



**A CASE STUDY ON INNOVATIVE PRACTICES OF ENGLISH
LANGUAGE TEACHERS IN FLEXIBLE LEARNING SPACES**

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MASTER OF ARTS THESIS

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

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SEPTEMBER, 2019

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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İmza :

Teslim tarihi : 10/09/2019

TEZİN

Türkçe Adı : İngilizce Öğretmenlerinin Esnek Öğrenme Alanlarında Yenilikçi Uygulamalarına İlişkin Bir Durum Çalışması

İngilizce Adı : A Case Study on Innovative Practices of English Language Teachers in Flexible Learning Spaces

ETİK İLKELERE UYGUNLUK BEYANI

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Tez Savunma Tarihi: 10/09/2019

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Prof. Dr. Selma YEL

Eğitim Bilimleri Enstitüsü Müdürü

.....

ACKNOWLEDGEMENT

This research would hardly been completed without the endless support of supervisors, my family, and friends I'm very grateful to a list of people for their support and they all deserve special mention in this journey.

First of all, I'd like to express my deepest gratitude to my dear supervisor, Assoc. Prof. Dr. Kadriye Dilek BACANAK for her professional guidance, continuous support, and expertise. Without her precious support, this thesis would not have been possible. As I struggled to have a balance between family, work, and academic obligations, her encouragemet never faltered.

I would like to acknowledge jury members Assoc. Prof. Dr. Asuman AŐIK from Gazi University and Assit. Prof. Dr. Hatice ERGÜL from Hacettepe University for their insightful suggestions and guidance.

Besides my supervisor, I gratefully acknowledge the contributions of Director General Anıl YILMAZ, Head of Unit Mustafa Hakan BÜCÜK, and my dear colleagues at General Directorate of Innovation and Educational Technologies for their support.

I would like to extend my sincerest gratitude for EFL teachers who all showed willingness to participate to this study. But for their precious time and experience, it would not be possible to complete this study.

I would like to express my appreciation to my friends Őeyda KARABULUT and Mehtap TÜRKOĐAN, who provided support along the way.

My heartiest thanks are due to Merve DİLEK EFE, it was with her initial encouragement and unfailing support that I was able to achieve throughout this journey. Thank you for being my best friend in life, sharing the most precious moments in life together.

I'm very grateful for my dear parents, Selma ŞİRİN and Mahmut Ragıp ŞİRİN whose love, teachings and blessings brought me this far. You were my first teachers in life and without you I wouldn't be where I am today. I'd like to thank you my brother Sacit and sister Sema, I have been blessed with a very loving and supportive family.

Last but not least, special thanks must go to Hüseyin ERAL, my beloved husband, who is always by my side whenever I need him. He always loved, cared, amazed, and supported me through the ups and downs of the entire process. He has been a great companion and a great father, too. Thank you for encouraging me in all of my pursuits. I express my deepest sense of gratitude to my son, Mustafa Kaan ERAL for inspiring me to do my best. Thank you my little boy for being such a bundle of joy and laughter in my life. Words cannot express how lucky I'm to have this amazing family in life, I owe it all to you.

To all the women who live in the light of their own wisdom

**İNGİLİZCE ÖĞRETMENLERİNİN ESNEK ÖĞRENME
ALANLARINDA YENİLİKÇİ UYGULAMARINA İLİŞKİN BİR
DURUM ÇALIŞMASI
(Yüksek Lisans Tezi)**

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**GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Eylül 2019

ÖZ

Günümüzde eğitimin en temel amaçlarından biri; öğrencileri 21.yüzyılda gerekli anahtar becerilerin kazandırılması, böylelikle öğrencileri profesyonel hayata hazırlamaktır. Bu amaç doğrultusunda, ülkeler ulusal ve uluslararası düzeyde esnek öğrenme alanlarını esas alan çalışmalar sürdürmektedir. Bu kapsamda Avrupa Okul Ağı tarafından tasarlanan Future Classroom Lab modeli, anahtar becerilerle ilişkilendirilmiş esnek öğrenme alanlarını ülkelere tanıtmış ve 18 ülkede ulusal bağlamda esnek öğrenme alanlarına örnek çalışmalara yön vermektedir. İngilizce öğretmenlerinin esnek öğrenme alanlarındaki esnek öğrenme alanı tasarımı, teknoloji entegrasyonu ve pedagojiyle ilgili uygulamalarını ortaya koymayı amaçlayan bu nitel araştırma, durum çalışması olarak gerçekleşmiştir. İngilizce öğretmenlerinin esnek öğrenme alanlarındaki yenilikçi uygulamalarının sunulduğu bu nitel araştırmada; Ankara, Antalya, Burdur ve Erzincan'da ilkokul, ortaokul ve lise kademesinde görev yapan ve uluslararası düzeyde akredite olan öğrenme laboratuvarında İngilizce

öğretmenliği yapan 6 İngilizce öğretmeni yer almıştır. İngilizce öğretmenleri ile nitel görüşme yapılmış olup nitel görüşme sonuçlarının desteklenmesi üzere gözlem yapılmıştır. Öğretmenlerle yapılan görüşmeler, nitel içerik analizi yöntemiyle analiz edilmiş olup görüşme kayıtlarının analizi sonucunda 8 ana tema ve 26 kod elde edilmiştir. Öte yandan, yapılan gözlem sonucunda İngilizce öğretmenlerinin uygulamalarının görüşme sonuçlarıyla benzerlik gösterdiği görülmektedir. Bu durum çalışmasında, İngilizce öğretmenlerinin esnek öğrenme alanlarında yabancı dil öğretimini desteklediği, öğrencilerin yabancı dili gerçek hayat için kullanma imkanı elde ettiği ve öğrencilerin teknolojiyi yaşam içerisinde etkin kullanmalarını desteklediği belirlenmiştir. Ayrıca, geleneksel sınıf düzeninden farklı olarak tasarlanan esnek öğrenme alanlarındaki öğrenme etkinliklerinin karakteristikleri, bu alanlardaki öğrencilerin ve öğretmenlerin değişen rolleri ele alınmış olup İngilizce öğretmenlerinin meslektaşlarına alan tasarımındaki uygulamalarıyla ilgili öneriler sunulmuştur.

Anahtar Kelimeler : Esnek öğrenme alanları, alan tasarımı, yenilikçi öğrenme ortamı, Future Classroom Lab, yabancı dil öğretiminde yenilikçi yaklaşımlar

Sayfa Adedi : 119

Danışman : Doç. Dr. Kadriye Dilek BACANAK

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INSTITUTE OF EDUCATIONAL SCIENCES

September 2019

ABSTRACT

One of the main educational objectives is to enable learners acquire 21st century key skills and prepare them for professional life. In line with this objective, countries have conducted a series of practices concerning flexible learning spaces at national and international level. Following this, Future Classroom Lab was introduced to countries by European SchoolNet and guides 18 countries to conduct good practices in flexible learning spaces at national scale. This qualitative study aims to reveal EFL teachers' views and practices on flexible learning spaces in terms of learning space design, technology integration, and pedagogy and it was designed as a case study. Presenting EFL teachers' innovative practices in flexible learning spaces, this qualitative study included 6 EFL teachers who teach at an internationally recognized and accredited learning labs in Ankara, Antalya, Burdur, and Erzincan. The learning labs are set up at primary, lower secondary, and secondary level. EFL teachers were interviewed and their practices were observed to have coherent data to support interviews. The interviews were analyzed by qualitative content analysis and 8 main themes and 26 codes were emerged. In line with EFL teachers' statements in interviews, observation analysis presented the similar findings. Through this case study, it was asserted that 1) EFL

teachers believe flexible learning spaces facilitates EFL learning, 2) students have the opportunity to use language for real life purposes, and 3) students are supported to use technology for real life in active learning activities. Furthermore, this study presents characteristics of teachers' practices on flexible learning spaces designed in different layout from traditional classrooms, changing roles of teachers and students in flexible learning spaces, and further suggestions were included for EFL teachers in specific to space design and practices in line with 2023 Education Vision Document.

Keywords : Flexible learning spaces, space design, innovative learning environment, Future Classroom Lab, innovative approaches for foreign language teaching

Number of the pages : 119

Supervisor :Assoc. Prof. Dr. Kadriye Dilek BACANAK

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

EUN: European School Net

FCL: Future Classroom Lab

FCS: Future Classroom Scenarios

FLS: Flexible Learning Space

ICT: Information and Communication Technologies

MoNE: Ministry of National Education

TEFL: Teaching English as a Foreign Language

CHAPTER I

INTRODUCTION

Learning environment have been developing and facing change as an effective way to facilitate learning in 21st century and educators are of the opinion that learning environment should be designed in a manner to prepare learners for their professional life. In this sense, flexible learning spaces have been a matter of discussion in that classrooms are not formed with rows of desks but designed to enable learners to act in flexibility. How learning space is designed has an impact on the level of interaction and determine the nature of learning activities in EFL context.

Flexible learning design attracts the attention of education professionals due to the fact that it is regarded to be facilitative to key competences required for digital age. The question should focus on finding an answer how learning space can enhance skills in foreign language learning and teaching where high interaction and communication among students and teacher is desired.

One of the main concerns in English language learning context is to use the target language for real life purposes. Especially in foreign language learning context, adapting contemporary education methods and teaching techniques to changing learner needs' and learning environments has become a necessity (Yıldız & Çakır,2013). Many language

learners state that they are able to read, listen, and understand the written or spoken text, though as for speaking and writing they lack the ability to produce fluently.

There are many factors affecting language learners' productive language skills such as teachers' methodology, learners' readiness, type of the material used etc. And also the problem may be rooting from language learning setting where all the learners are expected to the same input in the same setting. However, in the era of communication, learning a foreign language mainly focuses on interacting with the other people (Archila, 2014). To achieve this, all the teachers should possess the capacity to improve the communicative competences in language learning and meet the needs of their learners.

With reference to improving students' communication proficiency, classrooms have swiftd its way to development of new types of learning spaces. In a communicative language learning setting, classrooms should be designed in order to encourage student interaction and develop communication competences in a foreign language. When students enter a classroom and face a traditional setting where desks are lined in rows, they feel to sit quietly, and be involved in reading and listening cycle in which the source of information is representative of their teachers (Weber-Bezich, 2014).

Teachers should promote innovative learning environments in order to direct the language learning process from knowledge-based approach to communicative approach. Creating powerful learning-centered spaces in classrooms will enable learners to construct knowledge, make discoveries, and solve problems (Barr & Tagg, 1995). The research shows that learning setting can have a positive impact on students' learning and well-being (Burke & Grosvenor, 2003; Clark, 2010; Ghaziani, 2010; Lüke, 2007).

