that is explored throughout the sessions. As it is mentioned in the specific legislation of the region of Castilla y León —granted that the proposal will be developed in a local school— the subject Foreign Language in the 1st year of Bachillerato must promote not only the acquisition of communicative and language skills, but also the development of the 21st-century skills and, particularly, of the Sustainable Development Goals (SDG) (Decreto 40/2022, de 29 de septiembre, September 30, 2022). This framework provides teachers with relevant topics to explore in the classroom, such as healthy habits or food sustainability; however, teachers should offer students the necessary tools to explore these topics unhindered and consider their own interests.

4.2. Context and temporalization of the proposal

In order to contextualize the project, the proposal has been designed considering a school setting that accurately reflects the complexities and implications of the current educational landscape in Spain. The proposal, as well as the subject of the dissertation, have been inspired by the FCL located in Colegio La Milagrosa y Santa Florentina, a charter school in the metropolitan area of Valladolid (Spain). The school, which serves students from Early

Childhood Education through Compulsory Secondary Education, launched its own learning lab in 2022, transforming its school library into a FCL (See Figure 2 and Figure 3, Annex 7.1.) and obtaining the official recognition of the INTEF, as previously indicated.

a. Description of the FCL

This FCL-inspired lab is situated in one of the biggest rooms of the school —a space of approximately 180 m²— containing numerous windows that provide a natural source of lighting, a small stage located at the back of the room, and colorful decorations that indicate the different learning zones of the FCL (See Figure 3, Annex 7.1.). In fact, this learning lab comprises the six learning zones suggested by the FCL initiative; but they are not strictly circumscribed to specific areas of the room, maximizing the use of space and benefiting from the flexible furniture to rearrange the room according to the different activities. Additionally, having served as a library in the past, the school decided to integrate this space in the FCL (See Figure 4, Annex 7.1.), allowing students to access information not only through digital sources, but also through analog resources (e.g. books or encyclopedias).

Regarding the most significant features of this learning lab, the first distinctive area of the room could correspond to the Present zone, as it contains some key elements, such as a digital screen and flexible and comfortable furniture for the audience (See Figure 5, Annex 7.1.). Secondly, the learning lab also includes a small computer lab consisting of four computers set in individual working areas (See Figure 6, Annex 7.1.). Thirdly, the flexible furniture —mainly desks and chairs— extends over a considerable area of the room (See Figure 7, Annex 7.1.), enabling students and teachers to combine and relocate them. Lastly, the room contains a stage that has been reconceived as the Create learning zone, considering the equipment that it encompasses (See Figure 8, Annex 7.1.). Located on the left side of the stage, there is an audio recording station consisting of several microphones, headsets, and computers with specific recording software (e.g. Audacity) (See Figure 9, Annex 7.1.). On the right side, there is an image recording station that includes a green screen, diverse lighting devices, a digital camera, and a tripod (See Figure 10, Annex 7.1.). Additionally, the lab has a locker where other resources are stored, such as digital microscopes, virtual reality glasses, and games.

Considering that the FCL initiative encourages teachers and schools to adapt these labs to each specific context, this FCL has successfully adjusted to its milieu. Apart from

transforming a room within the school according to the FCL criteria, this space creates new pedagogical opportunities for students, teachers, and the school community; not only continuing to be the school library, but also offering a versatile space to reunite and explore knowledge. However, it is essential to consider the needs and the resources that have been considered in this project, since a small school might not have access to all the resources and facilities established by the FCL initiative. In this specific context, the FCL of Colegio La Milagrosa y Santa Florentina offers an accurate representation of a present-day learning lab, one in which teachers need to manage the activities to guarantee that all students have access to the required resources and use the space in an organized and coordinated way.

b. Description of the group

As it has been mentioned at the beginning of this section, the proposal *Food 4 Thought* has been designed for a group of 1st year of Bachillerato, considering some specific aspects of the subject Foreign Language, such as the general level of language proficiency of this group (B2) or the stage approach toward the SDG and the development of 21st-century skills (Decreto 40/2022, de 29 de septiembre, September 30, 2022). Despite the fact that the school Colegio La Milagrosa y Santa Florentina has been regarded as the contextual setting due to the existence of its own FCL, the school does not cover any grades from the stage of Bachillerato, as previously mentioned. Therefore, the composition of the group and its different circumstances have been specifically designed for the purpose of this dissertation, considering the current educational landscape and its most common phenomena.

Designed to meet the needs of the proposal and represent an average classroom in Spain, the group considered consists of 24 students (14 girls and 10 boys) aged between 16 and 17 years. Among the students, there are some students with specific educational support needs —known in Spanish by the acronym ACNEAE— whose circumstances must be analyzed and considered in the design of the proposal. Particularly, in the group there is one student with high capacities, one student diagnosed with ADHD, and a Ukrainian student who arrived two years ago in Spain and who experiences a slight speech impediment, both in Spanish and in English. Consequently, these individual circumstances must be considered to guarantee that all students can develop and improve their skills equitably, as it will be explored in Section 4.4.c.

c. Organization of the sessions

The proposal has been organized on the grounds of a specific learning situation: *SustainaBlog,* in which students will explore nutrition and food sustainability while completing tasks on the different learning zones of the FCL to create a blog where their products will be shared online. In order to create this learning situation, Article 13 of the *Decreto 40/2022, de 29 de septiembre* has been consulted to meet the specific criteria established by the local administration: consider a holistic perspective, be motivating and relevant for students, and offer equitable opportunities.

Additionally, to guarantee that students complete all the tasks proposed satisfactorily and develop the skills considered for this proposal, the project *Food 4 Thought* will have a duration of nine sessions of 50 minutes, in which students will be introduced to the topic and the objectives of the learning situation and will explore the six learning zones of the FCL. In Castilla y León, the established schedule of the subject Foreign Language I for the grade of 1st year of Bachillerato is three hours per week (Annex V, Decreto 40/2022, de 29 de septiembre, September 30, 2022), hence the proposal will have an approximate duration of three weeks.

The general structure of the proposal could be divided into three different phases, according to the nature of each of the activities developed (See Annex 7.2.a.). First, the project will be introduced to the students in an introductory session (S1), where they will have access to the topic and the organization of the project, they will begin exploring some of the main ideas, as well as stating the creation of each of the groups' blogs. Second, students will work in groups in the learning zones (S2-S6), focusing on one specific task connected to each learning zone and reflecting on their daily work in the blog. Finally, students will have an additional session (S7) to finish any missing tasks and complete the final product, which they will have to present orally to their peers during the last two sessions of the project (S8-S9).

Considering the design of the FCL of reference and the organization of the sessions, the groups will need to coordinate in order to use the space in an organized and logical manner. In order to guarantee that all groups explore the FCL completely, the activities of the proposal have been designed to be directly related to each of the learning zones, enabling students to focus on one station in every session and rotate according to the established organization (See Annex 7.3.a.). For instance, one group might start the project in the Investigate zone, while

other groups might start in the Exchange zone. Subsequently, these groups will rotate and move to a different zone in the next session, ensuring that all groups will have experienced the six learning zones by the end of the project.

4.3. Justification of the proposal

From a didactic perspective, one of the principal objectives of any lesson proposal regarding EFL teaching is to ensure that students acquire the necessary skills and knowledge to use and communicate in the foreign language. This conception of EFL teaching derives from the Communicative Approach, developed in the 1970s, which emphasizes communicativeness as the key element of language teaching (Larsen-Freeman & Anderson, 2011). In the stage of Bachillerato, the communicative competence in the foreign language is not only the main objective of the subject itself, but also the development of fluency and accuracy[5] (Article 7, Real Decreto 243/2022, de 5 de abril, April 6, 2022).

Bearing in mind these criteria, the tasks and resources designed for the proposal should encourage the development of the four communicative language competences in order to achieve a more exhaustive acquisition. As indicated by the CEFR (2020), these four competences allude to the linguistic competence, which refers to the structure and rules of the language itself; the sociolinguistic competence, covering the sociocultural implications and signs of the language; the pragmatic competence, regarding the functions and the adequacy of language in context; and, lastly, the strategic competence, which is essential for communication as it refers to the strategies applied "when speakers face with a communicative problem and improvise their aim to a completion" (Octaviana, 2021, p. 51) —despite not being explicitly mentioned in the CEFR.

Additionally, the FCL provides numerous opportunities for students to explore new aspects of the language, whether individually, in groups, or with the support of the teacher. This last element is key to implementing scaffolding in our proposal, as the teacher must assist students with guidance to communicate in diverse ways (Larsen-Freeman & Anderson, 2011). Each of the six learning zones will present different situations in which students will have to apply

[5]As opposed to the criteria established for the stage of Compulsory Secondary Education, whose objective related to foreign languages refers only to an adequate comprehension and expression (Article 7, Real Decreto 217/2022, de 29 marzo, March 30, 2022).

their prior knowledge to face new language challenges, expanding their learning and targeting their Zone of Proximal Development (ZPD).

Lastly, it is crucial to emphasize the roles of both the students and the teacher in this proposal. On the one hand, the FCL enables students to take an active role in the learning-teaching process by exploring the learning zones and the tasks autonomously with their peers, assuming responsibilities within their group, and regulating their own learning process due to the flexibility of the activities and the room itself. On the other hand, the teacher must evolve from a dated authoritarian role and adopt a much more supportive attitude; instead, the role of the teacher should be that of a facilitator, who provides students with the necessary tools and resources to progress in their learning journey.

In fact, the FCL design allows teachers to work closely with their students in small groups, fostering rapport and improving the environment of the classroom. Although this aspect is essential in any educational setting, the building of rapport is emphasized in EFL teaching, as it enhances students' motivation and participation in the classroom (Reyes & Ortega, 2022), especially considering that speaking in public is a common obstacle that EFL students face.

a. Curricular and legal framework

In the process of creating a lesson proposal, the didactic approach is just one factor among many that must be considered. Apart from the trends in education and the specific pedagogical strategies of each branch of knowledge, any proposal should be designed according to the educational legislation in force at the time of its development. Such principles might extend from a universal level to a more local and school-based level; for instance, in Spain there is a national educational law that is enforced in the entire country and a local educational law that applies to each specific region, both being in effect simultaneously. Consequently, it is necessary to analyze the curricular and legal framework based on the levels of concretion that apply to the different moments of the proposal.

The first level of concretion, the *supra* level, refers to the universal educational guidelines that have been defined by different institutions and that allow teachers to adopt a more global perspective. In the case of our proposal, there are two key elements that could be categorized within this level: the CEFR and the SDG. Taking into account that our proposal has been designed for the subject of EFL, the CEFR is an essential resource to determine the descriptors that need to be considered for each level of language proficiency in order to select

and create the specific materials and establish the assessment criteria. Accordingly, *Food 4 Thought* comprises a B2 level of proficiency, which has been previously indicated as the recommended level for 1st year of Bachillerato. The CEFR (2020) establishes that students at a "Vantage" (p. 174) or B2 level can comprehend complex and technical texts, produce objective and subjective texts clearly and in detail, and interact fluently and effectively; therefore, our proposal should develop and assess these specific skills. As for the SDG, their impact on the proposal will be explored later in the dissertation, due to its particular significance.

Regarding the following level, the *macro* level encompasses all the national pieces of legislation that define the structure and objectives of the Spanish educational system and the regulations stipulated for each specific stage. In Spain, the current educational legislation is the aforementioned *Ley Orgánica 3/2020, de 29 de diciembre* or LOMLOE, which can be defined as a revised version of the previous educational legislation, the *Ley Orgánica 2/2006, de 3 de mayo*, *de Educación* (LOE), due to the economic, social, and technological development occurred. This modified legislation adapted to the current educational landscape by including essential aspects such as gender equality, the personalization of learning, an improved implementation of ICT, or the consideration of SDG (Ley Orgánica 3/2020, de 29 de diciembre, December 30, 2020). In addition to the LOE, the LOMLOE also modified the *Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación* or LODE, which was one of the first pieces of legislation to regulate the access to education in Spain (December 30, 2020) and that is still in effect.

The Spanish educational system is also delimited by specific pieces of legislation that define key aspects of each educational stage and that apply to the national territory as well. Considering that our proposal has been designed for a group of 1st year of Bachillerato, the specific legal document that covers this stage is the *Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato,* which determines the principles and the general structure of the stage, its objectives, its key competences, the assessment and promotion guidelines, as well as a general description of the curricula of each subject. In particular, the *Real Decreto 243/2022, de 5 de abril* has been consulted to establish the objectives of stage (Article 7) and the key competences (Article 16) that will be developed in the proposal.

Having analyzed the activities and the resources of the proposal *Food 4 Thought*, the objectives that will be promoted will be the following: first, objective d), since students will work autonomously and have an active role in the proposal, thus fostering their study and work habits and their personal development through learning; second, objective f), which refers directly to language acquisition, emphasizing fluency and accuracy; third, objective g), referring to the correct and responsible use of ICT resources; fourth, objective k), which relates closely to the dynamic of the FCL, as it refers to the development of creativity, collaboration, flexibility, or critical thinking; and lastly, objective o), focusing on the awareness of sustainable development, since the proposal is mainly based on the SDG. Despite these being considered the main objectives of the proposal, other objectives could also be promoted due to the versatility of the topics of each task.

As for the key competences, these have been established according to the *Key competences for lifelong learning*, which are eight competences established by the European Commission (2019) as the most significant in the current educational landscape. Considering the descriptions provided in this document, our proposal encompasses seven competences. First, the literacy competence, as students will comprehend and express texts, both written and orally, using different resources and materials. Second, the multilingual competence, because they will use English to communicate and complete the different tasks of the proposal. Third, the digital competence, considering the FCL as a space that promotes the use of ICT in the teaching-learning process. Fourth, the personal, social, and learning-to-learn competence, since the proposal has been designed to enhance student autonomy and collaboration while working in groups and managing their own learning process. Fifth, the citizenship competence, mainly due to the proposal's approach toward the SDG and the development of valuable skills for the contribution to society. Sixth, the entrepreneurship competence, considering that the activities of the proposal are aimed to foster soft skills like creativity, problem-solving, or critical thinking. Lastly, the cultural awareness and expression competence, as students will need to consider not only concepts from their own culture, but also explore and consider other cultural perspectives.