Innovative learning spaces highlight the design elements to enable learners take the responsibility of their learning and to feel more motivated to learn at any time and anywhere. Showing different characteristics from a classical classroom, those spaces should support learners in a way that combines pedagogy, technology, and space design in 21st century.

Those key elements all ranged from a four-year research and development project (2010-2014), iTEC (Innovative Technologies for an Engaging Classroom), that aimed to challenge the mainstream of classroom and scale-up the adoption of digital tools (Lewin and McNicol, 2015). Twenty-six project partners, including 14 ministries of education, ICT providers, and research organizations took active part in this innovative project. The main purpose of the project was to develop a sustainable model for redesigning teaching and learning with the effective use of digital tools in teachers' daily practices. To achieve this, 50,000 students from 2,653 classrooms in Europe participated in piloting educational tools and resources.

iTEC project followed Living School Lab, Creative Classroom Lab, and then Future Classroom Lab by European SchoolNet. Educational authorities have all been concerned about effective use of ICT in flexible learning spaces since 2010. European SchoolNet is an organization that is the network of 34 Educational Ministries all over Europe and focuses on bringing innovation in teaching and learning to main key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners (European Schoolnet, 2019).

2023 Education Vision Document, released by Ministry of National Education in the late 2018 focuses on innovative practices, foreign language learning, digital competences, design and skill labs for primary and secondary level in order to transfer knowledge to skills in a digital era (MoNE, 2019). Thus, designing an ecosystem for learners comprising not only digital skills but also hands-on activities are among the top objectives of Vision 2023. Following those priorities, language learning and teaching in flexible learning spaces and integrating technologies will be supportive in communicative language teaching in both national and European level.

Alongside designing innovative and flexible learning spaces for foreign language learning and teaching, new technologies in foreign language teaching have long attracted the attention of educators from all over the world. To keep up with the pace technology conquers the

foreign language education, teachers seek alternative ways to adapt their teaching methodology to the 21st century. As the teachers possess a crucial role for meeting the expectations and changed needs of the learners, technology should be integrated to foreign language teachings as a dispensable dimension to promote learning, planning, producing, and presenting in TEFL.

Grabe and Grabe (2005) state that information and communication technologies (ICT) has a big role to increase motivation in language learning. Interactive capabilities of technology attract the educators in terms of providing immediate feedback, increasing learner autonomy, and increase learners' self-esteem and language proficiency as well as overall academic skills (Ghasemi & Hashemi, 2011).

As the language learners use ICT, they do not only connect to Internet, using ICT tools enables learners to connect to the real world and to use the language in real context. As Ghasemi and Hashemi (2011) state that using language in tasks as writing e-mails, reading blogs, participating to video conferencing are effective tools for language learners in order to support their interaction and communication in real purposes. English language teachers can provide support learners to communicate, edit, annotate, and use the language in a flexible way.

Statement of the problem

Flexible learning spaces are regarded as supportive to students' learning in a way that facilitates, add value and encourage different learning and teaching approaches (Qaed, 2015). As John Dewey (1916) states his masterpiece quote as "If we teach today's students as we taught yesterday's, we rob them of tomorrow" and it should be a motivation for designing new learning environments to support 21st century learners in the digital era. The research shows that flexible learning spaces in education are considered as a powerful

teaching instrument for facilitating learning and engaging students, functioning as a silent curriculum (Martin, 2002; Taylor, 2005).

Foreign language learning and teaching process should be connected to real needs of the learners in a communicative spectrum. The physical or virtual space has an impact on students' learning but it is not associated with language learning in literature. Therefore, it lacks associated evidence of language learning and learning space.

Physical space of a classroom is considered as one of the fundamental elements in teaching and learning process (Udin & Rajuddin, 2008). Especially, for communicative language teaching process, flexible learning space should be adapted to promote student engagement and facilitating foreign language practice. There is a need to see the connection between learning space and teaching practices to promote the creative and innovative approaches to teaching English as a foreign language in a communicative setting.

Purpose of the Study

The main purpose of this research is to reveal English language teachers' views on flexible learning spaces (FLS) and their implementations on FLS concerning technology, pedagogy, and learning space design. Therefore, in reference to teachers' views on FLS, suggestions for an effective implementations are collected. Within Ministry's 2023 Education Vision, concrete suggestions and implementations are provided for modelling teachers' practices on "design and skills lab". The study addresses the following research questions:

1. What are the EFL teachers' views on flexible learning spaces?
2. What are the characteristics of EFL teachers' practices on flexible learning spaces?
3. How flexible space design influences teachers' practice in foreign language teaching from teachers' perspective?

4. What are the EFL teachers' suggestions on developing flexible learning spaces for foreign language teachers?

Significance of the Study

The research how flexible learning spaces in foreign language teaching is formed and what kind of pedagogical practices exist in the real context is limited. Prior to this problem, this research seeks to contribute to the theoretical and practical knowledge of learning space design in foreign language teaching. The research states that space design has a dominating role in student engagement and teaching strategies (Community College Student Survey of Engagement, 2012). Therefore, schools should adapt themselves to design powerful learning-centered environments that will enable students to collaborate, to construct knowledge, and solve problems (Barr & Tagg, 1995).

As Brooks (2012) indicates classroom design has impact on students' learning. This qualitative study puts forth EFL teachers' perspectives on flexible learning spaces and presents how EFL teachers organizes learning spaces, how students use technology in this classroom. For this reason, this study presents what kind learning activities take place in flexible learning spaces in foreign language teaching. Especially in the context of Turkey's setting up "design and skill lab" in reference to 2023 Education Vision Document, more and more teachers need a practical guidance for making use of learning spaces in foreign language education. Therefore, in the light of this research, critical suggestions are generated for policy-makers, teachers, and academicians in terms of foreign language teaching.

Assumptions

It is assumed that teachers feel comfortable to share their opinions and practices during the interview and all the questions are understood clearly for their statement.

Limitations

The participants of this research are limited to Ankara, Burdur, Erzincan, and Antalya, from which the teachers participated. In addition, the research was conducted in 2018-2019 educational year, thus it is limited to these years.

This qualitative study revealed EFL teachers' practices in flexible learning spaces by a semi-structured interview and observation, thus data collection was limited to qualitative data. As the teachers' practices were analyzed, this study was limited to teacher perspective; students or administrators were not selected as participant for this research.

Definitions

Following terms in this study are to be considered in their meanings below:

Active learning: Active learning is defined as the intersection of space, technology, and pedagogy in flexible learning environment (Steelcase, 2013).

Future Classroom Lab: Future Classroom Lab is an inspiring learning lab set up in Brussels within European SchoolNet as a prototype for Education Ministries (European SchoolNet, 2019).

Information and Communication Technology (ICT): Information and communication technology (ICT) is the general term for communication devices such as radio, television, mobile phones, computers, mobile devices, tablets and applications and services to be used in these devices (Kumar, 2008).

Learning Space: OECD defines learning spaces as the physical space that supports multiple and diverse teaching and learning pedagogies as well as current technologies (Mannien et al., 2007).

CHAPTER II

REVIEW OF LITERATURE

Turkey's Education Vision 2023

Ministry of National Education declared its Education Vision for 2023 in October 2018 which was presented as a comprehensive roadmap that takes into account the key elements of Turkish education system. This document presents 17 chapters in 44 specific educational objectives that have been defined in detail to be achieved in small, middle, and large-scale piloting and disseminating between 2018-2023 (MEB, 2019). The Vision Document for 2023 holds humanistic approach for self-realization, revealing individual's competences and abilities and proposes an educational ecosystem design in order to improve the overall quality of education in Turkey. The Vision Document covers 21st century skills to be embed within each educational objectives conforming to national and international education standards.

Main areas of focus in specific chapters are highlighted as school development model, data-based management with learning analytics tools, measurement and evaluation, human resources development and management, foreign language education, digital content ecosystem and learning process, primary education, teachers' professional development, and lifelong learning.

In order to structure both data-based and competence-based approach in primary, lower-secondary, and upper-secondary education, design and skills lab are to be set up in each school. These innovative learning environments hold a critical position in transforming education from theory to practice. These spaces have been designed specifically on arts, culture, sports, science, and life-long skills lab. Each category of those spaces has specific lay-out, requirements, equipment, and training model.

These learning environments enable learners to be engaged in hands-on activities and assert soft skills that are regarded as required skills for 21st century as problem-solving, critical thinking collaboration, and multiple literacy (MEB, 2019). Those spaces have been designed and developed for moving from knowledge to practice.

National Initiatives on Flexible Learning Spaces

Policy-makers, educational authorities, teachers, and academicians adapt FLS to their national setting as a way of integrating 21st century skills. Educational authorities in Australia kicked off a national project called “Innovative Learning Environment and Teacher Change (ILETC)” project with the aim of co-designing 21st century classrooms in June, 2016 (Imms, Mahat, Byers and Murphy, 2017). Main objective of this project is to put forward the impact of physical classroom in teaching and learning process and provide a pack of resources for all stakeholders at Australasian level (Imms et al, 2017). As a part of Australian Research Council Linkage Project, teachers and students have been enrolled in ILETC Project and the teacher have been provided with support to realize how complementary is the learning space in classroom (Imms et al, 2017). This project is still on-going and as completed the survey results will be given access for researchers.

Australian and New Zealand governments made a huge reform and invested AU\$ 16 billion of funding for redesigning schools to meet the changing needs of learners as a top policy

priority in education (ILETC, 2019). To achieve it, milestones of the project have been identified as follows (ILETC, 2019):

- Features of innovative learning environment: This milestone pinpoints how to learn about facilities and opportunities for learning space.
- Practices of teachers: How to teach in innovative learning space is considered a key question and guiding teachers to practice student-centered approach in learner-friendly classrooms.
- Changing mindsets: A set of strategies are identified for changing mindsets of teachers to encourage them to practice student-centered learning and teaching methods.
- Evidence of learning: Determining main strategies to employ is regarded as an important step for spotting how deep learning happens.

As presented above, the milestones of ILETC holds the same features of FCL model's components for introducing innovative practices in a classroom. The cycle in both studies has core common points as flexible learning space, teachers' practices and pedagogy, and assessment of the learning and teaching spaces.

ILETC project has been designed in a participatory model that brings together all stakeholders for educational reform and aims to provide evidence-based model for redesigning schools and alluring teachers to develop their teaching practices.