At the *meso* level, there is a shift from the national level to the local level, as each region of Spain also defines its own educational legislation according to the general guidelines. Since our proposal has been based on a school from the city of Valladolid, the legislation in effect is that of the autonomous community of Castilla y León. Specifically, the document that defines

the regulations for the stage of Bachillerato in this region is the *Decreto 40/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León,* which determines several specific aspects of the structure and the curricula of the stage, such as the weekly schedule, the cross-curricular contents, the specific competences of each subject and their assessment criteria, etc.

In this case, the *Decreto 40/2022, de 29 de septiembre* has been consulted to determine specific considerations related to stage, such as the weekly schedule (Annex V), the general assessment criteria (Annex II. B.) or the cross-curricular contents (Article 9); and related to the subject of Foreign Language I, such as the standard level of proficiency of the group, the specific competences, the specific assessment criteria, and the contents that are explored in the proposal. In this case, the design of the FCL and the differentiated tasks in the learning zones allow students to develop the six specific competences established by the legislation: comprehension, expression, interaction, mediation, individual linguistic repertoire, and linguistic, artistic, and cultural diversity. However, the specifications of each zone will be described more exhaustively later in the dissertation.

Additionally, the *meso* level includes the *Instrucción de 24 de agosto de 2017* of Castilla y León, a document that establishes the procedures and the adaptations that must be considered in relation to those students with specific educational support needs. Bearing in mind that there are some students who might need methodological or curricular adaptations in the group considered for our proposal, this document will assist teachers to adopt the most appropriate measures.

Regarding the next levels of concretion, these are more specific as they refer directly to the guidelines established by each educational institution. The *micro* level refers to the specific documents of the school and the department of our subject that might affect the design of our proposal. From a more general perspective, the proposal should be created within the indications of both the School Development Plan —abbreviated in Spanish as PEC— and the Annual School Plan —abbreviated as PGA, as well as consider any possible document that might impact the overall organization of the school. From the specific perspective of the subject EFL, the proposal should adapt to the syllabus established by the corresponding department for each stage or level.

For instance, some departments indicate specific textbooks as an essential part of the syllabus, reducing the possibility of adopting a communicative approach. If the considered school were to adhere to this scenario, we could integrate the project into the units established by the book or label the proposal as a final project for the trimester, encompassing several units.

Finally, our proposal *Food 4 Thought* will be located at the *nano* level, as part of the teacher's annual syllabus for the course of 1st year of Bachillerato, considering not only the legislation and the guidelines that have been described previously, but also, and most importantly, the specific classroom setting and the needs stressed by the students.

b. Sustainable Development Goals

The SDGs are part of the 2030 Agenda for Sustainable Development, a plan enacted by the United Nations (UN) in 2015 to strive "for peace and prosperity for people and the planet, now and into the future" (United Nations, n.d.). In order to precisely determine the areas subject of the Agenda, the UN defined 17 goals that tackle the most relevant issues (e.g. poverty, health, education, gender equality, climate change, etc.) and the targets to consider during the following 15 years (United Nations, General Assembly, 2015).

As it has been mentioned previously in the dissertation, the proposal *Food 4 Thought* has been created on the grounds of the SDGs, due to its significance in the current educational paradigm and its explicit allusion in the educational legislation. Furthermore, the SDG provides teachers with a conceptual framework to explore relevant topics in the classroom and adjust their syllabus to the contemporary needs of society.

In the case of our proposal, the activities and the resources have been created to tackle four SDGs, directly and indirectly. From a wider perspective, the SDG 2 (Zero Hunger) will be explored through the topic of the general improvement of nutrition, focusing mainly on the definition of nutritional needs and the awareness of small food procedures (e.g. Create Zone task) (United Nations, General Assembly, 2015). In addition, the SDG 12 (Responsible Consumption and Production) will also be considered in relation to the reduction of food waste and the promotion of sustainable practices (United Nations, General Assembly, 2015), such as supporting local producers or learning about diets and cooking techniques (e.g. eco-friendly diets, batch cooking, etc.).

The main goal developed in the proposal is the SDG 3 (Good Health and Well-being) as its primary objective is to ensure that the future society acquires healthy habits (United Nations, General Assembly, 2015). Despite not mentioning nutrition and eating habits explicitly in the description of the goal, it should be prioritized as a fundamental aspect of overall well-being, especially considering the increase in obesity and diabetes cases worldwide. In fact, targets such as the 3.3 or the 3.5, which tackle the prevention of diseases and substance abuse (United Nations, General Assembly, 2015), will be developed explicitly through tasks based on the awareness of eating disorders (Investigate Zone) or the meditation on different diets (Interact Zone).

Lastly, the proposal must consider the SDG 4 (Quality Education) in order to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, General Assembly, 2015, p. 17). In this case, the target 4.7. is developed throughout the proposal due to its approach toward the SDGs, as the target emphasizes the importance of education toward sustainable development and lifestyles (United Nations, General Assembly, 2015). Additionally, the implementation of the proposal in the FCL will also help to achieve the target 4.a., which affirms that the learning space should be inclusive, safe, and effective for the education of all students.

4.4. Methodology

The proposal *Food 4 Thought* will be developed in a group of Bachillerato, a critical juncture in the learning process, as it marks the transition to higher education. Consequently, the methodology adopted in the proposal should not only enhance the development of the key and the specific competences of the stage, but also achieve for the fostering of other soft skills: the autonomy of learners, the ability to collaborate in diverse groups, and the application of multiple resources and tools (Annex II. A., *Decreto 40/2022, de 29 de septiembre,* September 30, 2022). Moreover, the teacher must identify the general level of competency of the group in order to establish the initial level and the ZPD, striving to ensure meaningful learning (Annex II. A., Decreto 40/2022, de 29 de septiembre, September 30, 2022).

Apart from the methodological guidelines indicated in the legislation, the subject of EFL comprises specific approaches and methods that focus on the learning or the acquisition of the foreign language, depending on the objective of each methodology. As it has been analyzed

previously in the dissertation, this proposal has been designed considering the Communicative Approach, as one of its objectives is the development of communicative competence.

Although this is the general approach adopted constituently in the proposal, the organization and the objectives also indicate the adoption of a PBL approach, as the project develops over an extended period of time —in this case, 3 weeks— during which students solve different problems or tasks related to real-life scenarios and display their work in a final product (e.g. a blog) (Buck Institute for Education, n.d.). However, the distinctive characteristic of this proposal is its differentiated set of activities by reason of the design of the FCL and its learning zones; each zone focuses on a specific task where students need to communicate in different contexts. Therefore, the proposal also favors the adoption of a Task-Based Learning (TBL) approach, as it fosters the meaningful use of language in context to achieve a specific outcome (e.g. planning a trip or ordering food at a restaurant) (Larsen-Freeman & Anderson, 2011).

Regarding each learning zone of the FCL, the versatility of the designed activities allows the adoption of additional approaches depending on the nature of the task. For instance, in the Investigate Zone students will need to conduct brief research to gather information and write an article; considering the flexibility of the topic of research, the task will be developed following an IBL approach, which allows students to explore specific topics and respond to their own personal questioning (i.e. learning by doing) (Sokołowska, 2020).

The proposal will also employ two different methods in specific activities where the general dynamic of the proposal changes to achieve other purposes. The first method is the Direct Method and it will be used in the thinking routine of the first session (S1), since students will be encouraged to answer some questions related to a specific visual aid using English exclusively (Larsen-Freeman & Anderson, 2011). The second method employed will be the TPR —explained previously— as an essential part of the Create Zone; in this case, students will record a TikTok-style video in which they will need to support their statements with their movements and their facial expressions.

The last relevant aspect regarding the methodology of our proposal is the resources and materials available, since they will determine the input that our students will receive and how it will influence their learning process. According to the *Decreto 40/2022, de 29 de septiembre*, these resources should be relevant, flexible, motivating, and adapted to the

students' specific needs, as well as have a bearing on the importance of ICT tools and the current technological advancements in the educational field (Annex II. A., September 30, 2022). Additionally, the legislation also advises maintaining the diversity of these resources, promoting both traditional (e.g. printable materials, books, dictionaries, etc.) and innovative and digital resources (e.g. computers, mobile devices, online interactive materials, etc.), guaranteeing that all students can access and manipulate the information (Annex II. A., Decreto 40/2022, de 29 de septiembre, September 30, 2022).

Despite the emphasis that the FCL places on the implementation of ICT, the proposal will offer students traditional and digital resources analogously. On the one hand, each learning zone will contain a printable instruction for each task, as well as any analog resource that students might need (e.g. checklists, draft sheets, etc.). In addition, the assessment tools that will be completed by the students will be also provided as printable materials, in order to ensure their correct completion. On the other hand, digital resources will be used exhaustively throughout the sessions, as they will be required to complete the tasks —considering that students will likely need to access several online resources to explore the proposed topics— and also to submit each task to their blogs. Besides, any additional resources, the organizational guidelines of the proposal (e.g. due dates, groups' formation, etc.), and the feedback for each task will be shared on the school's online platform to facilitate its access.

Regarding the use of digital resources in the classroom, it is essential that teachers consider the unprecedented expansion of artificial intelligence (AI) that is shaping the current educational landscape. Despite the numerous benefits that AI might provide for the learning-teaching process, the reality is that many students are misusing these tools to complete their work in an unethical manner, mainly due to the lack of support and pedagogical guidelines that exist at this given time. However, the presence of AI in the classroom should not be banned, as it will certainly become essential in the near future. Due to this scenario, Moura & Carvalho (2024) conclude in their study that teachers should receive specialized training not only to seize the pedagogical opportunities of AI, but also to teach their students "AI literacy skills" (p. 142) and also make them aware of the implications and the risks regarding its use (e.g. reliance, intellectual property, fact-checking tools, etc.).

Therefore, the proposal *Food 4 Thought* will promote the responsible use of AI tools by assessing their proper use and granting an additional percentage to the group's progress grade. At the beginning of the project, the teacher will remind students that the inappropriate use of

AI (e.g. copying, translating, using it as the sole source of information, etc.) could be penalized, stressing the risks involved and the level of maturity of our students. However, they will give students the opportunity to use these tools if they justify their ethical use (e.g. as an initial source of information or inspiration, a review or correcting tool, or fact-checking the information with other reliable sources) by providing screenshots or transcripts. In that case, the teacher will assess this use in a specific section of the progress rubric, allowing students to improve their grades.

a. Sessions and stations of the FCL

Having analyzed the different dimensions of the proposal —didactic, curricular, and methodological— and considering its general organization (See Annex 7.2.b.), the nine sessions of the proposal will be categorized into three phases: the introduction to the project, the development of the tasks in the learning zones, and the assembling and presentation of the blog. Consequently, this section will dissect the sessions and their activities to facilitate the future development of the proposal.

Firstly, the proposal will be launched in an introductory session titled *Small Bytes* (S1), consisting of four activities that aim to orientate students toward the topic of the project, the work methodology, and the final product (i.e. their blogs) (See Annex 7.2.b.i.). The main activity of this session is Activity 1, in which students will become acquainted with the topic through the development of the thinking routine *Think, Puzzle, Explore*. According to the initiative Project Zero (Harvard Graduate School of Education, 2019), this thinking routine is not only useful to introduce a project, but also to determine the level of knowledge at the beginning and assess their progress at the end of the sessions. In this case, students will be encouraged to answer what they think about the topic, what puzzles them, and what they would like to explore about nutrition and eating habits in relation to Botero's artwork *Picnic* (1989). The rest of the session will focus on explaining the project and beginning the curation of the blogs.

During the following five sessions (S2-S6) students will explore the FCL by working in the different learning zones. As it has been explained previously, each zone will correspond to a specific task based on diverse subtopics, allowing students to work simultaneously in the sections of their blogs. Although the final product might present a more holistic perspective —reflecting the work developed in all the zones— each learning zone belies a more

independent nature, encompassing different objectives, resources, and dynamics. Consequently, the learning zones will be referred to as *stations* in the proposal due to their unique characteristics.

This second phase of the *Food 4 Thought* proposal will follow a similar organization throughout the five sessions. During the first 10 minutes, the class will divide into groups and each group will relocate to their correspondent station for the session; they will also receive the guidelines for their specific task and their individual progress portfolios (See Annex 7.3.b.). After solving any doubts about the task, students will start working autonomously in their stations for the next 35 minutes and the teacher will supervise their work. Finally, the last five minutes of the session will focus on submitting the tasks correctly to their blogs, completing the progress portfolio, and reorganizing the FCL and the materials, if necessary. Despite this general structure, each station will be organized differently according to the nature of the tasks (See Annex 7.2.b.ii.), as it will be explained hereunder.

In the **Investigate Zone** (*Behind the Plate*), students will conduct research about eating disorders by adopting an IBL approach: they will formulate an initial hypothesis and confirm or reject it after conducting brief research about a specific eating disorder. Additionally, students will have a checklist with the common criteria of the investigation (e.g. use of reliable sources of information, definitions, examples, etc.).

The specific task of this station is to write an article of about 150-180 words, explaining their initial hypothesis and the results of their investigation. This task will be evaluated considering aspects such as the adequacy of the register, the use of language, the precision of the information, creativity, etc. Considering the nature of the task, students will be located in the small computer lab of the FCL (See Figure 6, Annex 7.1.), allowing them access to different sources of information.

The **Create Zone** (*Local Voices*) will focus on the recording of a TikTok-format video in which students explore the advantages and disadvantages of buying food from local producers and small businesses. Students will have the opportunity to debate these ideas with their group or look for information online —mentioning the sources and the authors consulted— in order to elaborate a script of a video in which they act as members of the community or as producers themselves, depending on the approach they adopt in their video.

The task for this station will be a 1-minute TikTok video intended for a wide audience, English and non-English speaking, ensuring that students act out their script explicitly (i.e. using gestures or facial expressions) with the purpose of facilitating its comprehension. Despite the fact that students will be located in the Create Zone of the FCL (See Figure 8, Annex 7.1.), they could not record the video during the session due to the possible acoustic disruptions. Therefore, students will only need to submit the script and a brief description of the video (50 words); the final video will be recorded during recess using the green screen and it will be uploaded on their blogs by the date of the presentation[6].

The **Interact Zone** (*Diet Dialogues*) will be used to debate several diets and food trends that are gaining popularity nowadays. However, to promote the use of ICTs and achieve better management of the interventions, the debate will be held on a platform called Kialo, where students can express their arguments and debate with their group online.

Apart from the debate, the task of this station will include a summary of the debate (100-120 words), analyzing the most important arguments discussed in the debate or describing the graph generated by the platform showing the results of the debate. Considering that students will need to interact, both online and orally, they will be located in the central area of the room (See Figure 7, Annex 7.1.), as the round table will enhance their face-to-face interactions.

In the **Exchange Zone** (*The Menu Challenge*), students will have to face a real-life challenge such as elaborating a weekly menu on a budget. In this case, each group will receive an arbitrary budget by choosing one piece of paper out of a bag. Considering their budget, they should look for information and prices online and elaborate a balanced menu for the week, indicating the daily costs and the final weekly cost.

After exchanging ideas and contrasting them with the reality of food prices, the group should elaborate an infographic on Canva or any other creation platform explaining their weekly menu. In this case, students will be located on the biggest table of the room (See Figure 7, Annex 7.1.), allowing a more flexible working area, as well as having access to additional resources for brainstorming, such as post-its or a whiteboard.

[6] In the case that a group might experience hindrances to record the video on time, the teacher will offer them the opportunity to act out their video during the final presentation and upload it further.

The **Develop Zone** (*#TastyTravels*) will allow students to explore worldwide gastronomies on the platforms that they use daily (e.g. Instagram, TikTok, X/Twitter etc.). This station has the purpose of employing social media as a source of information, bearing in mind the reliability of the contents and the importance of verifying the information. Accordingly, students will gather information about the cuisine and the restaurants' recommendations of a country of their choice by using exclusively social media as their main source of information.

The specific task of this "informal education" activity will be the elaboration of a blog entry (120-150 words), explaining some of the main characteristics of the country's gastronomy and recommending some famous restaurants to the readers of the blog. The nature of this station allows students to adopt a more comfortable working arrangement, hence they will be located in the Present Zone due to its flexible furniture (See Figure 5, Annex 7.1.).

The last phase of the proposal will be dedicated to finishing any missing tasks, assembling the final blog, and presenting the final products to the rest of the groups. Considering the dynamic nature of the FCL stations —in which one task should be done per session— the proposal has been organized to offer students an additional session (S7) to guarantee that all students submit their finished tasks on time for the presentation of the blog. During this session, *Finishing Touches*, students will rather focus on finishing the tasks or organizing the final presentation with their groups (See Annex 7.2.b.iii.).

Lastly, the last two sessions of the proposal will focus exclusively on the presentation of the blogs and the final assessment of the project. In the **Present Zone** (*Table Talks*), each group will project their blog on the digital screen and will explain the sections in 10 minutes, mentioning the specific topics explored in the different stations, the difficulties encountered, or the knowledge and the skills that they have developed throughout the project.

During the presentations, the rest of the students will have to complete a checklist about the interventions of their classmates to assess different aspects, such as pronunciation, body language, content of the blogs, creativity, etc. Once the presentation is finished, students will be encouraged to offer feedback to their classmates, giving them the opportunity to slightly improve their grades. Additionally, each student will complete a self-assessment activity based on the KWL chart (Knew-Want to know-Learned), reviewing their progress

throughout the project from different perspectives (i.e. past, present, and future) (See Annex, 7.2.b.iv.).

b. Assessment

The assessment tools developed for the proposal have been created following the guidelines established in Annex II. B. of the *Decreto 40/2022, de 29 de septiembre*, which provides teachers with orientations regarding the object, the methods and tools, and the moment of assessment, as well as the different agents responsible for the evaluation. In the specific stage of Bachillerato, the assessment must be continuous, differentiated, and, most importantly, formative —it should improve the students' learning progress and enable them to develop their skills thoroughly (Annex II. B., Decreto 40/2022, de 29 de septiembre, September 30, 2025).

Therefore, the proposal *Food 4 Thought* will be assessed according to both formative and summative types of assessment tools. Considering the guidelines established by the legislation, the formative assessment will correspond to a higher percentage of the final grade of the proposal (65%), while the summative assessment will correspond to the remaining 35% (See Annex 7.2.a.). Additionally, the assessment will be both quantitative and qualitative, in order to assess students in a more personal and contextualized manner to adhere to the principle of differentiation and personalized learning.

The formative assessment will consist of a progress rubric of the group's daily work, an individual progress portfolio, and a final self-assessment based on the KWL chart explained previously. Firstly, the progress rubric (40% of the grade) will be completed by the teacher at the end of the main sessions of the proposal (S2-S6) and it will assess the progress of each group according to the corresponding competences and assessment criteria. In particular, the rubric will focus on assessing the progress according to the four communicative language competence and additional criteria related to the completion of the specific task and the comments of the teacher (See Annex 7.3.c.). After every session, the teacher will share each specific rubric with the groups to encourage them to analyze the feedback and improve the tasks for the final presentation.

Regarding the students' formative assessment, they will need to complete an individual progress portfolio (15% of the grade) by the end of each session (See Annex 7.3.b.), describing the working style they have adopted during the task (e.g. individual, in pairs, or in

group), rating the level of difficulty of the task, and offering one aspect that could be improved in the task. The purpose of this assessment tool is to obtain a better comprehension of the group dynamics and collaboration and analyze the perception of our students to improve the project in the future. Also, this portfolio will be assessed considering three degrees of completion: none, partial, or complete. Lastly, students will complete a final self-assessment activity where they will analyze and review their entire progress by completing a KWL chart (See Annex 7.3.b.), which will correspond to 10% of the grade and that will be also assessed depending on the previous degrees of completion.

The summative assessment will be developed by both the teacher and the students during the last sessions of the proposal. While groups are presenting their final blogs orally, the rest of the students will be completing a checklist to peer assess the presentation and the blogs of the classmates individually, grading each criterion from 0 to 2 points and including one positive aspect and one aspect to be improved (See Annex 7.3.b.). Additionally, students will be encouraged to share these comments with the groups to offer constructive feedback. This peer assessment will correspond to 15% of the final grade, while the remaining 20% of the grade will be assessed by the teacher. During the presentations, the teacher will also complete a specific rubric to assess the oral presentation and the involvement of the students in the project, including criteria ranging from pronunciation, body language, or fluency to more detailed information like the degree in which students have improved their blogs with the provided feedback (See Annex 7.3.c.).

Consequently, students will have the opportunity to take part in their assessment process and that of their classmates, improving their motivation and their active participation in the project. Besides, the variety of assessment tools will give students additional opportunities to improve their grades by considering all the competences and dynamics involved in the project.

c. Attention to diversity

One of the first and most important principles of the current educational legislation in Spain is that all students must have access to quality education regardless of conditions such as sex, race, age, religion, disabilities, disease, or sexual orientation (Article 1, Ley Orgánica 3/2020, de 29 de diciembre, December 30, 2020). Therefore, teachers must guarantee that all their students receive equal opportunities in the classroom, coordinating and adapting their syllabus

and pedagogical methodologies to the specific needs that students might stress. For instance, in the legislation regarding the stage of Bachillerato, the attention to diversity in the classroom is emphasized in Article 6, indicating that teachers must adopt any required measures to ensure that all students receive quality education (Real Decreto 243/2022, de 5 de abril, April 6, 2022).

However, not all students with specific educational support needs require the same measures, as they should be defined according to their diversity (e.g. cultural, linguistic, physical and sensory, cognitive, etc.). Hence, these adaptations and measurements could be divided into two broad categories: methodological adaptations, which are mainly adopted in the dynamic of the classroom and the elements that are directly related to the learning process (e.g. students' arrangements, materials, teaching strategies, etc.); and curricular o significant adaptations, which have a direct impact on the syllabus and the assessment criteria of a subject. Consequently, the teacher must analyze each set of circumstances and make the corresponding adaptations to meet the needs of the students.

As it has been mentioned in the description of the group considered for the proposal, it has been designed to account for three students that present specific educational support needs: one student with high capacities (Valeria), one student diagnosed with ADHD (Sergio), and a Ukrainian student (Kateryna) who has a slight speech impediment both in Spanish and in English. In Castilla y León, there is a piece of legislation, *Instrucción de 24 de agosto de 2017*, which defines the most usual circumstances that can be encountered in the classroom and establishes the legal framework in which these adaptations should be made.

According to this document, both students with diagnosed ADHD or with high capacities could receive some curricular adaptations in certain contexts; however, in the case of students with ADHD, if they do not require such direct adaptations, they could not be considered part of the ACNEAE group (Instrucción de 24 de agosto de 2017, August 24, 2017). In the case of Kateryna, the Ukrainian girl, her speech impediment is mainly caused by her late incorporation into the Spanish educational system, which means she will require an educational compensatory adaptation (Instrucción de 24 de agosto de 2017, August 24, 2017). However, she has been in the school and in this specific group for two years, implying that a compensation or a transfer to another level could be detrimental for her learning process.

Considering this specific setting, the proposal will be developed adopting diverse methodological adaptations, since Sergio's symptoms have been reduced considerably during the last two years and Valeria is already receiving some curricular adaptations in other subjects. Specifically, the main adaptation in this case would be related to the arrangements of the working groups, as these allow teachers to elaborate groups in which these students will be supported by their classmates. In this case, Kateryna and Valeria have been arranged in the same group to enhance their collaboration and benefit both from this pairing: while Kateryna will receive more direct support from Valeria, Valeria will assume a greater responsibility in their group. As for Sergio, he has been located in a group of four students, since being in a smaller group could help him manage his stimuli and focus on the tasks.

Regarding any additional adaptations that could be made, it is necessary to analyze the use of English in the classroom. Despite the fact that all students should use the foreign language during the proposal, the legislation indicates that Spanish could be used as a support in the foreign language teaching process (Article 6, Real Decreto 243/2022, de 5 de abril, April 6, 2022). Therefore, Kateryna could receive some additional clarifications or corrections in Spanish if she experiences any problems with the foreign language, as well as having access to a specific computer or portable device to consult any doubts or translate some expressions into her native language. In the case of Sergio, he could also use Spanish to communicate with his group or with the teacher, but he will be encouraged to use English as much as possible.

In particular, the FCL represents a flexible space where attention to diversity is not only possible, but also encouraged. The FCL is closely related to the Universal Design for Learning (UDL), since both initiatives strive to improve the quality of learning. Specifically, the FCL tackles some of the elements of the guidelines established by the UDL: engagement, representation, and action and expression (CAST, 2024). First, the FCL enhances students' autonomy and offers challenging tasks instead of tedious exercises; second, the flexibility of the learning zones allows students to access the information and develop the tasks through multiple supports; and, lastly, interaction is encouraged among students and with the materials, providing different communicative settings. Accordingly, the proposal has been designed to benefit from this flexibility and encourage differentiation in every station of the FCL. In addition, the teacher will also supervise the development of the sessions and assist those students or groups who might need additional support.

5. Conclusion

Having explored the role of the learning space in the learning-teaching process, we could conclude that classrooms are not prepared to respond to the current educational needs and develop the skills required in the 21st century. In a time when information is readily accessible and education could be exploited to an unprecedented extent, schools are still considered hostile spaces where students seem to be "trapped", referring to the initial quote of the dissertation (Solano Cazorla, 2023). Despite the need for innovation and contemporary pedagogical approaches, present-day classrooms maintain outdated arrangements and resources mainly due to the lack of funding and awareness of the impact of learning spaces. If students are constantly facing the teacher and isolated from their classmates, they are condemned to become passive agents in the learning-teaching process.

Nonetheless, as educational policies are being developed, more initiatives are created to improve the quality of education, such as the Universal Design for Learning, the Design for Change, or the Future Classroom Lab. The FCL could be considered one of the most impactful innovations, as it compromises the physical design of the learning space as one of the main tools to achieve an effective education. The growth of the initiative, despite being steady, has led to the creation of numerous FCL spaces in Spain; however, these learning labs are usually independent rooms used for specific and isolated activities, which reflects that its implementation has not been as significant as it seems. The reason for this phenomenon could be related to the fact that the FCL was designed considering an idyllic educational setting, yet schools are still adapting to the new educational landscape.

Consequently, we developed a lesson proposal designed for its specific implementation in a FCL with the purpose of identifying the main considerations and adaptations that should be made. Particularly, the proposal was designed considering a real FCL created in one charter school, which presented some limitations regarding the organization and the resources available. In the first place, the organization of the proposal was one of the most challenging aspects to consider, because the elevated ratios in Spanish schools prevent students from using the FCL freely —as it is intended by the initiative. The use of the six learning zones of the FCL had to be scheduled and assigned to the different groups of the proposal to guarantee that the FCL was explored completely. Additionally, this organization differs slightly from the principle of interconnectivity, as each learning zone was associated with independent stations and tasks. Therefore, in order to create a common element that would connect all the zones,

the proposal was based on the specific topic of nutrition and healthy habits and the objective for all groups was to elaborate a blog that would display their learning results.

In the second place, the proposal was also shaped by the limited resources of the reference FCL in comparison to the original FCL recommendations. For example, the location of the Create Zone would require students to record their videos after the session, imposing an additional task. Another hindrance was posed by the limited number of computers in the classroom, as they are restricted to the Investigate Zone. The use of ICT resources is essential in present-day classrooms, as indicated by the educational legislation, and most projects comprise the use of computers and other devices in the classroom. Hence, the use of additional resources (i.e. Chromebooks that were the property of the school) had to be included in the proposal to ensure that students could complete the task in the FCL.

On the other hand, the FCL offers numerous benefits for EFL teaching and learning, since each learning zone is intended to develop skills and explore different real-life scenarios, offering a more meaningful approach of the language. Accordingly, the proposal comprises the development of the six specific competences established for the subject of Foreign Language I due to the versatility of the six learning zones. Furthermore, the nature of the FCL would allow students to participate actively in their learning process, improving the development of their autonomy and the students' motivation.

Finally, it is important to remark that these conclusions have been drawn regarding exclusively the design of the proposal, as it has not been possible to implement it in a real school setting due to organizational limitations. In light of the theoretical and empirical gap that exists in relation to the FCL, further research should seek to analyze the development of lesson proposals in the FCL and determine its impact in the learning-teaching process.

The FCL is not only an innovative and ambitious initiative, it represents the future of education, as its name indicates. A future in which classrooms are flexible spaces where students challenge themselves and acquire meaningful skills and knowledge, not listen and memorize; where teachers are encouraged to innovate, not to use the book; and where learning is considered a valuable and positive experience, not a tedious exercise.