Another initiative that took place in Australia in 2015 is called "Towards Effective Learning Environments in Catholic Schools (TELE): An Evidence-Based Approach" and it focuses on evaluating and assessing learning environment, pedagogical practices, and learning activities (Cleveland, Socio, Mountain and Imms, 2018). Catholic Education Melbourne (CEM), the Learning Environments Applied Research Network (LEaRN) at the University of Melbourne and the Catholic Education Parramatta Diocese (CEDP) are the main partners

of this collaborative research project. TELE Project is designed as a five-year project for boosting learning and teaching practices in innovative learning environment (Cleveland & Soccio, 2015). The first phase of the project presents the opinions of 3872 students, 300 teachers, and 11 learning spaces in 18 categories and based on the first phase analysis of the data, 9 basic guidelines have been emerged for educational professionals as follows (Cleveland et al, 2018):

1. Learning environment should possess a dynamic, social, and emotional dimension.
2. Learning environment should be “varied” in terms of setting and learning activities.
3. Learning environment should propose differentiated and personalized learning activities for all learners.
4. Learning environment should provide engaging and meaningful teaching opportunities.
5. Learning environment should provide flexible space design and easing various seating arrangements.
6. Learning environment should offer diverse social activities in a horizontal and vertical dimension.
7. Learning environment should possess the good acoustics.
8. Learning environment should be designed in a way that enables teachers to have good sightline of active learners.
9. Learning environment should enhance all developmental areas of both learners and teachers and present hybrid-pedagogies for engagement.

Previous Studies on Flexible Learning Spaces

How FLS has an impact on teaching and learning process attracts the attention of researchers worldwide. Most of the graduate research conducted have taken place in the United States and presents the research findings in a general practice, rather than focusing on a specific subject.

Weber-Bezich (2014) conducted her research “Classroom design and student engagement in post-secondary institutions: An evaluative case study” in order to put forward how transition takes place from traditional context to flexible learning space and examine the impact of learning studios on learner engagement. In this mixed-method study, surveys for 600 students were implemented as the quantitative part, 6 faculty members were interviewed as the qualitative part, and longitudinal data for quantitative part formed the research model (Weber-Bezich, 2014). The target group of the research enrolled in post-secondary level. As for the finding of the research, flexible learning spaces supports active learning and collaboration as well increased engagement among student, faculty members, and fellow students (Weber-Bezich, 2014). Moreover, this research reveals that space design has positive impact on students’ ability to learn and access to technology in learning spaces increases student engagement (Weber-Bezich, 2014). Another interesting finding of the research is related to the learning and teaching methods and this research puts forward the evidence flexible learning spaces is supportive to present multiple learning and teaching strategies.

Learning space design and how it promotes to participatory learning has been studied in three-phased research study “Development of a supportive tool for participatory learning space design” and aims to reveal how teachers use learning space and how space design supports learning and teaching by teachers’ empowerment (Qaed, 2015). This qualitative research involved a variety of data collection tools as observation, interview, photos, document analysis, and social network analysis (Qaed, 2015). This research reveals that

there is a gap between what is documented in learning spaces and how different the practices in real-life practices are. In addition, teachers' statements puts forward the finding that teachers are well-aware of the learning spaces but lack the competence to re-design their learning environment; which bring high-level actions to be taken. This research includes the development of a supportive tool and this tool is found to be supportive for re-designing learning space in varied learning and teaching practices (Qaed, 2015).

Another graduate study conducted in learning environment aims to investigate relationships between classroom environment and classroom design preferences rooting from teachers' attitudes (Altınbaşak, 2016). The main purpose of this correlational study is to identify how learning environment is linked with teacher attitudes with a survey questionnaire. The target group of this study is teachers who work at lower secondary level and the number of teachers enrolled in this study is 234 (Altınbaşak, 2016). The main findings of this study acknowledges the relationship between teacher classroom layout and teachers' preferences as well as presenting how teachers' attitudes and behaviours vary from classroom layout (Altınbaşak, 2016).

University of Salford in Manchester conducted research to find out the impact of flexible learning space on learners at primary school. The researchers carried out detailed surveys of 153 classrooms from 27 schools on 3766 students for Holistic Evidence and Design Project (Barrett, Zhang, Davies, and Barrett; 2015). This study focused on a wide variety of sensory factors and three types of physical features of the classrooms were assessed: stimulation, individualization, and naturalness. The research presented the evidence that well-designed primary schools enhance learners' academic performance in reading, writing and math. In addition, this study showed that the design of individual classrooms has more importance than whole-school factors and highlights that the design of individual classroom is critical to learners' academic performance.

Foreign Language Teaching in 21st Century

English classroom is an ideal context for introducing and building 21st century skills. Key skills such as communication, collaboration, reflection, and learning to learn are facilitative to learn English as a foreign language. As Fitzpatrick and O’Dowd (2012, p.10) states that “for successful global cooperation, a common language is required, and English has taken on this role in the 21st century”.

Considering the requirements of globalisation, students are demanded to be well equipped in order to graduate into a world “that moves quickly and unpredictably, requiring the need to work collaboratively and to become adept at a rapid innovation in response to a highly competitive market” (Chau & Cheng, 2012, p. 15). Regarding this demand, teaching in this global world should have an emphasis on following key trends in 21st century as connectivity to real world, supporting professional development of teachers, developing key skills as digital skills, problem solving, and creativity (Varis, 2007).

To support teaching foreign language in this continuum, EFL classrooms should evolve from traditional setting where teacher stand in front of students to the flexible learning spaces that incorporate new approaches, content, technology, culture, and lifelong learning skills (Taylor, 2009). Fandiño (2013) suggests that EFL classrooms should have different design from that of mid-to-late 20th century to enable learners acquire soft skills, use technology, and cooperate with their peers in a creative manner.

21st Century Skills in Education

Foreign language learning environment is considered as an ideal context for promoting and enhancing 21st century skills due to the communicative and collaborative nature of language learning.

Ledward and Hirata (2011) define 21st century skills as a combination of content-based knowledge, specialized skills and competences, and a set of literacies. In today's global requirements of workforce, those skills are the leading competences that enable learners to synthesize information, to provide a multidisciplinary approach for problem solving, and to “create new knowledge through the innovative use of multiple technologies” (Fandiño, 2013, p.193).

European Parliament and The Council of the European Union (2006) defined the key competences for lifelong learning in 21st century and promoted these competences in order to achieve literacy at European and global level. Those competences are referenced in order to enable learners to develop professionally, become active and social citizens, and support inclusion and employment. European Parliament and The Council of Europe (2006, p. 394) specifies these competences as “communication in the mother tongue, communication in foreign languages, mathematical competences and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression”.

In accordance with these key competences, World Economic Forum releases Future of Jobs report on the basis of data collected from World Economic Forum. The top skills in demand are described as “analytical thinking and innovation; active learning and learning strategies; creativity, originality and initiative; technology design and programming; critical thinking and analysis; complex problem solving, leadership and social influence, emotional intelligence; reasoning, problem-solving and ideation; system analysis and evaluation” (World Economic Forum, 2018, p.12).

Table 1.

Comparison of Demanding Skills in Years

Today, 2018	Trending, 2022	Declining, 2022
1. Analytical thinking and innovation	1. Analytical thinking and innovation	1. Manual dexterity, endurance, and precision
2. Complex problem solving	2. Active learning and learning strategies	2. Memory, verbal, auditory, and spatial abilities
3. Critical thinking and analysis	3. Creativity, originality, and initiative	3. Management of financial, material resources
4. Active learning and learning strategies	4. Technology design and programming	4. Technology installation and maintenance
5. Creativity, originality, and initiative	5. Critical thinking and analysis	5. Reading, writing, math, and active listening
6. Attention to detail, trustworthiness	6. Complex problem solving	6. Management of personnel
7. Emotional intelligence	7. Leadership and social influence	7. Quality control and safety awareness
8. Reasoning, problem solving, and ideation	8. Emotional intelligence	8. Coordination and time management
9. Leadership and social influence	9. Reasoning, problem solving and ideation	9. Visual, auditory, and speech abilities
10. Coordination and time management	10. Systems analysis and evaluation	10. Technology use, monitoring, and control

Note: Received from the source “The Future of Jobs Report”, 2018, World Economic Forum.

As described in the Table 1 above, World Economic Forum defines the competences that are declining and trending in years pursuant to new labour market. When compared the top five skills, it is clear that analytical thinking and innovation, active learning, creativity, technology design, and complex problem solving are among the top skills that formulate a winning workforce strategy for the Fourth Industrial Revolution (World Economic Forum, 2018). Thus, schools possess a key role in following these global trends and adapt their learning environment, teachers, and students to the requirements of 21st century.

Designing flexible learning space should be associated with key competences rather than teaching just one subject as in a traditional teaching approach. Teaching EFL in FLS should be connected to multiple subjects in a multi-disciplinary approach to enable learners acquire key competences. Knowledge, competences, and attitudes all together should be tackled for supporting independent learners in foreign language learning and teaching. Along side with communicative skills in EFL; analytical skills, digital skills, lifelong learning skills, and problem solving skills are of top priority for teachers to integrate in teaching process.

Future Classroom Lab

European Parliament and The Council of the European Union (2006) defined key competences for lifelong learning and those skills hold the characteristics of demanding skills in the future of work. Therefore, international organizations started to find an answer to the question how schools and classrooms should be adapted to meet the needs of professional life. At this stage, European SchoolNet, developed an inspiring learning environment as a prototype that could foster the 21st century skills in a project-based and inquiry-based approach. This learning environment is called “Future Classroom Lab” and it has been a model for education professionals, policy makers, ICT providers, teacher trainers since 2012 (European SchoolNet, 2019).

The main idea behind setting up such an inspiring learning environment is to hold a visible and evidence-based approach for efficient use of technology in classrooms (Bannister, 2017). With the aim of supporting this collaborative approach, educational policy makers, school leaders, teachers, ICT providers, and educational professionals regularly take part in multidisciplinary learning and training events to discuss and evaluate newly introduced technologies, devices to integrate to education on a regular basis before introducing technologies directly to the students. Bringing up rear, FCL was designed as a way to introduce “different stakeholders to new teaching and learning approaches that incorporate

innovative use of ICT and challenge them to rethink their current pedagogical practice within a flexible and reconfigurable space” (Bannister, 2017, p. 11).



Figure 1. Future Classroom Lab learning zones. (Note: Bannister, D. (2017). Guidelines on exploring and adapting learning spaces in schools European Schoolnet, Brussels).

Future Classroom Lab learning zones offer a flexible learning model where technology and space are embedded. In order to support different learning styles and to implement different teaching approaches, six learning spaces are created each of which has a special focus on 21st century skills and pedagogical approach (Bannister, 2017). As illustrated in the Figure 1, there are six learning spaces in FCL model: interact, develop, exchange, present, investigate, and create. The features of each space are described in the following section.