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6.2. Audiovisual references

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7. Annexes

7.1. Pictures of the reference FCL

Figure 2. Former library of the school La Milagrosa y Santa Florentina (INTEF, 2024).

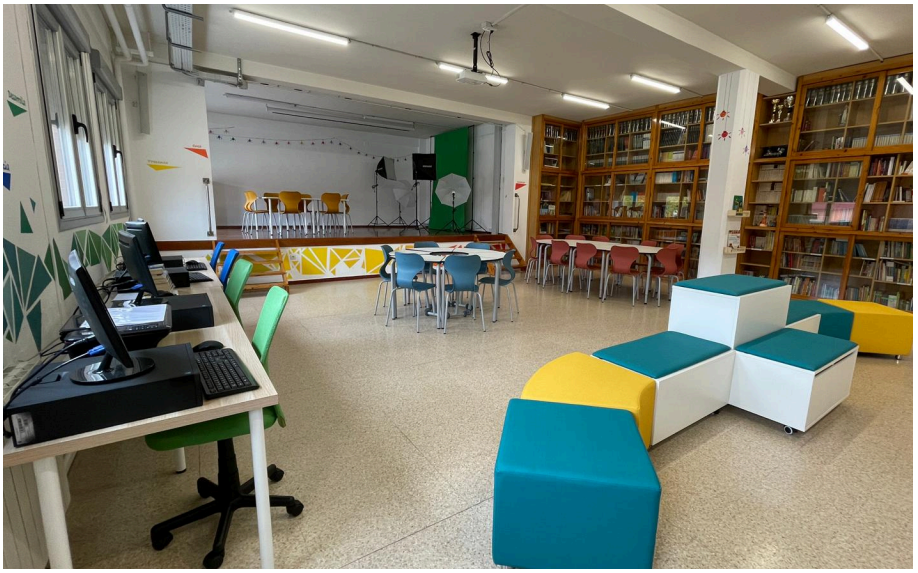


Figure 3. FCL inspired learning lab in the school La Milagrosa y Santa Florentina (LMSF, 2023).

Figure 4. Section of the library in the FCL of the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

Figure 5. Present Zone of the FCL in the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

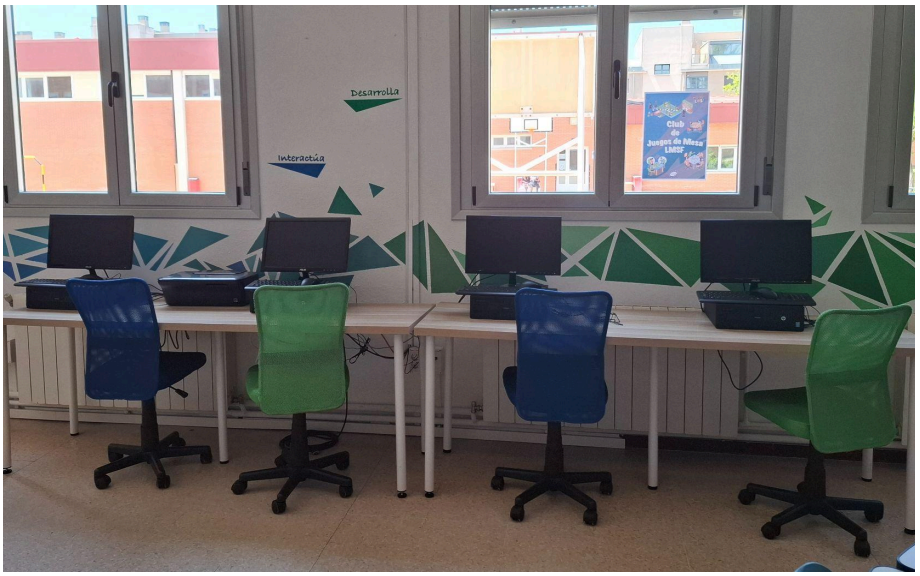


Figure 6. Computer lab of the FCL in the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

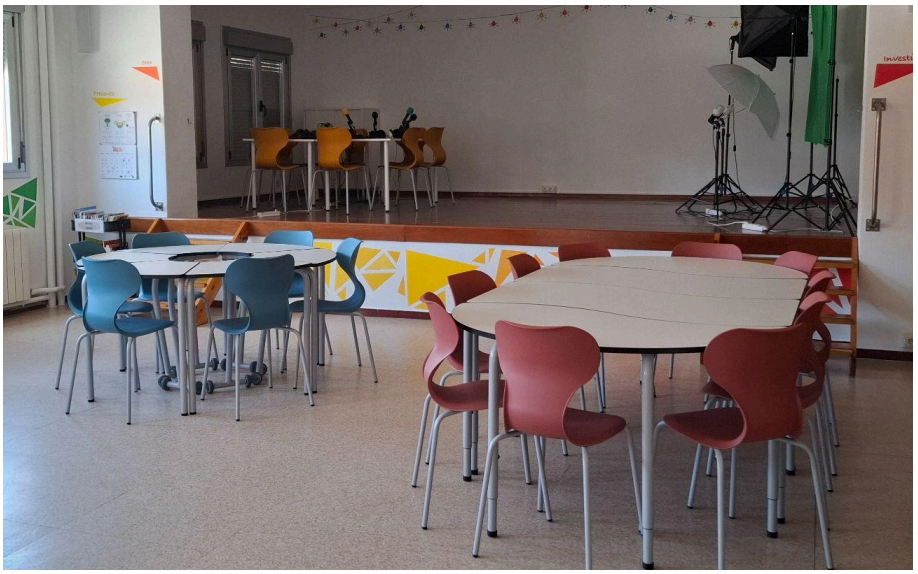


Figure 7. Flexible furniture of the FCL in the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

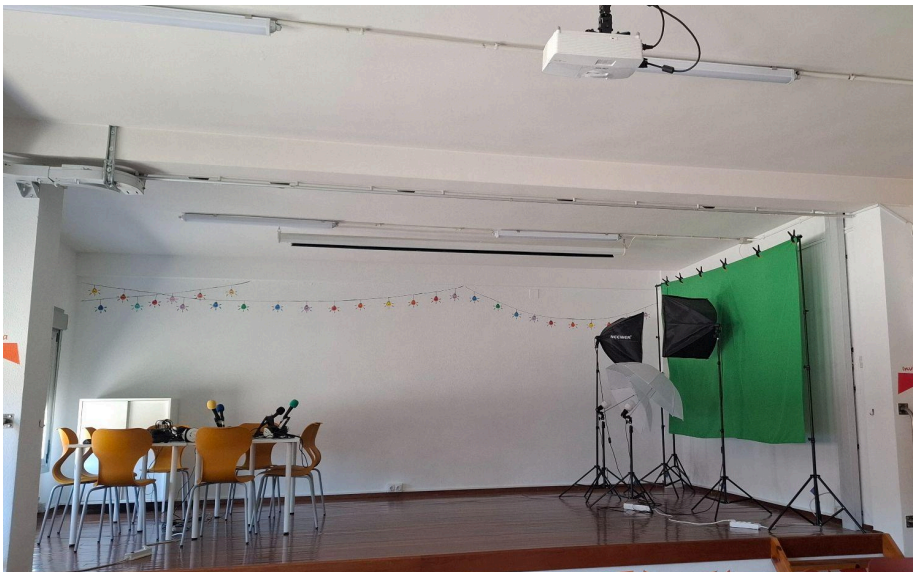


Figure 8. Create Zone of the FCL in the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

Figure 9. Recording station of the FCL in the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

Figure 10. Image recording studio of the FCL in the school La Milagrosa y Santa Florentina (Photograph taken by author on June 5, 2025, Colegio La Milagrosa y Santa Florentina).

7.2. Organization of the proposal

a. General structure of the proposal

<table>
<tr><td colspan="3">Title: Food 4 Thought</td></tr>
<tr><td>Stage: Bachillerato</td><td>Level: 1st Year</td><td>Temporalization: 9 sessions</td></tr>
<tr><td colspan="2">Objectives of Stage</td><td>SDG</td></tr>
<tr><td colspan="2">D) Learning for personal development
F) Foreign language expression
G) Responsible use of ICT
K) Entrepreneurship and critical thinking
O) Sustainable development awareness</td><td>2. Zero hunger
3. Good health and well-being
4. Quality education
12. Responsible consumption and production</td></tr>
<tr><td colspan="2">Key Competences</td><td>Specific Competences</td></tr>
<tr><td colspan="2">• Literacy competence
• Multilingual competence
• Digital competence
• Personal, social and learning to learn competence
• Citizenship competence
• Entrepreneurship competence
• Cultural awareness and expression competence</td><td>1. Comprehension
2. Expression
3. Interaction
4. Mediation
5. Individual linguistic repertoire
6. Linguistic, artistic, and cultural diversity</td></tr>
<tr><td colspan="3">Assessment Criteria</td></tr>
<tr><td colspan="3">1.1. 1.2. 2.1. 2.2. 3.1. 4.2. 5.1. 6.1.
1.3. 2.3. 2.4. 3.2. 5.3.</td></tr>
<tr><td colspan="3">Contents</td></tr>
<tr><td>A. COMMUNICATION
A1, A4, A6, A7, A8, A9, A10, A11, A13, A14, A15, A16</td><td>B. PLURILINGUALISM
B3</td><td>C. INTERCULTURALITY
C1, C4, C7</td></tr>
</table>

Learning Situation

- **SustainaBlog**

  Students will explore eating habits and food sustainability by working in the diverse learning zones of the FCL, displaying their group work in a **blog** which will be shared online and that will be presented at the end of the project.

Phases of the Proposal

PHASE 1: Introduction to the Project

Session 1: Small Bytes

- Thinking routine
- Explanation of the project
- Organizing the groups
- Creation of the blogs

PHASE 2: Exploring the Learning Zones

Session 2 - Session 6

During these sessions, the groups will be rotating around the different learning zones completing the specific task on each of the stations.

- **Investigate Zone** (*Behind the Plate*)
- **Create Zone** (*Local Voices*)
- **Interact Zone** (*Diet Dialogues*)
- **Exchange Zone** (*The Menu Challenge*)
- **Develop Zone** (*#TastyTravels*)

PHASE 3: Assembling and Presenting the Blog

Session 7: Finishing Touches

Students will be able to complete any missing tasks or organize the final presentation.

Session 8-9: Table Talks (Presenting our Blogs)

Students will share their results of the project by presenting their blogs to their peers, who will offer constructive feedback at the end of each presentation.

Assessment Tools

- **Formative Assessment (65%)**
    - Individual daily progress portfolio (15%)
    - Teacher's group progress rubric (40%)
    - Final KWL chart (10%)
- **Summative Assessment (35%)**
    - Peer assessment checklist (15%)
    - Teacher's presentation rubric (20%)

Attention to Diversity

In this case, the proposal considers a class of 24 students, in which three students present specific educational support needs: one student with high capacities (**Valeria**), one student diagnosed with ADHD (**Sergio**), and a Ukrainian student (**Kateryna**), who arrived to Spain two years ago and that experiences a slight speech impediment, both in Spanish and in English.

In the case of **Valeria**, she is already receiving some curricular adaptations in three other subjects, which means she will receive methodological adaptations in the subject of Foreign Language I. Particularly, she will assume the responsibility in her group of providing linguistic support for Kateryna, fostering additional skills and exploring diverse aspects of the language.

Regarding **Kateryna**, she will be paired with Valeria to receive assistance regarding any linguistic or cultural obstacles that she might encounter during the development of the project. Additionally, she will be able to use Spanish in the classroom to guarantee that she can follow the dynamic of the session, ask doubts or communicate with her group in Spanish. However, considering her impediment in both languages, she will also have the possibility of using a computer or a portable device to translate or search information in her native language.

Lastly, **Sergio** will be strategically located in the smaller group of the project, in order to reduce any possible distractions and help him focus during the sessions, since his symptoms are not as severe. Additionally, he could use Spanish in the classroom in case he needs to solve any doubts or communicate with his group, but he will be encouraged to communicate mostly in English.

b. Sessions and stations of the proposal

i. Session 1

<table>
<tr><th>SESSION 1</th><th colspan="2">Title: Small Bytes</th></tr>
<tr><th>Duration</th><th colspan="2">Achievement Indicators (IND)</th></tr>
<tr><td>50 minutes</td><td colspan="2" rowspan="3">2.1.1. The student or the pair intervenes, at least once, in the discussion, expressing their impressions and opinions orally and adequately.
2.4.1. The student or the pair expresses their opinions by employing a structure adjusted to their level of proficiency (e.g. from my point of view, as far as I am concerned, as I see it, etc.).
3.1.1. The student interacts with their group to make decisions and share ideas using, predominantly, English.
4.2.1. The student or the pair infers the relevant concept represented in the painting (i.e. nutrition or eating habits) and discusses it with the rest of the class.</td></tr>
<tr><th>Specific Competences</th></tr>
<tr><td>2 3 4</td></tr>
<tr><th colspan="3">Contents</th></tr>
<tr><td colspan="2">A. COMMUNICATION
4. Expressing personal opinions and impressions derived from a visual aid.
4. Negotiate by providing arguments and counteroffers.
8. Formulating questions about a specific topic regarding a visual aid.
10. Exposure to specific educational terminology related to the organization of the project.</td><td>Cross-curricular contents
• Information and Communication Technologies (ICT)
• Public Speaking
• Social Skills</td></tr>
</table>

C. INTERCULTURALITY

1. English as a tool to communicate and share their opinions or ideas.
7. Exposure to artistic diversity through the artwork *Picnic* (Botero, 1989).

Structure of the session (S1)

<table>
<tr><th>Type[7]</th><th>Activity 1 - Thinking Routine (Think, Puzzle, Explore)</th><th>IND</th></tr>
<tr><td>I</td><td rowspan="3">Students will receive a visual input related to the topic of the project, nutrition and eating habits, and they will need to answer the following questions orally:
● What do you think about this picture?
● What puzzles you about the picture?
● What does the picture make you want to explore?</td><td rowspan="3">2.1.1.
3.1.1.
4.2.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td>15 min.</td></tr>
</table>

Organization	Materials
Individual or in pairs	● HD projector or digital screen. ● Visual aid to encourage the discussion.

[7] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (S1)</th></tr>
<tr><th>Type[8]</th><th colspan="2">Activity 2 - Food 4 Thought</th><th>IND</th></tr>
<tr><td>I</td><td colspan="2">The teacher will introduce the project by explaining the final product and the different tasks that the students will complete during the project, emphasizing the order of the sessions and the different stations of the learning zone.
Once the students have understood the work methodology that will be adopted during the project, the teacher will show them the template of the blogs that they will need to elaborate on, encouraging students to express their opinion about the project or the product to negotiate the guidelines.
Finally, the teacher will share the distribution of the groups and students will need to rearrange for the next activity.</td><td rowspan="3">2.1.1.</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>15 min.</td><td>Individual</td><td>• HD projector or digital screen.
• Diagram with the organization of the project.
• Template of the blog.
• Distribution of the students into the different groups.</td></tr>
</table>

[8] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (S1)</th></tr>
<tr><th>Type[9]</th><th colspan="2">Activity 3 - Crafting our blogs!</th><th>IND</th></tr>
<tr><td>I</td><td colspan="2">Lastly, students will organize into groups and will start creating their blogs by altering the template provided by the teacher. They will be encouraged to choose a name for their group and personalize it according to the style of their blogs.

During the activity, the teacher will go around the class to supervise their work, checking if students are interacting using English and solving any doubts that might arise. In addition, the teacher must ensure that the Google Slide of the blog has been shared among all the members of the groups, as well as with the teacher.

Regarding time management, the teacher will set a timer and students will manage their time autonomously.</td><td rowspan="3">3.1.1.</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>20 min.</td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Distribution of the students into the different groups.
• Chromebooks or portable devices (2 or 3 per group).
• Classroomscreen timer.</td></tr>
</table>

[9] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

ii. Session 2 to 6 (Stations of the FCL)

<table>
<tr><th>Investigate Zone</th><th colspan="2">Title: Behind the Plate</th></tr>
<tr><th>Duration</th><th colspan="2">Achievement Indicators (IND)</th></tr>
<tr><td>50 minutes</td><td colspan="2" rowspan="3">1.1.1. The student infers the relevant ideas from the consulted specific sources.
2.2.1. The student elaborates a research article according to the established guidelines.
2.3.1. The student collaborates with their groups in the production of the piece of writing.
2.4.1. The student employs medical terminology in the article, explaining the more specific context using their own words.
3.1.1. The student collaborates with their group to analyze the instructions and solve any doubts previous to the work.
5.3.1. The student assesses the results of the session by completing their individual progress portfolio.</td></tr>
<tr><th>Specific Competences</th></tr>
<tr><td>1 2 3 5</td></tr>
<tr><th colspan="3">Contents</th></tr>
<tr><td colspan="2">A. COMMUNICATION
4. Paraphrasing and explaining information from other sources.
7. Format and register of articles.
9. Text coherence, cohesion, and adequacy.
10. Exposure to specific medical terminology.
15. Recognition and awareness of the intellectual property of the authors.</td><td>Cross-curricular contents
• Information and Communication Technologies (ICT)
• Written Expression
• Social Skills</td></tr>
</table>

B. PLURILINGUALISM

3. Self-assessment as a tool to reflect on the students' learning progress.

C. INTERCULTURALITY

1. English as a tool to communicate, access the information, and elaborate a piece of writing.

Structure of the session (Investigate Zone)

Type[10]	Activity 1 - Preview & Prep		IND
I **Time** 10 min.	At the beginning of the session, the teacher will project the organization of the groups according to the learning zones of the FCL and students will rearrange in their corresponding station. They will also receive the guidelines of their specific station, encouraging them to analyze them and ask any doubt that they might have prior to the development of the task. Lastly, each student will receive their personal progress portfolio, where they will assess their progress in the session by considering their working organization (e.g. individual, in pairs, or in group), the difficulty of the session, and one aspect they will improve for the next sessions.		**3.1.1.**
	Organization	**Materials**	
	5 groups of 4-5 students	• HD projector or digital screen. • Organization of the groups in the different stations. • Guidelines of the station *Behind the Plate* (one per group). • Individual progress portfolio (one per student).	

[10] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Investigate Zone)</th></tr>
<tr><th>Type[11]</th><th colspan="2">Activity 2 - Behind the Plate</th><th>IND</th></tr>
<tr><td>R</td><td colspan="2">Students will conduct research about eating disorders by adopting an IBL approach: they will formulate an initial hypothesis and confirm or reject it after conducting brief research about a specific eating disorder. Additionally, students will have a checklist with the common criteria of the investigation (e.g. use of reliable sources of information, definitions, examples, etc.). The specific task of this station is to write an article of about 150-180 words, explaining their initial hypothesis and the results of their investigation.</td><td rowspan="4">1.1.1.
2.2.1.
2.3.1.
2.4.1.</td></tr>
<tr><td>Time</td><td colspan="2">During the session, the teacher will go around the class solving any doubts or questions that students might pose and ensuring that the groups are collaborating adequately. In particular, they will focus on the student with specific needs, to guarantee that they have access to any additional resources they might need and that they are supported by their groups. The duration of the activity will be managed with a timer projected on the digital screen.</td></tr>
<tr><td rowspan="2">35 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Guidelines of the station Behind the Plate (one per group).
• Computer lab of the FCL.
• Classroomscreen timer.</td></tr>
</table>

[11] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Investigate Zone)</th></tr>
<tr><th>Type[12]</th><th colspan="2">Activity 3 - Wrapping up!</th><th>IND</th></tr>
<tr><td>A</td><td colspan="2" rowspan="2">Once the timer is over, students will need to rearrange the learning zones and reorganize any resources that they might have used during the session. In addition, the teacher will remind students to submit the tasks to their blogs, despite not having finished them, as they will provide feedback after the classroom.

Lastly, students will complete the progress portfolios individually, explaining their impressions and their involvement in the session. Depending on the initiative and the maturity level of the students, the teacher could collect and manage the portfolios to guarantee their completion.</td><td rowspan="3">5.3.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td rowspan="2">5 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>Individual</td><td>• Individual progress portfolio (one per student).</td></tr>
</table>

[12] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

Create Zone	**Title:** Local Voices
Duration	**Achievement Indicators (IND)**
50 minutes	2.1.1. The student expresses the ideas of their group orally, adapting its intervention to the characteristics of the video (e.g. duration, register, etc.). 2.3.1. The student elaborates a script with their group adhering to the guidelines of the tasks. 3.1.1. The student collaborates with their group to analyze the instructions and solve any doubts previous to the work. 3.2.1. The student makes use of appropriate language structures, considering the nature of the interaction (e.g. greetings, interviewing, explaining concepts, etc.). 5.3.1. The student assesses the results of the session by completing their individual progress portfolio.
Specific Competences	
2 3 5	

Contents	
A. COMMUNICATION 4. Offer for-and-against arguments about a specific topic. 7. Adaptation of a script for a wider audience. 11. Pronunciation and intonation as tools to achieve communication. 13. Use of interactive formulas (e.g. greeting, turn-taking, expressing irony, etc.). 15. Recognition and awareness of the intellectual property of the authors.	**Cross-curricular contents** • Information and Communication Technologies (ICT) • Public Speaking • Social Skills and Self-confidence • Opportunities of the region of Castilla y León

B. PLURILINGUALISM

3. Self-assessment as a tool to reflect on the students' learning progress.

C. INTERCULTURALITY

1. English as a tool to communicate, offer arguments, and elaborate a script for its further representation.

Structure of the session (Create Zone)

<table>
<tr><th>Type[13]</th><th colspan="2">Activity 1 - Preview & Prep</th><th>IND</th></tr>
<tr><td>I</td><td colspan="2" rowspan="2">At the beginning of the session, the teacher will project the organization of the groups according to the learning zones of the FCL and students will rearrange in their corresponding station.

They will also receive the guidelines of their specific station, encouraging them to analyze them and ask any doubts that they might have prior to the development of the task.

Lastly, each student will receive their personal progress portfolio, where they will assess their progress in the session by considering their working organization (e.g. individual, in pairs, or in group), the difficulty of the session, and one aspect they will improve for the next sessions.</td><td rowspan="3">3.1.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td>10 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td></td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Organization of the groups in the different stations.
• Guidelines of the station Local Voices (one per group).
• Individual progress portfolio (one per student).</td><td></td></tr>
</table>

[13] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Create Zone)</th></tr>
<tr><th>Type[14]</th><th colspan="2">Activity 2 - Local Voices</th><th>IND</th></tr>
<tr><td>R</td><td colspan="2">Students will write a script for a TikTok video in which they explain the advantages and disadvantages of buying food from local producers and small businesses. They will debate these ideas with their group or look for information online —mentioning the sources and the authors consulted. They will also need to write a summary of their video, explaining the characters and the plot, since they will not be able to record during the session due to the active working environment.</td><td rowspan="4">2.1.1.
2.3.1.
3.2.1.</td></tr>
<tr><td>Time</td><td colspan="2">During the session, the teacher will go around the class solving any doubts or questions that students might pose and ensuring that the groups are collaborating adequately. In particular, they will focus on the student with specific needs, to guarantee that they have access to any additional resources they might need and that they are supported by their groups. Also, the duration of the activity will be managed with a timer projected on the digital screen.</td></tr>
<tr><td rowspan="2">35 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Guidelines of the station Local Voices (one per group).
• Create Zone of the FCL (green screen and lighting devices).
• Chromebooks or portable devices (2 or 3 per group).
• Classroomscreen timer.</td></tr>
</table>

[14] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Create Zone)</th></tr>
<tr><th>Type[15]</th><th colspan="2">Activity 3 - Wrapping up!</th><th>IND</th></tr>
<tr><td>A</td><td colspan="2">Once the timer is over, students will need to rearrange the learning zones and reorganize any resources that they might have used during the session. In addition, the teacher will remind students to submit the tasks to their blogs, despite not having finished them, as they will provide feedback after the classroom.
Lastly, students will complete the progress portfolios individually, explaining their impressions and their involvement in the session. Depending on the initiative and the maturity level of the students, the teacher could collect and manage the portfolios to guarantee their completion.</td><td rowspan="3">5.3.1.</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>5 min.</td><td>Individual</td><td>• Individual progress portfolio (one per student).</td></tr>
</table>

[15] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><td>Interact Zone</td><td colspan="2">Title: Diet Dialogues</td></tr>
<tr><td>Duration</td><td colspan="2">Achievement Indicators (IND)</td></tr>
<tr><td>50 minutes</td><td colspan="2" rowspan="3">2.2.1. The student summarizes the topics of the debate in a cohesive and coherent text.
2.4.1. The student applies specific food and dietary terminology to their arguments.
3.1.1. The student collaborates with their group to analyze the instructions and solve any doubts previous to the work.
3.1.2. The student participates in the debate by offering their own arguments or replying to their peers in a respectful and coherent way.
4.2.1. The student analyzes the graph and explains its meaning in a brief text.
5.3.1. The student assesses the results of the session by completing their individual progress portfolio.</td></tr>
<tr><td>Specific Competences</td></tr>
<tr><td>2 3 4 5</td></tr>
<tr><td colspan="3">Contents</td></tr>
<tr><td colspan="2">A. COMMUNICATION
4. Expressing personal opinions and offering arguments.
6. Textual typology of descriptive texts.
10. Food and dietary terminology.
13. Use of interactive formulas (e.g. clarify, compare, paraphrase, etc.).
15. Recognition and awareness of the intellectual property of the authors.
16. Interaction (debate) using an online platform (Kialo).</td><td>Cross-curricular contents
• Information and Communication Technologies (ICT)
• Written Expression
• Social Skills</td></tr>
</table>

B. PLURILINGUALISM 3. Self-assessment as a tool to reflect on the students' learning progress. **C. INTERCULTURALITY** 1. English as a tool to debate, offer pros and cons arguments, and explain graphs.	

Structure of the session (Interact Zone)

Type[16]	**Activity 1 - Preview & Prep**		**IND**
I	At the beginning of the session, the teacher will project the organization of the groups according to the learning zones of the FCL and students will rearrange in their corresponding station. They will also receive the guidelines of their specific station, encouraging them to analyze them and ask any doubt that they might have prior to the development of the task. Lastly, each student will receive their personal progress portfolio, where they will assess their progress in the session by considering their working organization (e.g. individual, in pairs, or in group), the difficulty of the session, and one aspect they will improve for the next sessions.		**3.1.1.**
Time			
10 min.	**Organization**	**Materials**	
	5 groups of 4-5 students	• HD projector or digital screen. • Organization of the groups in the different stations. • Guidelines of the station *Diet Dialogues* (one per group). • Individual progress portfolio (one per student).	

[16] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Interact Zone)</th></tr>
<tr><td>Type[17]</td><td colspan="2">Activity 2 - Diet Dialogues</td><td>IND</td></tr>
<tr><td>R</td><td colspan="2">Students will debate about several diets and food trends on a platform called Kialo, where they will express their arguments and debate with their group online. Each student will use a computer or a portable device to access the debate room and offer the pros and cons arguments about five different statements and complete tasks, such as replying to an argument or justifying their opinion with an official source. Lastly, they will write a summary of the debate (100-120 words) explaining the main arguments or describing the graph generated by the platform.

During the session, the teacher will go around the class solving any doubts or questions that students might pose and ensuring that the groups are collaborating adequately. In particular, they will focus on the student with specific needs, to guarantee that they have access to any additional resources they might need and that they are supported by their groups. Also, the duration of the activity will be managed with a timer projected on the digital screen.</td><td rowspan="3">2.2.1.
2.4.1.
3.1.2.
4.2.1.</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>35 min.</td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Guidelines of the station Local Voices (one per group).
• Kialo (platform for online debates).
• Chromebooks or portable devices (one per student).
• Classroomscreen timer.</td></tr>
</table>

[17] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Interact Zone)</th></tr>
<tr><th>Type[18]</th><th colspan="2">Activity 3 - Wrapping up!</th><th>IND</th></tr>
<tr><td>A</td><td colspan="2" rowspan="2">Once the timer is over, students will need to rearrange the learning zones and reorganize any resources that they might have used during the session. In addition, the teacher will remind students to submit the tasks to their blogs, despite not having finished them, as they will provide feedback after the classroom.