Investigate

The “investigate” is the space designed for enabling learners to explore things for learning and become active participants in building learning whereas as for teachers the space is designed for promoting inquiry-based and project-based learning approach (Bannister,

2017). The layout of the space enables learners to be enrolled in either individual or group work activities due to the flexibility (Bannister, 2017). Key points are defined for investigate space as follows (EUN, 2019):

- Critical thinking: Learners should be capable of finding the information they need and manage received data.
- Problem solving: Learners should be challenged for solving a problem, which enables them to be aware of their capabilities, potentials, and strengths.
- Active research: Investigate space provide learners a variety of data and media resources to find the information as this helps them to use their all senses and be actively involved in learning.
- Cross-curricular studies: Multi-disciplinary approach is the basis of investigate space and learners should be encouraged to figure out one phenomena from various perspectives.
- Exploration: Learners make effective use of technology to test, develop, and evaluate models, ideas, or methods through hands-on learning activities.
- Connectivity: Learners are prompted to work with real life problems and challenges to investigate and resolve.

In FCL model, each learning space has key competences for students and teachers and they are encouraged to integrate technology in most of learning process. Some technological devices are considered as useful in investigate space as data loggers, robots, microscopes, online labs, and 3D models (EUN, 2019). Teachers guide learners to use those devices to search for a specific knowledge as a part of inquiry-based learning approach. Learning activities can be designed either as an individual or group work for active research in EFL.

Create

The “create” is the space designed for enabling learners to explore things for learning and become active participants in building learning whereas as for teachers the space is designed for promoting inquiry-based and project-based learning approach (Bannister, 2017). This space promotes learning with real-knowledge building activities and learners are active planners, designers, and producers of their own work (EUN, 2019). Key points are defined for Create zone as follows (EUN, 2019):

- Learning as a natural outcome of creation: Active production and creation of learners’ own content is supported to upskill learners’ capacity of imagination and innovation.
- Active use of technology: Learners utilize ICT tools with the aim of creation, design, and share their own-produced work.
- Supporting soft skills: Soft skills as planning, collaboration, and self-regulation are facilitated to develop during project-based and inquiry-based learning activities.
- Responsibility of learning: Learners take their own responsibility of learning when they are actively involved in learning and production process.
- Real-life production: As learners are actively involved in learning by doing in create zone, they are motivated to solve real-life problems by producing and to contribute to the development of society.
- Process-oriented learning: As learners develop and create their own manual and digital work, they can monitor their learning and develop their own portfolios both as a process and as a final product.

In FCL model, each learning space has key competences for students and teachers and they are encouraged to utilize technology in most of learning process. Some technological devices are regarded as useful in create space as Chroma key, video-recording devices, software for

editing digital content (EUN, 2019). Teachers guide learners to use those devices in order to produce and create for real life based on their inquiry and research. Learning activities for the learning space “create” can be designed either as an individual or group work for active learning in EFL. Learners can create digital content as animations, stories, songs, video clips using digital devices while final outputs can result in hands-on activities as well. This learning space is regarded crucial for EFL learners to practice and produce in a real communication.

Present

The “present” is the space designed for enabling learners to present their work to their peers and foster the communication skills (EUN, 2019). This space enables learners with their peers to boost their presentation, communication, feedback, and interaction skills (EUN, 2019). Especially in learning EFL, using a language as a means to communicate, give feedback, and present their product reflect the nature of real communication. Key points are defined for Present zone as follows (EUN, 2019):

- Communication: Learners utilize technology to present and share their work both in online and in onsite platforms.
- Feedback: Learners develop their feedback skills both as a listener and a speaker. They boost their interaction skills on accepting and responding to feedback to their peers, which form a larger community.
- A culture of sharing: Learners are provided with a variety of sharing resources and make use of them effectively as a facilitator for learning.

FCL model immensely integrates technology to each learning space and each space requires students and teachers to develop their key competences. Some technological devices are regarded as useful in present space as HD projector, online tools for assessment and surveys,

and online publication tools (EUN, 2019). Teachers guide learners to use those devices in order to present their products to their peers. Learning activities for the learning space “present” can be designed either as an individual presentation or group presentation. Learners can share their products with their peers so that they can learn to listening tentatively and provide feedback. This learning space is one of the key spaces for EFL learners to practice their oral skills as well as key competences for effective communication.

Interact

The “interact” is the space similar to traditional classroom setting but differs in that technology is integrated for discussion and participation. This space enables learners to be actively involved in learning process and technology is a facilitator for active participation and contribution of the learner (EUN, 2019). Key points are defined for interact zone as follows (EUN, 2019):

- Physical space arrangement: This space enables teachers to try out various seating arrangement for active participation of learners as pair work, group work, and u-shaped.
- Active involvement: Learners are encouraged to share their ideas and take active participation in the lesson and technology holds a key role to engage students.
- 1:1 computing: The use of digital devices as laptops, tablets, or mobile devices enable learners to have personalised experience and increases learners’ motivation.
- Interaction and communication: As learners use their own devices in learning, it enables them to develop a sense of responsibility and use devices for communicative purposes.

FCL model immensely integrates technology to each learning space and each space requires students and teachers to develop their key competences. Some technological devices are regarded as useful in interact space as interactive whiteboard, learner response system and devices, mobile devices, and classroom management system (EUN, 2019). In this learning space, teachers are responsible for presenting one-way knowledge just in a traditional method, focusing on more intense interaction among students. Teachers introduce the main concept, main themes and encourage students to be involved in discussion and interaction among each other.

Exchange

The “exchange” is the space designed for collaborative work among peers and learners work in groups to plan, design, investigate, create, and present (EUN, 2019). Teaching EFL requires interaction and communication among peers to foster real-life dialogues. Exchange space enables learners to develop a sense of responsibility, ownership, cooperation, and collaboration in a both online and onsite way (EUN, 2019). Key points are defined for exchange zone as follows (EUN, 2019):

- Collaboration among peers: Apart from learning by oneself, exchange space enables learners to learn from their peers and take the responsibility of team learning.
- Individual differences: There are different types of learners in a classroom, for this reason exchange space comprises of teams and groups from different learner profiles for better learning outcomes.
- Brainstorming: During teamwork, learners collect their ideas to plan and develop their work by brainstorming that boosts their creativity.

- Games: Learners are fans of entertainment and therefore learning by playing is fostered in exchange space. Learners play digital and traditional games in teams to develop a sense of ownership and entertainment.

In FCL, ICT is mostly connected to improve digital competences and ICT is immensely integrated to each learning space. A set of technological devices are suggested for developing ICT competences of learners during group work activities interactive whiteboard, collaborative table, brainstorming unit, and mind mapping software (EUN, 2019).

Exchange space promotes high-level collaboration and cooperation among peers. In EFL, this space is mostly connected to group work, brainstorming, and mind mapping activities with the aim of supporting investigation and creation with their peers, developing ownership of their learning in groups.

Develop

The “develop” is the space developed for self-regulated learning and self-reflection to promote life-long learning, where learners work at their own level and take their own responsibility of learning (EUN, 2019). This space holds a position similar to a library where learners know what to find and how to improve their learning, finally leading to development of lifelong learning at any time anywhere. Key points are defined for develop zone as follows (EUN, 2019):

- Comfortable learning: Learners are encouraged to take their own responsibility of learning at school in an environment designed as a comfortable space, resembling home.

- Personalized learning: Learners utilize their own devices for learning both at home and at school that creates freedom zone in selecting topics for studying at their own pace and interest.
- Informal learning: Along with planned curricula to follow at classroom, learners are guided to organize their learning plan and develop their portfolio to monitor their development how I they built knowledge and skills.
- Flipped learning: Flipped learning is a concept introducing the method that learners have responsibility to learn and study the main concept at home and more practices take place in the classroom as project work. Develop space promotes flipped learning in the classroom therefore teacher can arrange more time to build in-depth data for practice.

Just as in the other learning spaces in FCL model, technology makes up an important area of the space. A set of technological devices are suggested for developing ICT competences of learners as informal furniture, mobile devices, games, study zones (EUN, 2019). The learning space “develop” promotes using digital devices to empower life-long learning skills. The learners who take the responsibility of learning outside school search for opportunities to practice their English. Apart from students, EFL teachers need life-long learning skills to keep themselves update in their teaching profession.

Pedagogical Model in Future Classroom Lab

Future Classroom Lab introduces three main components in designing future classrooms and those components are 1) technology, 2) space design, and 3) pedagogy for active learning (Steelcase, 2013). Steelcase (2013) identifies three key components as a prerequisite to a notable learning; and follows that change in space results in change in teaching practice. As technological development drives the fact that every learner along with teacher himself should have digital competence for 21st century, teachers are regarded as “digital adopters”

whereas students are regarded as “digital natives” in technology-driven classrooms (Steelcase, 2013). For this reason, practices of English language teachers should focus on not only designing learning spaces but also integrating technology for upskilling learners and for their professional development. Designing flexible learning spaces would result in a change in teacher practices and teacher should support this change by integrating technology to teaching EFL as a strong component.

Proposing a flexible learning space where technology is a strong component, Future Classroom Lab introduces scenario-based learning approach along with project-based learning, inquiry-based learning, and game-based learning to teachers in flexible learning space, and designs learning process in a systematic cycle starting from needs analysis of the school, teachers, and students ending up with the assessment cycle. Suggested as a pedagogical model, this process originates from the project Innovative Technologies for Engaging Classrooms (iTec) which took place in Europe with the participation of 20 European countries and 26 project partners (Lewin & McNicol, 2015).

The main objective of iTec is to measure the effects of technology in education and with this approach, “educational tools and resources were piloted in 2653 classrooms with around 50.000 students across 20 European countries” in five cycle (Lewin & McNicol, 2015, p.1). The main outputs of the iTec project propose Future Classroom Scenarios as a pedagogical model and demonstrate how to support technology-integrated pedagogy (Lewin & McNicol, 2015).

Future Classroom Toolkit comprises a set of guidance for teacher, school-leaders, and education professionals to develop Future Classroom Scenarios (FCS) in five steps as FCS refers to a set of narrative for teachers that links to classroom to main competences in 21st century (EUN 2019). Toolkits are composed of five toolsets, each of them having specific tasks for teachers to innovate their teaching and design their future classrooms.

FCS provides teachers with a set of guidelines for their practices in FLS. Transforming a traditional classroom setting may end up in a FLS but teachers should have a pedagogical set concerning preparation, presentation, production, and assessment cycle for maintaining effective practices in EFL. Within the scope of this research, EFL teachers who teach at flexible learning spaces have been trained to use these five toolsets to empower their practices. In this respect, five toolsets are described for introducing innovative practices in FLS below.

Toolset 1: Identifying stakeholders and trends

Before developing Future Classroom Scenario, teachers and school leader should identify key stakeholders that will support school's development as schools hold the possession of training and educating main workforce of the society and the main human source of communities (EUN, 2019). With this importance of schools, identifying main stakeholders and forming innovation teams at school with the stakeholders are introduced as the first step in developing FCS.

Two tools are defined in Toolset 1: identifying stakeholders and identifying trends to implement at school. A group of teachers, students, parents, ICT coordinator, head teachers, and professionals characterize stakeholders and they will form an "innovation team" to plan, design, and introduce trends and innovative practices to implement to the stakeholders at a regular phase (EUN, 2019). This toolset is designed for teachers who will start designing their classroom into a flexible learning space with support from their colleagues. Flexible learning space is considered not only belonging to a specific teacher, it is a common way of introducing innovation all over the school and supporting collaboration among peers.

Toolset 2: Future classroom modelling

Following defining key stakeholders and key trends to implement at school, the next step is to identify and examine the current level of innovation at school for modelling Future

Classroom. The toolset 2 offers a self-review tool for schools to reflect on their teaching and learning approach and how school can embrace an innovative model on the basis of collaboration among stakeholders (EUN, 2019).

In toolset 2, self-reflection of the schools has five dimension to evaluate the whole school for adapting an innovative model: learners, teachers, educational goals, assessment, school capacity, and technology resources are areas for self-reflection to have a Future Classroom model in a school (EUN, 2019). School leader and school innovation team assess the school based on these dimensions and identify the current level of the school and the level to be reached following the suggestions for each dimension (EUN, 2019). There are five main dimensions described and each dimension has five levels from the weakest to the strongest on an innovative spectrum. By self-reviewing the school in five dimension, school innovation team should have a clear picture of the school for development and adapt technology-supportive and innovative approach to develop a Future classroom scenario (EUN, 2019). The primary objective is to define step by step what a school should do to have their own innovative and inspiring learning environment to upskill 21st century skills for teachers and students (EUN, 2019).

Based on the self-reflection dimension of designing a FLS, school innovation team are given the opportunity to monitor and compare their development model.

Toolset 3: Creating a Future Classroom Scenario

In toolset 3, school innovation team creates a Future Classroom Scenario to implement at school based on the maturity level of school's innovation capacity. Future Classroom Scenarios are described as a set of guidelines to enable schools to develop and follow the trends in the areas of society, education, and technology (EUN, 2019).

First step is to collaborate with stakeholders and select the most appropriate trend to implement in a school (EUN, 2019). After identifying the dimensions for development, second step is to create scenarios with the aim of increasing the maturity level of the schools

at five dimensions (EUN, 2019). Future Classroom Scenarios should be collaborative outputs of the school to implement a trend for upskilling student and teachers.

Toolset 4: Learning Activities

In toolset 4, Future Classroom Scenarios are evolved to specific learning activities, which is described as a way of how teachers teach and how learners learn in a practical context by using digital tools (EUN, 2019). This toolset includes three main tools: activity design, leaning designer, and digital tools for learning activities (EUN, 2019). Designing learning activities is regarded as a key issue in developing FCS and cooperation among teachers for achieving objectives are desired for successful activities (EUN, 2019). An online tool developed for creating learning activities is available in a web-based platform and it enables teachers to see how interactive is a classroom between learning zones and learning activities, ultimately leading to achieve educational goals (EUN, 2019). The other tool for designing learning activities is based on integrating technology to learning process by linking digital tools to learning spaces for collaboration, productivity, assessment, and search for data (EUN, 2019).

This toolset composes key points for integrating digital tools and resources for designing learning activities to achieve broader objectives for Future Classroom Scenarios, which root from a trend for overall improvement in a school.

Toolset 5: Evaluation

In toolset 5, all the actions from the starting point for designing Future Classroom Scenarios to specific learning activities are evaluated for revealing the strengths and weaknesses of learning activities, how learners experience this design, what works well and what should be improved for next activities (EUN, 2019). This toolset is a step for developing evidence-

based approach in developing schools' innovation capacity of teachers, learners, tools and resources specifically. In order to review learning activities, both process-oriented and product-oriented evaluation is considered as practical and tools as checklists, rating scales, surveys are recommended for this step (EUN, 2019).

Toolset 5 offers two tools for teachers to evaluate their classroom practices and provides rubrics for 21C learning (EUN,2019). The innovation team in a school evaluate those innovative practices and trends to enhance their teaching practice and have comparative data before and after those practices (EUN, 2019).

Network of Learning Labs

Future Classroom Lab located in Brussels gives the inspiration to educational authorities to set up their own learning labs at local levels. The learning labs have three types based on the main features and how the learning lab is used: 1) school-based learning labs, 2) professional learning labs, and 3) industry-led learning labs. Firstly, school-based learning labs are set up within a school, and this lab provides flexible learning space for teachers and learners to make effective use of technology. This space is more limited in terms of reaching a wider audience of participants. As a second type of learning lab, professional learning labs are built as a prototype for promotion of FCL model and mostly educational authorities, ministries, and professional teacher training centers organize trainings and conduct some pilot in this space for a large group of professionals. Final one is the industry-led learning labs and ICT providers set up their own learning labs to test, introduce, pilot, and evaluate new technologies in this space. European SchoolNet (EUN, 2019) enrolls those learning labs in a local, regional, and country level in a network of EU-level learning lab.

Those spaces should hold some key features to be defined a EU-level learning labs. The layout of the classroom should be designed in a flexible manner and allows “easy and flexible repositioning of learners and teachers” (EUN, 2019). Those labs are also considered

as a hub for promoting innovative teaching and learning activities, rather than simply transferring data from teacher to students. On this spot, interaction and communication is strong among different target groups as student, teacher, school, school administrators, stakeholders, policymakers etc and each target group has connectivity to the other group with the aim of pedagogical and technical guidance and support (EUN, 2019).

Summary

In 21st century, the roles of the learner and teacher in a classroom have been evolved and this evolution presented teachers to transform their learning environments in a user-friendly way. Educational authorities at local, regional, and country-level as well as European level have been analysing needs of digital natives and adapt their learning environments to meet the needs of learners. Accordingly, at European level necessary actions to promote flexible learning design to meet the needs of 21st century learners have been taken since 2010. iTec project developed a pedagogical model for innovative learning and Future Classroom Lab have become the model all over Europe within network of learning labs in the past five years. FCL is the first basic learning model for illustrating how learning takes place in flexible learning space and how technology can be integrating to FLS. Upon presenting FCL as a flexible learning space in this research, it is clear that some other initiatives at the national scale exist in Australia. While educational authorities are in charge of planning, introducing, promoting, and disseminating initiatives to teachers in FLS, the actual role takes place in the classroom where teachers are responsible for teaching and learning. From this perspective, the research reveals that learning space has positive impact on learning and teaching (Meece, 2003; Weber- Bezich, 2014). Based on the pedagogical model of previous studies, FLS is regarded for facilitating learning process. Especially in foreign language learning and teaching, all the activities should be designed and implemented in a communicative scope to enable learners to practice foreign language in real life context. The studies focus on

specific subjects and there is a gap to find out how FLS impacts foreign language teaching and what teachers think about teaching EFL in FLS. This qualitative research reveals EFL teachers' views and practices in FLS, where it needs to be more specified for concrete implementation within Turkey's Vision 2023 Document.

CHAPTER III

METHODOLOGY

Research Design

In order to reveal English language teachers' views on flexible learning spaces and their implementations on FLS concerning technology, pedagogy, and learning space design; this study adopted a qualitative approach and thus it was designed as a case study in nature. Qualitative research is the type of research that is “done in a natural setting, involving intensive holistic data collection through observation at a very close personal level without the influence of prior theory and contains mostly verbal analysis” (Fred and Perry, 2008, p. 247). Due to this nature of this research aiming to find out how EFL teachers practice in FLS in sample cases, this research adopted qualitative approach.

Case study is one of the most widely used research design in qualitative research in education to identify and analyze similar cases in depth (Gall, Gall & Borg, 2003). The main purpose of a case study is to have “a detailed understanding of the processes involved within a setting, but this can involve studying a single or multiple cases and numerous levels of analysis” (Yin, 1994, as cited in Bloor & Wood, 2006, p.28).

In EFL, the cases for qualitative design can be connected to interpretation of attributes, knowledge, development, and performance of teachers and students in learning and teaching a foreign language (Duff, 2008).

This research focuses on a few cases on English language teachers' practices in FLS. As case study is a method to explore and describe the phenomena using distinct structures to explain and clarify theoretical insights (Merriam, 1998), this research illustrates English language teachers' practices on flexible learning spaces and draw a holistic understanding of teachers' performance based on the cases.

As Udin and Rajuddin (2008) highlight, the physical learning space is one of the fundamental elements in teaching and learning process and in English language teaching and learning process, learning environment should be connected to real life needs to foster communicative competences. As MoNE introduced its 2023 Education Vision to set up design and skill labs all over Turkey, this study investigated EFL teachers' practices on FLS to present their innovative learning and teaching methods in 21st century. After seizing the problem of research, the research questions were defined to find the most appropriate answers for modelling how English language teaching takes place in FLS. Later on, reviewing the national and international context of learning spaces opened a pathway to the initial research design. Upon formulating the design of the research, the characteristics of the sample was defined and participants were identified for data collection. As the nature of this research is qualitative, the main data collection tools are designated as interview and observation. Subsequent to data collection, the recorded interviews were transcribed and translated for data analysis. Qualitative content analysis method was adopted for data analysis and the codes, sub-themes, and themes were created based on the collected data. The collected data was analyzed separately for interviews and observation. In Figure 2, the research design is illustrated.

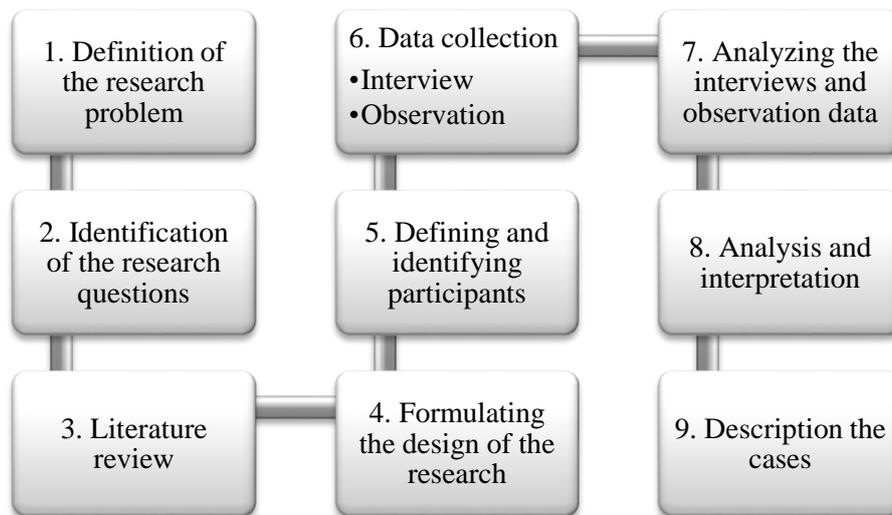


Figure 2. The design of research process

Research Setting

This study was conducted in Turkey which is among the G-20 countries and a candidate country for EU. Located between in Europe, Asia, Middle East and Russia; Turkey is a country which holds different cultures based on its highly strategic location. As Turkey is a G20 country, having a position amongst the advanced and emergent top 20 countries in the world, there are many development areas and education is one of the top priorities of this.