Lastly, students will complete the progress portfolios individually, explaining their impressions and their involvement in the session. Depending on the initiative and the maturity level of the students, the teacher could collect and manage the portfolios to guarantee their completion.</td><td rowspan="3">5.3.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td rowspan="2">5 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>Individual</td><td>• Individual progress portfolio (one per student).</td></tr>
</table>

[18] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th>Exchange Zone</th><td colspan="2">Title: The Menu Challenge</td></tr>
<tr><th>Duration</th><td colspan="2">Achievement Indicators (IND)</td></tr>
<tr><td>50 minutes</td><td colspan="2" rowspan="3">2.3.1. The student cooperates with their group to organize the information and elaborate the infographic according to the requirements of the task.
2.4.1. The student makes use of specific food terminology (e.g. ingredients or nutrients).
3.1.1. The student collaborates with their group to analyze the instructions and solve any doubts previous to the work.
3.1.2. The student shares their ideas with their group and respects their peers’ interventions.
5.1.1. The student translates the specific ingredients into English, if necessary, comparing the use of both languages.
5.3.1. The student assesses the results of the session by completing their individual progress portfolio.</td></tr>
<tr><th>Specific Competences</th></tr>
<tr><td>2 3 5</td></tr>
<tr><th colspan="3">Contents</th></tr>
<tr><td colspan="2">A. COMMUNICATION
4. Giving and receiving advice and sharing different ideas.
10. Terminology related to ingredients and nutritional values.
13. Use of interactive formulas (e.g. turn-taking, comparison, etc.).
14. Websites in English and Spanish as tools for language learning.
16. Elaboration of an infographic on an online platform.</td><td>Cross-curricular contents
• Information and Communication Technologies (ICT)
• Social Skills</td></tr>
</table>

B. PLURILINGUALISM	C. INTERCULTURALITY
3. Self-assessment as a tool to reflect on the students' learning progress.	1. English as a tool to share ideas and organize specific information.

Structure of the session (Exchange Zone)

Type[19]	Activity 1 - Preview & Prep		IND
I	At the beginning of the session, the teacher will project the organization of the groups according to the learning zones of the FCL and students will rearrange in their corresponding station. They will also receive the guidelines of their specific station, encouraging them to analyze them and ask any doubt that they might have prior to the development of the task. In this case, students will also receive computers for the next activity and they will have to choose a random budget from a "mystery" bag. Lastly, each student will receive their personal progress portfolio, where they will assess their progress in the session by considering their working organization (e.g. individual, in pairs, or in group), the difficulty of the session, and one aspect they will improve for the next sessions.		**3.1.1.**
Time	**Organization**	**Materials**	
10 min.	5 groups of 4-5 students	• HD projector or digital screen. • Organization of the groups in the different stations. • Guidelines of the station *The Menu Challenge* (one per group). • Individual progress portfolio (one per student).	

[19] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Exchange Zone)</th></tr>
<tr><th>Type[20]</th><th colspan="2">Activity 2 - The Menu Challenge</th><th>IND</th></tr>
<tr><td>R</td><td colspan="2">Students will organize a weekly menu on a budget. Each group will receive an arbitrary budget by choosing one piece of paper out of a bag. Considering the budget they have received in the previous activity (e.g. €80, €120, or €37), they should look for information and prices online and elaborate a balanced menu for the week, indicating the daily costs and the final weekly cost.

After exchanging ideas and contrasting them with the reality of food prices, the group will create an infographic on Canva or any other creation platform explaining their weekly menu.

During the session, the teacher will go around the class solving any doubts or questions that students might pose and ensuring that the groups are collaborating adequately. In particular, they will focus on the student with specific needs, to guarantee that they have access to any additional resources they might need and that they are supported by their groups. Also, the duration of the activity will be managed with a timer projected on the digital screen.</td><td rowspan="3">2.3.1
2.4.1
3.1.2
5.1.1</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>35 min.</td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Guidelines of the station The Menu Challenge (one per group).
• Chromebooks or portable devices (2 or 3 per group).
• Post-its and whiteboards.
• Classroomscreen timer.</td></tr>
</table>

[20] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Exchange Zone)</th></tr>
<tr><th>Type[21]</th><th colspan="2">Activity 3 - Wrapping up!</th><th>IND</th></tr>
<tr><td>A</td><td colspan="2" rowspan="2">Once the timer is over, students will need to rearrange the learning zones and reorganize any resources that they might have used during the session. In addition, the teacher will remind students to submit the tasks to their blogs, despite not having finished them, as they will provide feedback after the classroom.

Lastly, students will complete the progress portfolios individually, explaining their impressions and their involvement in the session. Depending on the initiative and the maturity level of the students, the teacher could collect and manage the portfolios to guarantee their completion.</td><td rowspan="3">5.3.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td rowspan="2">5 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>Individual</td><td>• Individual progress portfolio (one per student).</td></tr>
</table>

[21] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

Develop Zone	**Title:** #TastyTravels
Duration	**Achievement Indicators (IND)**
50 minutes	
Specific Competences	
1 2 3 **5 6**	1.2.1. The student inspects the information from the social media posts critically and objectively. 1.3.1. The student contrasts the information in different posts and sources. 2.2.1. The student elaborates a blog entry coherently and reflects their group's interpretation of the information. 2.3.1. The student adapts the blog to its specific format and register to their target audience (e.g. formal or informal). 3.1.1. The student collaborates with their group to analyze the instructions and solve any doubts prior to the work. 5.3.1. The student assesses the results of the session by completing their individual progress portfolio. 6.1.1. The student explains specific concepts of the country's culture to facilitate their comprehension and promotes the development of interculturality.

Contents	
A. COMMUNICATION 4. Description of cultural concepts (gastronomy). 7. Format of a blog and proper register according to the audience. 9. Text coherence, cohesion, and adequacy. 14. Social media as a tool for language learning. 15. Recognition and awareness of the intellectual property of the authors. 16. Use of mobile devices to gather information and elaborate a blog. **B. PLURILINGUALISM** 3. Self-assessment as a tool to reflect on the students' learning progress. **C. INTERCULTURALITY** 1. English as a tool to research, evaluate the information, and give recommendations. 4. Geographical and cultural aspects of English-speaking and non-English-speaking countries.	**Cross-curricular contents** ● Information and Communication Technologies (ICT) ● Written Expression ● Social Skills

<table>
<tr><th colspan="4">Structure of the session (Develop Zone)</th></tr>
<tr><th>Type[22]</th><th colspan="2">Activity 1 - Preview & Prep</th><th>IND</th></tr>
<tr><td>I</td><td colspan="2">At the beginning of the session, the teacher will project the organization of the groups according to the learning zones of the FCL and students will rearrange in their corresponding station.
They will also receive the guidelines of their specific station, encouraging them to analyze them and ask any doubt that they might have prior to the development of the task.
Lastly, each student will receive their personal progress portfolio, where they will assess their progress in the session by considering their working organization (e.g. individual, in pairs, or in group), the difficulty of the session, and one aspect they will improve for the next sessions.</td><td rowspan="3">3.1.1.</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>10 min.</td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Organization of the groups in the different stations.
• Guidelines of the station #TastyTravels (one per group).
• Individual progress portfolio (one per student).</td></tr>
</table>

[22] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Develop Zone)</th></tr>
<tr><th>Type[23]</th><th colspan="2">Activity 2 - #TastyTravels</th><th>IND</th></tr>
<tr><td>R</td><td colspan="2">Students will explore gastronomies from one country of their choice, using social media as the main source of information. During the activity, students will gather information about the cuisine and the restaurants' recommendations of a country of their choice by using exclusively social media as their main source of information. Once they have carried out this “informal” research, they will write a blog entry (120-150 words), explaining some of the main characteristics of the country’s gastronomy and recommending some famous restaurants to the readers of their blog.

During the session, the teacher will go around the class solving any doubts or questions that students might pose and ensuring that the groups are collaborating adequately. In particular, they will focus on the student with specific needs, to guarantee that they have access to any additional resources they might need and that they are supported by their groups. Also, the duration of the activity will be managed with a timer projected on the digital screen.</td><td rowspan="4">1.2.1.
1.3.1.
2.2.1.
2.3.1.
6.1.1.</td></tr>
<tr><td>Time</td><td>Organization</td><td>Materials</td></tr>
<tr><td>35 min.</td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Guidelines of the station #TastyTravels (one per group).
• Chromebooks or mobile devices (one per student).
• Classroomscreen timer.</td></tr>
</table>

[23] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Develop Zone)</th></tr>
<tr><th>Type[24]</th><th colspan="2">Activity 3 - Wrapping up!</th><th>IND</th></tr>
<tr><td>A</td><td colspan="2" rowspan="2">Once the timer is over, students will need to rearrange the learning zones and reorganize any resources that they might have used during the session. In addition, the teacher will remind students to submit the tasks to their blogs, despite not having finished them, as they will provide feedback after the classroom.

Lastly, students will complete the progress portfolios individually, explaining their impressions and their involvement in the session. Depending on the initiative and the maturity level of the students, the teacher could collect and manage the portfolios to guarantee their completion.</td><td rowspan="3">5.3.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td rowspan="2">5 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>Individual</td><td>• Individual progress portfolio (one per student).</td></tr>
</table>

[24] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

iii. Session 7

<table>
<tr><th>SESSION 7</th><th colspan="2">Title: Finishing Touches</th></tr>
<tr><th>Duration</th><th colspan="2">Achievement Indicators (IND)</th></tr>
<tr><td>50 minutes</td><td colspan="2" rowspan="3">2.3.1. The student coordinates their interventions in the presentation with those of the rest of their group.
3.1.1. The student collaborates with their group to finish the blog, interacting and discussing the missing elements.</td></tr>
<tr><th>Specific Competences</th></tr>
<tr><td>2 3</td></tr>
<tr><th colspan="3">Contents</th></tr>
<tr><td colspan="2">A. COMMUNICATION
13. Use of interactive formulas (e.g. turn-taking, collaborating, clarifying, etc.).
B. PLURILINGUALISM
3. Teacher’s feedback and self-assessment as tools to improve the language learning process.
C. INTERCULTURALITY
1. English as a tool to communicate and organize the work.</td><td>Cross-curricular contents
• Information and Communication Technologies (ICT)
• Public Speaking
• Social Skills</td></tr>
</table>

<table>
<tr><th colspan="4">Structure of the session (S7)</th></tr>
<tr><th>Type[25]</th><th colspan="2">Activity 1 - Extra Time</th><th>IND</th></tr>
<tr><td>R</td><td colspan="2" rowspan="3">During this activity, students will have time to finish and submit any missing tasks on their blogs. Except for the TikTok video of the Create Zone station, students will have access to all their previous work and resources (e.g. guidelines, drafts, etc.) and will be encouraged to analyze the provided feedback to complete or improve their final product.

The teacher will be going around the class, checking the progress of students and making sure that all groups will be able to present their products in the next sessions. Particularly, the teacher will emphasize the progress of those groups of the students ACNEAE in order to adapt the assessment criteria if it were necessary.

Students will be able to move around the FCL freely, considering the specific needs of each group. Additionally, the teacher could play some calm music to promote a quiet and organized working environment.</td><td rowspan="3">3.1.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td rowspan="2">30 min.[26]</td></tr>
<tr><td>Organization</td><td>Materials</td></tr>
<tr><td></td><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Chromebooks or portable devices (2 or 3 per group).
• Classroomscreen timer.
• (Calm music).</td><td></td></tr>
</table>

[25] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

[26] Those students that finish the activity earlier could begin with the following activity of the session.

<table>
<tr><th colspan="4">Structure of the session (S7)</th></tr>
<tr><th>Type[27]</th><th colspan="2">Activity 2 - Dissecting the Presentation</th><th>IND</th></tr>
<tr><td>R</td><td colspan="2" rowspan="2">The last minutes of the session will focus on organizing the final presentation of the blog. Each group will have time in class to organize the roles of the students in the final presentation of the project.
During the activity, the teacher will go around the groups, ensuring that all the members of the groups have been assigned to a part and, if necessary, rehearsing with those students who might present more difficulties. However, students will be required to prepare their presentation outside the classroom due to time limitations.</td><td rowspan="3">2.3.1.</td></tr>
<tr><td>Time</td></tr>
<tr><td rowspan="2">20 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td>5 groups of 4-5 students</td><td>• HD projector or digital screen.
• Chromebooks or portable devices (2 or 3 per group).
• Classroomscreen timer.</td></tr>
</table>

[27] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

iv. Sessions 8 to 9 (Present Zone)

<table>
<tr><th>Present Zone</th><td colspan="2">Title: Table Talks</td></tr>
<tr><th>Duration</th><th colspan="2">Achievement Indicators (IND)</th></tr>
<tr><td>50 minutes</td><td colspan="2" rowspan="3">1.2.1. The student infers and assesses the textual and non-textual aspects of their peers' oral presentations.
2.1.1. The student describes orally the different sections of their group's final product coherently and fluently.
2.2.1. The student elaborates a brief description of past and future implications of their personal learning process.
3.1.1. The student participates in the following discussion —orally or written— providing constructive and respectful feedback (one positive aspect and one aspect to improve).
5.3.1. The students assess their classmates accordingly, reflecting on their own learning process.
5.3.2. The student reviews their own learning progress considering three perspectives (past, present, and future).</td></tr>
<tr><th>Specific Competences</th></tr>
<tr><td>1 2 3 5</td></tr>
<tr><th colspan="3">Contents</th></tr>
<tr><td colspan="2">A. COMMUNICATION
1. Assessment of personal progress as a tool to improve language learning.
4. Description of past, present, and future knowledge.
4. Feedback based on justified opinions.
11. Pronunciation and fluency as essential tools to achieve communication.</td><td>Cross-curricular contents
• Public Speaking
• Social Skills</td></tr>
</table>

B. PLURILINGUALISM

3. Self and peer assessment as tools to improve the language learning process.

C. INTERCULTURALITY

1. English as a tool to present ideas and products and give constructive feedback.

Structure of the session (Present Zone)

Type[28]	Activity 1 - Table Talks		IND
A **Time** 15 min. (each)	Each group will project their blog on the digital screen and will explain the sections in 10 minutes, mentioning the specific topics explored in the different stations, the difficulties encountered, or the knowledge and skills that they have developed throughout the project. During the presentations, the rest of the students will have to complete an individual checklist about the interventions of their classmates to assess different aspects, such as pronunciation, body language, content of the blogs, creativity, etc. The teacher will also evaluate the final product and the oral presentation of the students with a specific rubric. Once the presentation is finished, students will be encouraged to offer feedback to their classmates.		**1.2.1.** **2.1.1.** **3.1.1.** **5.3.1.**
	Organization	**Materials**	
	In groups / Individually	• HD projector or digital screen. • Checklist for peer assessment.	