In national Turkish education system, Ministry of National Education (MoNE) is the responsible public authority for conducting educational services at nationwide level for students, teachers, parents, adults, schools, and school leaders. MoNE is responsible for level of education and each level of education is based on 4 levels as follows: pre-primary, primary, lower secondary, and secondary level (Eurydice, 2019).

According to National Statistics on Turkey (TÜİK, 2018), Turkey is a highly populated country and its population in 2018 year was calculated as 82,003,882. Reflecting this population to education, primary school level holds 300,732 teachers and 5,267 ,378 students within 24,739 schools (MEB, 2019). As for lower secondary school level, there are 18 935

354,198 teachers and 5,627,075 students within 18,935 schools (MEB, 2019). For secondary level, there are 175,275 teachers 3,250,334 students within 6,242 schools. Regarding overall size of teachers and students at the schools, it is clear that there are a high number of learners and teachers enrolled in primary, lower secondary, and upper secondary levels.

To improve the education quality, there have been educational reforms by the government and those reforms have been empowered by national policy papers and strategies. Turkey's 2023 Vision Document is the most current issued by MoNE and offers utmost concrete actions in thematic studies within pre-primary, primary, lower and upper secondary educational level. The main scope of this study was based on 2023 Education Vision to allow practical and evidence-based approach for FLS.

Participants

Participants in this research are English language teachers who have in-depth knowledge about FLS and teach English in this classroom setting. The proposed cases for this research were selected from primary, secondary and high school level from the provinces Ankara, Antalya, Burdur, and Erzincan. Those selected cases all possess FLS in their setting and they designed their learning lab according to FCL Model The participant teachers participated to trainings on FLS organized by the EUN and MoNE. The selected cases are officially recognized within Future Classroom Lab network of learning labs and accredited within the network.

As the sampling in qualitative research aims at deep understanding of the participants for selected cases, this study involved participants who represent the wider population (Richards, 2003). The main objectives of this study were identified and participants who possess key features for representing the case were described. Therefore, this study used convenience-sampling method to select the cases based on convenient features of the participants.

In sampling methods, two main methods are presented: probability and non-probability (Bloor & Wood, 2006; Miles & Huberman, 1994). In probability sampling, cases are selected in line with the probability theory and in non-probability sampling the cases are selected in line with the reasons. The participants in this study were selected by “convenience-sampling method” among non-probability sampling approach, as the sample should have experience with FLS. Cohen, Manion, and Morrison (1994) define convenience sampling as the method for a single case or multiple cases in qualitative studies on the ease of availability and meeting the requirements for population elements.

In contrast to quantitative research design, this qualitative research was designed as a case study, where sample size is not estimated in order to determine the statistical significance of its findings (Bloor & Wood, 2006).

Features of the participants

The participants in this study were selected from teachers who work at public schools. These group of teachers all have FLS in their schools and have experience and background information about FLS. Ten teachers were selected for data collection from the schools where learning labs are officially recognized within European SchoolNet’s network of learning labs. Of 10 teachers, two teachers were interviewed for piloting interview questions before data collection. 6 teachers were interviewed for in-depth data and 2 teachers expressed that they did not have enough experience to represent her practices for this master’s thesis. Following this, 2 teachers were interviewed for piloting the data instrument and 6 teachers were interviewed for data collection.

Official permission from Ministry of National Education for this research and conducting interviews and observations with these 10 teachers from 4 provinces (Ankara, Antalya, Burdur, and Erzincan) were approved and the participants were informed about the research and how they would contribute it. The official permission for qualitative data collection was

attached to Appendix-1. It was assured that participation to this research is voluntary and their personal data would not be revealed for protecting their data. The participants were all given a unique pseudonym for presenting qualitative data and this pseudonym was formed by the order of interviews.

Table 2

Demographic Information of the Participants

Participant	Gender	Age	Province	The level of education	Years of teaching	Level of the schools	Experience in FLS (months)
P1	Female	35	Erzincan	Bachelor of arts	7	Lower-secondary	7
P2	Female	38	Antalya	Master of arts	15	Upper-secondary	7
P3	Female	31	Burdur	Bachelor of arts	8	Primary	8
P4	Female	31	Erzincan	Bachelor of arts	7	Lower-secondary	7
P5	Male	34	Ankara	Master of arts	10	Lower-secondary	8
P6	Female	32	Ankara	Bachelor of arts	6	Lower-secondary	8

As presented in the Table 2, 6 participants were interviewed for data collection and of the 6 respondents, most of the them are female. The respondents age varied across 31-38. The teachers participated from different provinces in Turkey and they were selected from Ankara, Antalya, Burdur, and Erzincan. As the selected cases are located in several geographical regions in Turkey, it is clear that the results can be generalized and transferrable to similar cases in Turkey. The years of teaching profession vary between 7-15 among participants. The educational level of schools where participants teach change between primary, lower-secondary, and upper-secondary. Participants have mostly Bachelors of Art degree in teaching whereas two teachers have Master of Arts degree in teaching. Participants have experience in teaching in FLS between 7-8 months.

The distribution of participants' gender is illustrated in Figure 3 below. As shown in the Figure 3, female participants percentage is 83,4% where male participants' percentage is 16,6 % which puts forth that high percentage of participants are female.

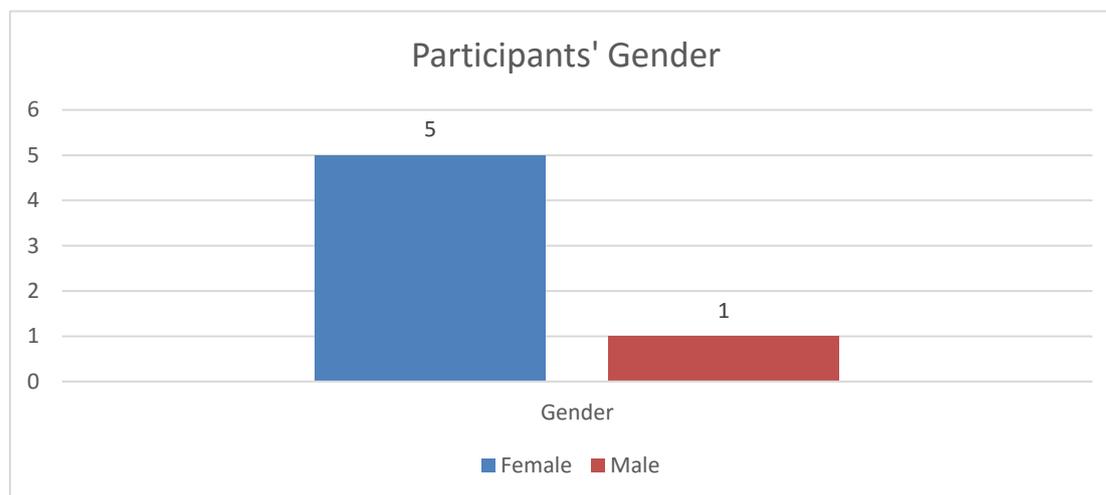


Figure 3. The distribution of participants' gender

The average of participants' age is 33,5 and they have experience in teaching English at an average of 8 years. This data presents that the participants for this qualitative inquiry are experienced English language teachers and open to follow new trends in education.

The level of school EFL teachers teach English varies from primary to lower secondary and upper secondary. Of all the participant teachers, 16,6% of the teachers work at the primary level and teach young learners, 66,8 % of the teachers work at lower-secondary level, and 16,6% of the teachers work at upper-secondary level. This distribution is supportive that flexible learning space design fits all school level and meets the needs of the learner. The distribution of schools' level is illustrated in Figure 4 below:

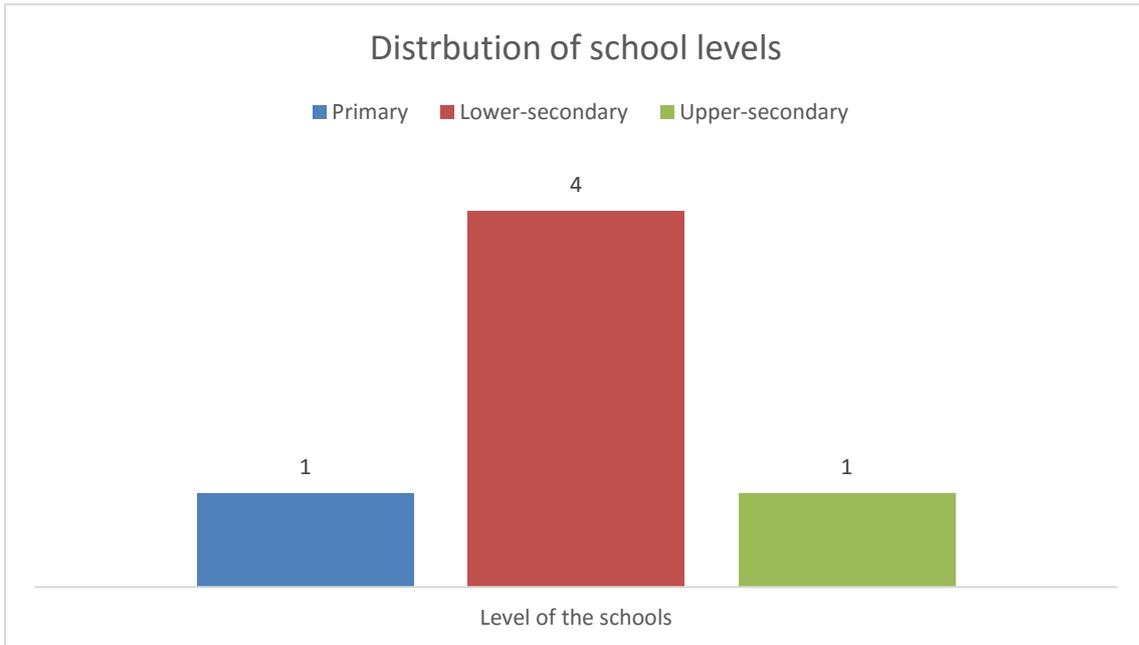


Figure 4. The distribution of school types participants teach

The participants' education level also vary from each other in that 66,8% of the participants hold a Bachelor degree of arts in teaching whereas 33,2 % of the participants hold a Master of arts degree in teaching. The distribution of participants' educational level is illustrated in Figure 5. below:

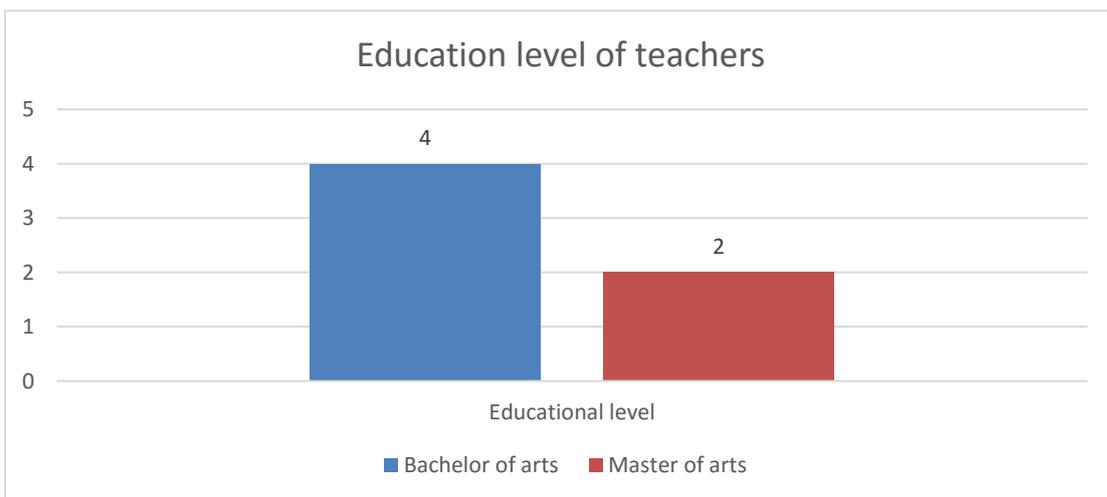


Figure 5. The distribution of educational level of participants

Before qualitative data analysis, participants were all given a pseudonym by the order of interview, and the level of school they teach. This order formed the pseudonyms as P1 for the order, and the level of school they teach as PS for primary school, LS for lower secondary, and US for upper secondary. This formula for pseudonyms formed one as P1PS and stood for participant who was the first to be interviewed, and teachers at primary school. Six pseudonyms for six participants formed and Figure 6 points out the systematic way of forming those acronyms.

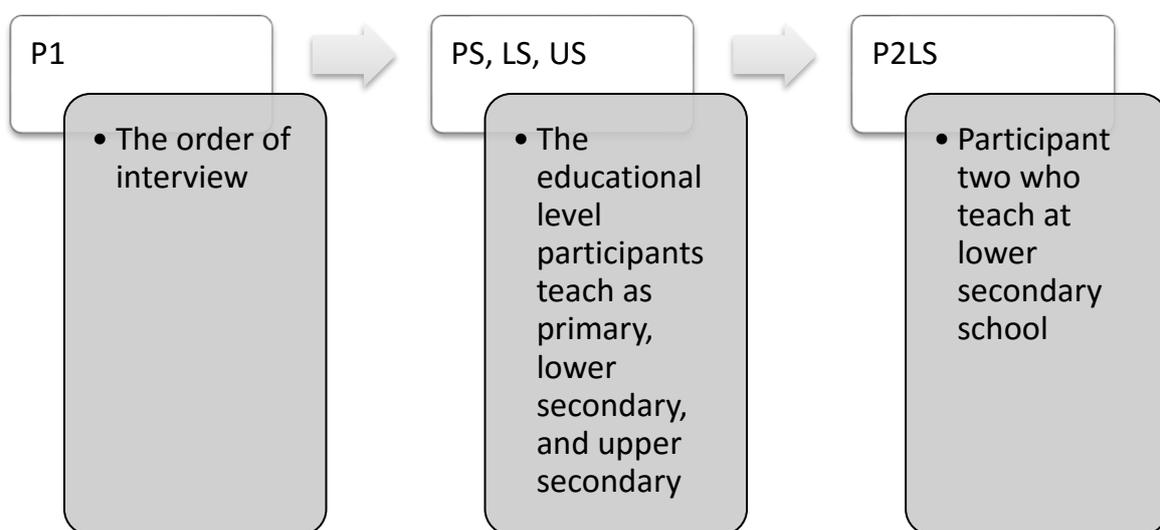


Figure 6. The organization of pseudonyms for participants

Data Collection Tools

The data collection tools of this case study involves an observation and semi-structured interview with the participants. The researcher developed semi-structured interview questions (see Appendix 4) and observation checklist (see Appendix 6) for data collection.

The first data collection tool was semi-structured interview with participants. The researcher defined a set of questions before the interview and according to the answers of the interviewee; some additional data and specific topics were analyzed during the interview. In case study, interviews are regarded as the most common qualitative data collection tools for collecting in-depth data on participant’s experiences. The researcher asks a question and

participant responds it in depth (Seliger & Shohamy, 1989). Based on the participants' responses, the researcher describes and finds the meaning in depth (Kvale, 1996). Contrary to structured interview, this interview was designed in a semi-structured way to collect rich data and consider further questions, which were not included beforehand.

Three experts who have experience in assessment and evaluation, foreign language teaching, and education checked the interview questions for implementing and analyzed the interview questions separately. The consulted three experts have also academic studies in assessment and evaluation, foreign language teaching, and education. All the experts stated that this data collection tool was convenient for this case study. Before final data collection, interview questions were piloted with two EFL teachers who teach at FLS. The participants were not included for data analysis. In piloting interview questions, the participants were active in describing their practices and it was clear that the questions were convenient and persistent.

The second data collection was observation and the researcher aimed to observe EFL teachers' practices in FLS with the aim of having consistent data. The researcher developed an observation checklist; an expert on EFL, an expert on assessment and evaluation, an education expert were consulted for the items in observation checklist. The same experts who analyzed and evaluated interview questions expressed the convenience of the data collection tool. Alongside with interview, observation checklist was also piloted with the participants prior to final data collection. Two EFL teachers were observed and it was clear that observation checklist was practical to use for defined items in the checklist.

Data Collection

The instrumentation for this qualitative research involves observation checklists and interviews with a group of experienced teachers in FLS which is inspired by FCL. Official procedures for permission to collect data from teachers was completed and official permission was obtained from Ministry of National Education and the document is attached

in Appendix 1. The data collection took place in two steps: interviews and observation to support the interview data.

The participants were contacted by officers at Provincial Directorate of National Education in Ankara, Antalya, Burdur, and Erzincan. Trainers who serve as local FCL ambassadors for MoNE contacted the participants and the framework of the research were presented to the teachers. As having agreed to take part in the data collection process, the participants were provided with a brief summary of the research and questions. Pre-session of the interview was planned to organize the most convenient time for interview. The interviews were recorded for transcribing the responses of the interview questions. The interviews took place between 3-12 July 2019 and each interview approximately lasted for 20 minutes. The interviews were in Turkish in order to collect deeper data from the participants.

In order to support interview, EFL teachers' practices and the design of the classrooms were observed between 15-20 July 2019. The participants were contacted for their availability and the observation timeline was created based on participants' availability. Prior to selection of cases, teachers' reflective videos on their practices were analyzed in FLS. The length of one observation took 40 minutes. The researcher did not intervene to teachers' practices. The collected data was supportive to analyze the interview transcripts.

Data Analysis

Qualitative data analysis was performed by "content analysis" method. Cohen et al defines content analysis as "the process of summarizing and reporting written data, the main contents of data and their messages" (Cohen et al, 1994, p. 475). This method is based on the analysis of written texts and reduces large pieces of text to summary form in order to generate a theme or theory.

In qualitative data analysis, some steps are defined for analyzing the transcripts of the interviews (Cohen et al, 1994)

1. The research questions are defined and labeled by the content analysis.
2. The whole text is defined and unit of texts is worked as a sample.
3. The unit of text as a sample is included.
4. The context of the generated text and units of analysis is defined.
5. Selecting the codes for analysis is completed.
6. The categories for content analysis are constructed.
7. The codes and categories are conducted for data analysis.
8. The data analysis is conducted and summarized.
9. Inferences are made.

As all the interviews were recorded and transcribed by the researcher, the transcribed texts for each participants were also revised and translated by the researcher. After researchers' translation, an external translation were consulted to check the translations for internal consistency of the transcripts. The expert, who revised the translations of transcribed text works as an education expert in Ministry of National Education, holds BA in English Language Teaching and experience in international projects. Subsequent to checking the translations of transcribed text, the researcher analyzed the written text in depth and each code was noted down in the right corner of the page correlatively with review of literature and research questions. Upon completing the creating of the codes, sub-themes, and themes; two experts from ELT department and assessment and evaluation department checked the codes, sub-themes, and themes for internal consistency.

In this qualitative study, the whole text for each participant was analyzed and codes were constructed subsequent to experts' checking the codes and themes. Following the creation of codes, meaningful groups were formed by bringing together similar codes and this step was considered as following sub-themes. Focus on research questions and content analysis,

similar and meaningful text patterns formed codes, groups of codes formed subthemes, and subthemes formed themes utmost.

This case study had two main qualitative data: interview and observation. The interviews were analyzed by content analysis method. As for collected data from observation, each item on the checklist was evaluated whether the feature exist in FLS or not. The observed items were listed on a table and responses of each participant were calculated in a column using percentage calculations on Microsoft Excel. The overall responses per item on the checklist were added and converted to percentage for analyzing observational data.

Validity and Reliability

Data validity is defined as “the appropriateness of procedure for measuring the underlying construct a study intends to investigate” (Mackey & Gass, 2012, p. 203). In foreign language studies, concepts as acquisition, knowledge, attitudes, practices are driven from observation though they are originated from a theory cannot be measured directly (Mackey & Gass, 2012). In case study, validity is regarded to how appropriately this operationalization matches theoretical model. In qualitative research method, validity refers to the “research being well grounded and supportable by the data that has been collected” (Webster & Mertova, 2007, p. 90).

Reliability is defined as “random or inconsistent errors of measurement” and in qualitative research reliability is concerned with “the extent to which data are categorized consistently” (Mackey & Gass, 2012, p. 204). In qualitative studies, data coding is regarded as the critical aspect of qualitative research method and it’s the most essential part that contributes to validity (Mackey & Gass, 2012).