[28] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

<table>
<tr><th colspan="4">Structure of the session (Present Zone)</th></tr>
<tr><th>Type[29]</th><th colspan="2">Activity 2 - KWL Review</th><th>IND</th></tr>
<tr><td>A</td><td colspan="2" rowspan="2">In the last activity of the proposal, each student will complete a self-assessment based on the KWL chart, according to these questions:
● What did I already Know?
● What do I Want to know now?
● What I have Learned?
Students will have to describe three aspects for each of the questions, reviewing their progress throughout the project from different perspectives (i.e. past, present, and future). This activity will be assessed based on its degree of completion (e.g. none, partial, or complete).</td><td rowspan="4">2.2.1.
5.3.2.</td></tr>
<tr><td>Time</td></tr>
<tr><td>15 min.</td><td>Organization</td><td>Materials</td></tr>
<tr><td></td><td>Individually</td><td>● KWL self-assessment worksheet.</td></tr>
</table>

[29] The typology of the activities will be abbreviated according to the following criteria: Introduction (I), Reinforcement (R), and Assessment (A).

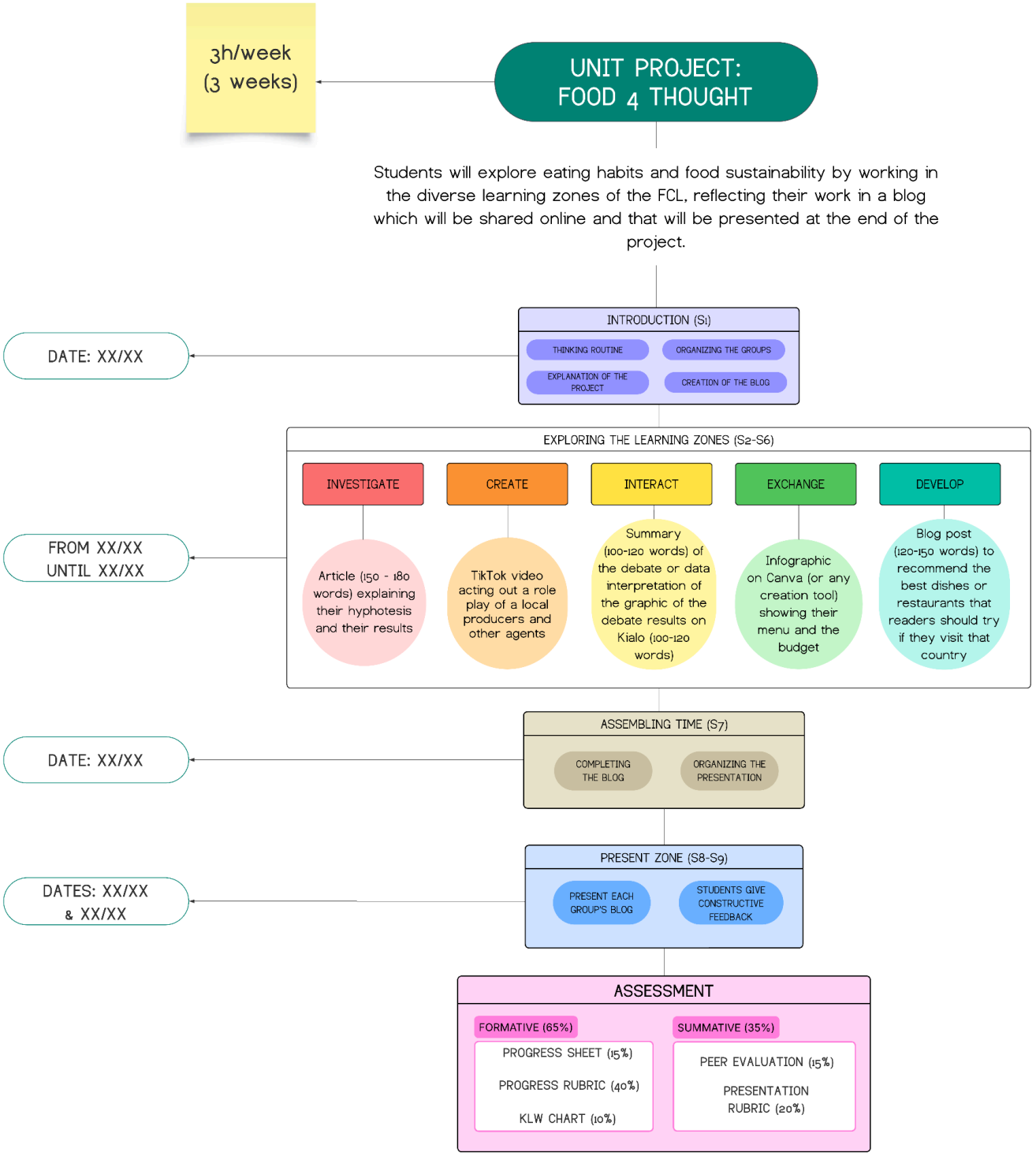
7.3. Materials and resources

The following sections contain the resources and rubrics created for the purpose of the lesson proposal. They have been divided according to its nature, digital or printable, and each resource and rubric includes its own brief description and an exemplifying image, which is hyperlinked to the original source of the material.

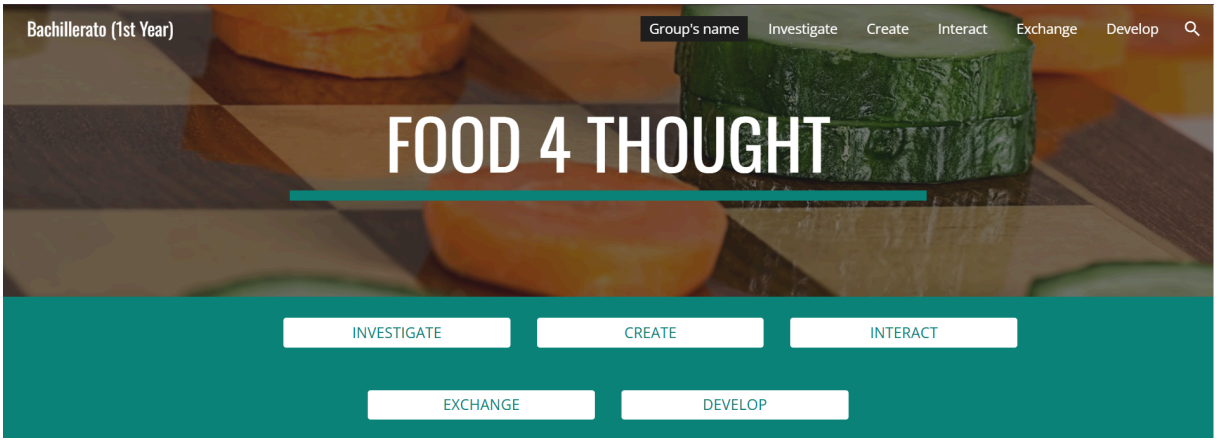
a. Digital resources

- Presentation created on Canva for the thinking routine (Think, Puzzle, Explore) developed during the first activity of Session 1. In the presentation, the artwork *Picnic* (Botero, 1989) is used as a visual aid.

- Diagram created on the website Lucid representing the general organization of the proposal, including the description of the learning situation and the final product, the organization of the sessions, the schedule that will be followed, and the assessment tools. This diagram will be used to explain the project to the students during Session 1 and it will be published on the school's online platform to facilitate its access.


3h/week
(3 weeks)
UNIT PROJECT:
FOOD 4 THOUGHT
Students will explore eating habits and food sustainability by working in the diverse learning zones of the FCL, reflecting their work in a blog which will be shared online and that will be presented at the end of the project.
DATE: XX/XX
INTRODUCTION (S1)
THINKING ROUTINE
ORGANIZING THE GROUPS
EXPLANATION OF THE PROJECT
CREATION OF THE BLOG
FROM XX/XX
UNTIL XX/XX
EXPLORING THE LEARNING ZONES (S2-S6)
INVESTIGATE
CREATE
INTERACT
EXCHANGE
DEVELOP
Article (150 - 180 words) explaining their hyphotesis and their results
TikTok video acting out a role play of a local producers and other agents
Summary (100-120 words) of the debate or data interpretation of the graphic of the debate results on Kialo (100-120 words)
Infographic on Canva (or any creation tool) showing their menu and the budget
Blog post (120-150 words) to recommend the best dishes or restaurants that readers should try if they visit that country
DATE: XX/XX
ASSEMBLING TIME (S7)
COMPLETING THE BLOG
ORGANIZING THE PRESENTATION
DATES: XX/XX
& XX/XX
PRESENT ZONE (S8-S9)
PRESENT EACH GROUP'S BLOG
STUDENTS GIVE CONSTRUCTIVE FEEDBACK
ASSESSMENT
FORMATIVE (65%)
PROGRESS SHEET (15%)
PROGRESS RUBRIC (40%)
KLW CHART (10%)
SUMMATIVE (35%)
PEER EVALUATION (15%)
PRESENTATION RUBRIC (20%)

- Template of the blog created on Google Slides and generated with the AI tool ChatGPT. This template will be shared with the students in the third activity of Session 1, allowing the groups to start personalizing their blogs. Apart from sharing the blog with the members of the group, students will also share the document with the teacher in order to provide them with daily feedback.



- Group distribution created on the website Classroomscreen. If groups are organized by the teacher, it would guarantee that groups are equilibrated and heterogeneous. In addition, we could support the needs of those students ACNEAE by pairing them strategically with students who will be able to assist them.

- Simulation of the organization of the groups according to the learning zones of the FCL. This table will be shared with the students on their school's online platform to ease their distribution at the beginning of the session.

Learning Zone	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
INVESTIGATE	Group 1	Group 2	Group 3	Group 4	Group 5
CREATE	Group 2	Group 3	Group 4	Group 5	Group 1
INTERACT	Group 3	Group 4	Group 5	Group 1	Group 2
EXCHANGE	Group 4	Group 5	Group 1	Group 2	Group 3
DEVELOP	Group 5	Group 1	Group 2	Group 3	Group 4

b. Printable resources

- Individual progress portfolio created on Canva. Each student will complete the portfolio at the end of each station, indicating the working organization that their group has adopted, their personal perception of the difficulty of the session, and one aspect that could be improved in further sessions.

PROGRESS PORTFOLIO

Name: .... **Group:** ....

STATION	WORKING STYLE	DIFFICULTY OF THE TASK
	☐ INDIVIDUALLY ☐ IN PAIRS ☐ IN GROUP	EASY PEASY OKAY MODERATE THOUGH CRAZY!! • **What aspect would you improve of this station?**

STATION	WORKING STYLE	DIFFICULTY OF THE TASK
	☐ INDIVIDUALLY ☐ IN PAIRS ☐ IN GROUP	EASY PEASY OKAY MODERATE THOUGH CRAZY!! • **What aspect would you improve of this station?**

STATION	WORKING STYLE	DIFFICULTY OF THE TASK
	☐ INDIVIDUALLY ☐ IN PAIRS ☐ IN GROUP	EASY PEASY OKAY MODERATE THOUGH CRAZY!! • **What aspect would you improve of this station?**

STATION	WORKING STYLE	DIFFICULTY OF THE TASK
	☐ INDIVIDUALLY ☐ IN PAIRS ☐ IN GROUP	EASY PEASY OKAY MODERATE THOUGH CRAZY!! • **What aspect would you improve of this station?**

STATION	WORKING STYLE	DIFFICULTY OF THE TASK
	☐ INDIVIDUALLY ☐ IN PAIRS ☐ IN GROUP	EASY PEASY OKAY MODERATE THOUGH CRAZY!! • **What aspect would you improve of this station?**

- Guidelines of the stations created on Canva. Each group will receive these guidelines according to the stations in which they will be working, explaining the tasks and the product that they will need to include in their blogs. They contain the title of the station, as well as a brief description of the topic and its relevance, created with the support of the AI tool ChatGPT.

Local Voices

CREATE ZONE

Consuming food from local producers and supporting small shops helps create a closer connection between people and their community. It can influence how we think about quality, sustainability, and traditions. This choice may bring both benefits and challenges to consider.

TASK (TikTok Video)

- **Identify the advantages and disadvantages of buying food from local producers.**

ADVANTAGES	DISADVANTAGES

In your blog...

The videos will be recorded during recess

A **TikTok video** of 1 minute in which you explain the advantages and disadvantages of buying food from local producers and small businesses. You can include all the characters that you consider necessary, depending on the type of video that you record (interviews, a documentary, a piece of news, etc.)

You will need to write a **script** with all the interventions of the video and a **brief description** of your video (50 words). Remember that your video will be seen by A LOT OF PEOPLE, so make sure that they understand your message, using gestures, for example.

SCRIPT

SCRIPT

Diet Dialogues

INTERACT ZONE

Different diets and food trends reflect changing lifestyles, values, and health goals. They can influence how people eat, what they believe is healthy, or how they connect with culture and identity. Exploring them invites reflection on both benefits and limitations.

Before beginning...

- **How would you define "diet" in your own words? Give, at least, 3 examples.**

Access Kialo in a computer or in your own mobile phone.

[Link shared on the online platform]

TASK (Debate analysis)

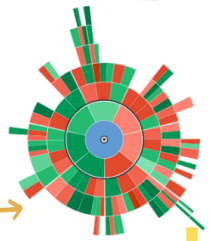
Debate with the members of your team about different diets and food trends statements of the platform Kialo.

You will need to complete some tasks (right corner), like commenting on your peer's arguments or justifying your argument with a reliable source.

In your blog...

A **summary** of the debate (100-120 words), analyzing the most important arguments discussed or describing the graph generated by the platform showing the results of the debate.

You will need to mention some of the topics that have been more controversial and what is your **conclusion** after the debate.



The Menu Challenge

EXCHANGE ZONE

Planning balanced meals is not only important for health but also for managing a budget. When we organize what we eat in advance, we can avoid waste, buy only what we need, and make healthier choices without spending too much.

Before beginning...

- **What do you consider to be a "balanced" diet? Give one example.**

TASK (Creating a Menu)

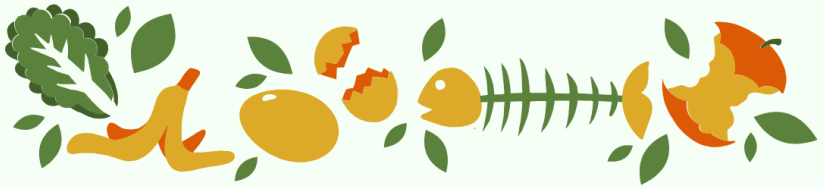
Exchange ideas and organize a weekly menu on a specific budget.

You will need to consider some of the aspects of this **checklist**.

- **Include 4 meals for the 7 days of the week**
- **Include only the ingredients, not dishes.**
- **Include the links of the sources of information used (e.g. supermarkets, blogs, online recipes, etc.).**

In your blog...

An **infographic** or a schedule created on Canva (or other websites) showing the weekly menu, the daily costs, and the total of the weeekly budget.



#TastyTravels

DEVELOP ZONE

Trying different cuisines helps us discover new flavors, learn about other cultures, and become more open-minded. It can also improve our cooking skills and show us new ways to enjoy healthy, balanced meals from around the world.

Before beginning...

- **Choose a country to explore its gastronomy and explain why did you choose it.**

TASK (Blog Entry)

Grab your phones and look for **information** about the gastronomy and the main dishes of the country of choice using ONLY social media.

You can also include recommendations of popular or traditional restaurants.

POPULAR DISHES

RESTAURANTS

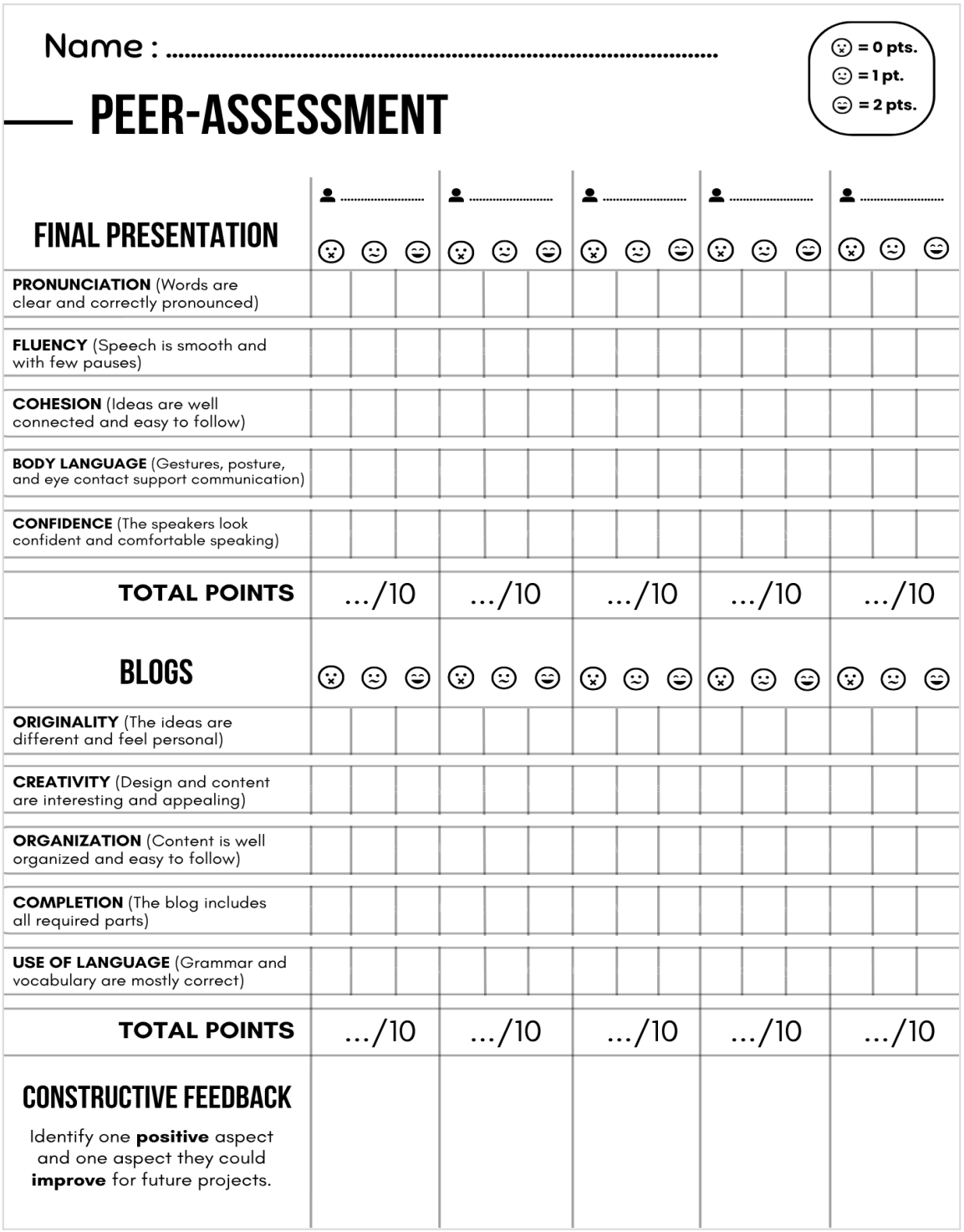
In your blog...

Use your own words (X copy)

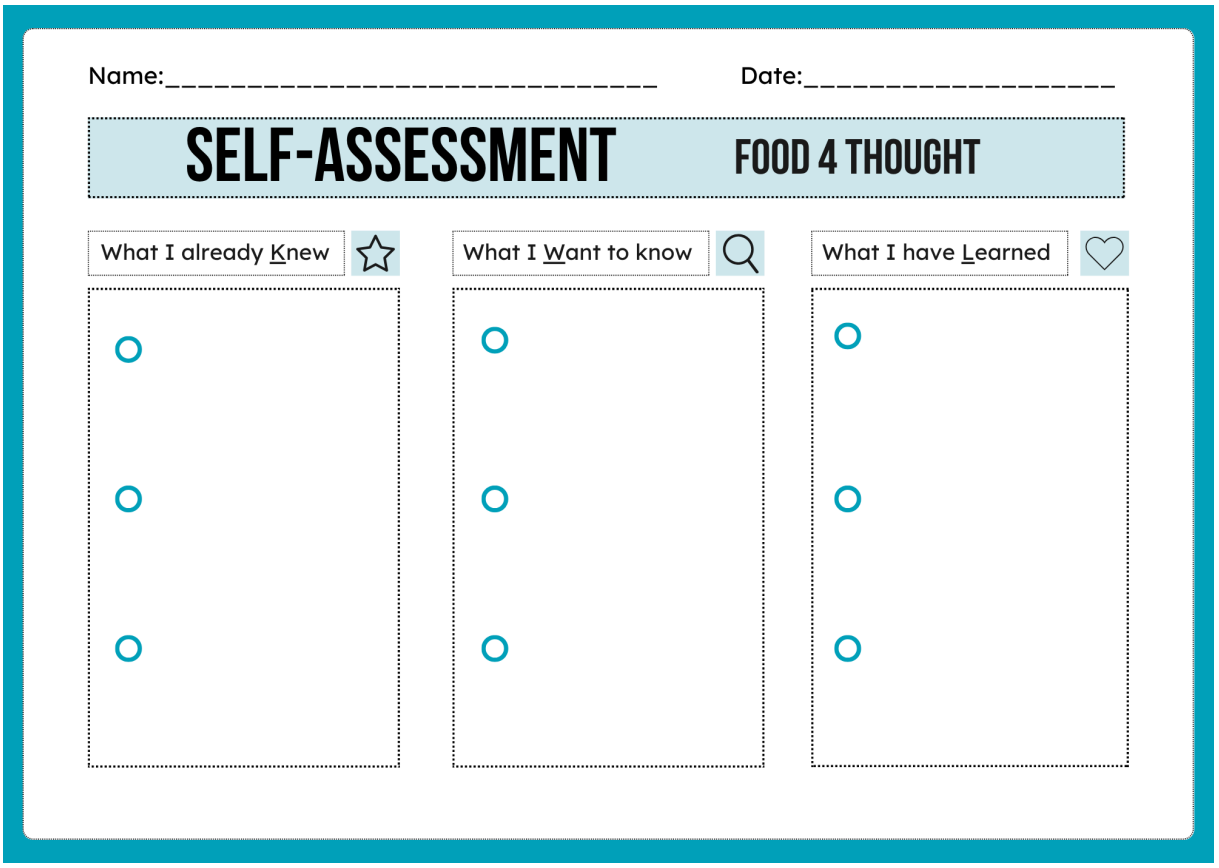
A **blog post** recommending the best dishes and restaurants that readers should try if they visit that country.

You will need to follow a coherent **structure** and you could use a formal or informal **register**. Also, include some pictures and all the names of the sources of information that you use at the bottom of the post.

- Peer assessment checklist created on Canva. Students will have to evaluate the final presentation and the blogs of their classmates, considering aspects such as pronunciation, fluency, body language, creativity, or grammar and vocabulary correction. In addition, they will identify one positive aspect of the presentation and one aspect that could be improved in future projects; it will be written on the checklist, but they will be encouraged to discuss it orally with the assessed group.



- Self-assessment tool created on Canva, following the KWL chart. Students will complete this self-assessment sheet during the last activity of the project, as a way of reflecting not only on their work, but also on their previous knowledge and the knowledge and skills that they could develop in the future.



c. Teacher's rubrics

- Progress rubric created on Google Sheets. The teacher will complete this rubric at the end of each session to assess the specific tasks.

GROUP NAME:					
SESSION No.:		FCL STATION:			
LANGUAGE COMPETENCE	0,5	1	1,5	2	GRADE
LINGUISTIC COMPETENCE	The task reflects an adequate use of grammar and vocabulary, striving to improve the general expression.	The task reflects a good control of the specific grammar and vocabulary and the information is presented clearly.	The task reflects a conscious use of specific grammar and vocabulary, experimenting with the language without compromising the clarity of the information.	The task reflects an advanced use of a variety of vocabulary and grammar structures, experimenting with the language confidently.	
SOCIOLINGUISTIC COMPETENCE	The task adapts partially to the register and tone specified in the activity.	The task adapts mostly to the register and the tone of the activity, reflecting awareness.	The task adapts adequately to the tone and the register of the activity, applying specific strategies to improve its accuracy.	The task adapts completely to the tone and the register of the activity, making use of specific expressions to enhance formality or informality.	
PRAGMATIC COMPETENCE	The task is structured fairly, striving to deliver the message more clearly.	The task is structured adequately, delivering the message correctly.	The task is structured with the specific purpose of delivering a clear message, applying some strategies to improve coherence and cohesion.	The task is structured in an accurate and logical manner, delivering the message accurately and showing control of coherence and cohesion signs.	
STRATEGIC COMPETENCE	The task reflects signs of slight correction and effort to achieve communication.	The task contains signs of correction and strategies to achieve communication, like the use of synonyms or explanations.	The task shows an adequate use of advanced strategies to facilitate and support communication, like paraphrasing or exemplifying concepts.	The task reflects a controlled and confident use of strategies to solve any communication problems.	
TASK COMPLETION	The group has shown effort to follow the instructions of the task, meeting some of the requirements.	The group has met most of the requirements of the task, and the task has been completed adequately.	The group has completed the main parts of the task and has added some original elements.	The group has fully met the requirements of the task, completing the activity in an accurate and creative way.	
COMMENTS AND FEEDBACK OF THE TEACHER					
				FINAL GRADE	.../10

- Final presentation rubric created on Google Sheets. The teacher will complete this rubric at the end of the proposal to assess the presentation of the students and their involvement during the project.

GROUP NAME:				
ASSESSMENT CRITERIA	**0,5**	**1,25**	**2**	**GRADE**
PRONUNCIATION AND FLUENCY	The group expresses orally with frequent pauses, striving to improve their pronunciation.	The group expresses orally with fluency, correcting any pronunciation mistakes.	The group expresses orally with fluency, pronouncing accurately and confidently.	
INTONATION AND BODY LANGUAGE	The group delivers the presentation in a monotone intonation, using few gestures or establishing eye contact occasionally.	The group delivers the presentation altering the intonation appropriately and adjusting their body language to improve the communication.	The group expresses orally using intonation in diverse and creative ways and controlling their body language to engage the audience and transmit the message accurately.	
COMMUNICATIVENESS	Communication is partly achieved, connecting with the audience at times and emphasizing some important aspects of the presentation.	Communication is achieved by engaging the audience during most of the presentation and delivering the message in a clear and direct manner.	Communication is greatly achieved by connecting with the audience from the beginning of the presentation and delivering the message dynamically and clearly, emphasizing the most important aspects.	
ASSESSMENT CRITERIA	**0,25**	**0,75**	**1**	**GRADE**
COHERENCE AND STRUCTURE	The presentation is mainly organized, but some ideas seem disconnected.	The presentation follows a logical organization and the transition between concepts is done adequately.	The presentation is organized in a logical and efficient way, emphasizing the main concepts and transitioning smoothly from topic to topic.	
CONTENT AND RELEVANCE	The group describes the main sections of the blog in a general way.	The groups describes some of the most important elements of the blog adequately.	The group describes the most relevant sections of their blog, mentioning some additional features or explaining their purpose.	
CREATIVITY OF SPEECH	The speech is based on the repetition of key words and general expressions.	The speech contains some varied expression, making the delivery of the message more engaging and clear.	The speech contains creative and original uses of the language, enhancing its expressiveness and the delivery of the message.	
ASSESSMENT CRITERIA	**0,5**	**0,75**	**1**	**GRADE**
ENGAGEMENT AND FAMILIARIZATION	The group shows a basic familiarization with the topic of the project, including some of the feedback and collaborating occasionally.	The group shows a general familiarization with the topic of the project, getting involved in most of the activities and adopting the feedback apropriately.	The group shows a deep familiarization with the topic of the project, integrating the feedback provided by the teacher and participating in the majority of the common activities.	
COMMENTS OF THE TEACHER				
			FINAL GRADE	**.../10**