In qualitative inquiry, some techniques and strategies are regarded important for improving the quality of qualitative research and those strategies match up with the nature of inquiry (Lincoln & Guba, 1985). Those strategies have been developed as an alternative formulation

and they have been identified as credibility, transferability, and dependability, (Richards, 2003). In this case study, those formulations were considered for ensuring validity and reliability. Three experts were consulted for ensuring the validity of qualitative data. They have professional and academic background on foreign language teaching, assessment and evaluation, and educational sciences department.

Credibility is a term that highlights internal validity in qualitative inquiry and credibility is dependent on “evidence of long-term exposure to the context being studied and the adequacy of data collected” (Richard, 2003, p. 286). In qualitative research, credibility pertains to truthfulness of the findings and regards how research design, participants, and context is representatively established (Ary, Jacobs & Sorensen, 2010). In order to have valid data in this case study, the participants checked the transcribed data and confirmed that they agree with their statements. Furthermore, experts were consulted during all the stages of development of data collection tools, piloting the tools, organizing the data collection procedures, and reporting. Ensuring validity in this study, member checking and peer debriefing were used as a technique (Glesne, 1999).

Transferability is defined as the “degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups” (Ary et al, 2010, p. 501). In qualitative inquiry, transferability is dependent how well the research findings describe the case and transfer the situation to other similar contexts (Richard, 2003). In this qualitative research, the statement of the participants were well described following the codes and themes to provide a coherent understanding of the case. Experts were consulted for checking the transferability of the cases and the main themes.

Dependability is defined as the assessment of “documentation of research design, data, analysis, reflection and so on, so that the researcher’s decisions are open to others” (Richards, 2003, p. 286). In qualitative research, dependability is considered as justifying that the data collection and documentation of the findings are consistent and pertinent for

the context (Ary et al, 2010). In this research, experts were consulted during both development of data collection tools and analyzing collected data. Before the data collection, three approved the consistency and appropriateness of interview questions and observation checklist. Consecutively, two experts also checked the transcripts of the interviews, checked and compared the consistency of codes and themes for approval.

During the analysis of qualitative data, three experts were asked to evaluate the codes and themes. The main eight themes and transcribes were evaluated by three experts from foreign language teaching, assessment and evaluation, and educational sciences department for dependability. The experts evaluated the codes and themes stating they agree or disagree with the emerged codes. For calculating the consistency among interraters, reliability formula of Miles & Huberman (1994) was used for this study:

$$\text{reliability} = \frac{\text{number of agreements}}{\text{number of agreements} + \text{disagreements}}$$

Figure 7. Interrater Reliability Formula of Miles & Huberman (1994)

Using this formula to calculate interrater reliability, coefficient of 0,875 was calculated for this case. For calculating interrater reliability, coefficient of 0,70 or higher is regarded acceptable for qualitative studies (Ary et al, 2010). Following this, it is obvious that interrater reliability was ensured for this qualitative study upon the evaluation of themes.

CHAPTER IV

FINDINGS

Introduction

This chapter presents findings and discussions based on the research questions and involves the answers for research questions. The main objective of this qualitative inquiry was to reveal English language teachers' views on flexible learning spaces (FLS) and their implementations on FLS concerning technology, pedagogy, and design. To find the answers for research questions on 1) EFL teachers' perspectives on flexible learning spaces, 2) characteristics of teachers' practices on FLS, 3) what and how influences teachers' practices on FLS were studied in a qualitative research design. EFL teachers who teach English at FLS inspired and accredited by EUN were interviewed and their implementations were observed. This chapter reveals the findings of the qualitative data.

Overall Analysis of the Qualitative Data

In order to reveal English language teachers' views on FLS and their implementations on FLS concerning technology, pedagogy, and design; 6 EFL teachers were interviewed about their teaching practices. The interviews were transcribed into written texts, texts were analysed into meaningful units, those units formed codes and codes formed themes. At the

end of analyzing transcripts, 8 main themes and 26 codes were generated. An overall presentation of the codes and themes emerged was illustrated in Table 3 below:

Table 3

Innovative Practices of EFL Teachers in FLS

Theme	Code	Frequency	Percentage (%)
EFL Teachers' Practices and Experiences on FLS	Changing role of the students and teacher (teacher as guide, students active)	4	66,6
	Effective use of ICT and technology integration	3	50
	Active learning taking place	3	50
Elements of FLS in a classroom	Flexible learning space design	6	100
	Technology integration, space, and comfortable furniture	5	83,3
	21st century competences (cooperation, taking responsibility of learning)	3	50
Effects of FLS Elements on TEFL	Real life context for EFL	4	66,6
	A variety of learning activities	3	50
	Oral skills, communication, and feedback	3	50
	Active learning	2	33,3
Learning and teaching activities in FLS	Active learning	6	100
	Technology integrated learning	5	83,3
	Production and learning for real life	3	50
Comparison of FLS to Traditional Classrooms	Changing role of the teacher and student	5	83,3
	Facilitating 21st century skills	5	83,3
	Enjoyable and motivating for students	4	66,6
	A variety of learning activities	3	50

Table 3 (to be continued)

Innovative Practices of EFL Teachers in FLS

Theme	Code	Frequency	Percentage (%)
Students using technology	Facilitating 21st century skills	4	66,6
	Developing digital competence	4	66,6
	Multidisciplinary approach	3	50
Suggestions on developing FLS to teachers	Openness to follow new trends in education	3	50
	Integrating technology to EFL context	2	33,3
	Integrating technology to EFL context	2	33,3
Enhancing teaching EFL in FLS	In-service trainings	4	66,6
	Professional development	2	33,3
	International cooperation	2	33,3

As illustrated in Table 3; based on the qualitative content analysis of the interviews, 8 main themes were constructed and 26 codes were created to present teachers' practices in FLS. The themes were specifically grouped based on statement of the teachers' implementations, their design of FLS, how students utilize the space and elements, what would enhance their practices to have overall understanding of teaching English in FLS.

EFL Teachers' Practices on FLS

This qualitative inquiry included 6 EFL teachers and their innovative practices on FLS in order to have EFL teachers' views on flexible learning spaces. The first question was "How would you define teaching English in a FLS? Can you share your experiences?" and based on the analysis of teachers' responses, teaching practices on FLS was created as a theme. Here follows the content analysis of first question in Table 4 below.

Table 4

EFL Teachers' Practices on FLS

Theme	Code	Frequency	Percentage (%)
EFL Teachers' Practices and Experiences on FLS	Changing role of the students and teacher (teacher as guide, students active)	4	66,6
	Effective use of ICT and technology integration	3	50
	Active learning taking place	3	50
	Facilitating EFL	3	50
	Enjoyable learning	3	50
	Multi-disciplinary approach	3	50
	Addressing different learning styles	2	33,3
	Production and Learning for Real Life	2	33,3

As illustrated in Table 4, teachers' responses varied in terms of how they teach English in FLS and the main codes from content analysis were changing role of the students, effective use of ICT and technology integration, active learning taking place, facilitating EFL, enjoyable learning, multi-disciplinary approach, addressing different learning styles, production and learning for real life.

Of the six teachers, 66,6 % of them express in a way that teaching English in FLS helped them to change the role of teacher and student role in a classroom. Since teacher becomes more as a guide, students naturally become more active and responsible in learning process. PILS defined teaching English in FLS as highlighting students' taking responsibility of their learning as: follows:

"My students do everything in the classroom however they'd like it to be or with my guidelines. They hardly need me. Some of them form their own teams whereas some of them want to study

at drama zone. Some of them use tinkercad to edit something. They are actively involved in learning by doing though they are not aware of they are learning.” [P1LS]

P6LS described how learners’ role changed in the classroom as “My students become more enthusiastic in learning in this classroom. They are also so good at imagining and designing their learning that they could also guide me on learning activities. They also direct their learning in this classroom”.

The second code was “effective use of ICT and technology integration” and 50% teachers shared their experience in FLS and how technology is closely linked to teaching and learning. P2LS described the role of technology in this classroom as:

“Students are active in learning a foreign language and also they are active in using technology. Technology gives them the opportunity to produce for real life. They use various technological devices as they use it for learning they become more confident. Using technology is a tool to practice their English and use it effectively.” [P2LS]

P4US defined using technology as a key competence in learning in global world attracted the role of technology in learning process as “easy access to technological devices and technology enabled us to get easily connect to information. This allowed us to learn not only English but also to practice other subjects”. Here is to say, technology, English, and other subjects in flexible learning environment promotes multi-disciplinary approach. Multi-disciplinary approach is the another code evolved by integration of a number of disciplines in learning a foreign language. 50% of the teachers described that teaching English in flexible learning environment supports multidisciplinary approach. P5PS states her practices as:

“As it’s the case for learning a language, you have to consider not only language itself but also other all subjects. Language is in life, it’s more than a course. You have to learn for real-life. So you need also be learn about maths, science, social science to practice English. I mean, it’s really easier to find pieces of life in this classroom.” [P5PS]

Learning for real life and practicing English for real life purposes in this classroom is easier and this environment integrates technology and other subjects together. This integration is referred to active learning in this question and 50% of the teachers shared their practice and

stated in way that teaching EFL in FLS promotes active learning. P2LS states it as “Teaching English in traditional classrooms are not so effective. FCL is really supportive to teach English. Because learners take active role in learning, they practice and produce for real life by using technology”. P3LS states how active learning takes place as:

“As a teacher I observe that easily-distracted learners become more active and pay more attention to learning. Before, they used to get easily distracted but by more engaging activities in this environment they organize their learning activities, develop activities for his group. This classroom meets the different needs of the learners and they become more eager to learn English.” [P3LS]

Another code for this theme is facilitating EFL and enjoyable learning as a positive reinforcement for learning English. P5PS defined this as follows:

“We have learning spaces in this classrooms and let’s say if I teach musical instruments, we go to that zone where musical instruments are located. You have the chance to learn by doing. This flexibility is an advantage for comfortable learning. We even have pet in this classrooms and the presence of an animal is so supportive and positive that learners all become enthusiastic to learn English.” [P5PS]

As shown in this statement above, teaching EFL in FLS was considered as facilitating learning and increasing motivation.

Another code created from teacher responses was addressing different learner styles. 33,3 % of the teachers express that flexible learning environment addresses different learner styles in EFL context. P6LS expressed that in a way:

“As a teacher I observe that easily-distracted learners become more active and pay more attention to learning. Before, they used to get easily distracted but by more engaging activities in this environment they organize their learning activities, develop activities for his group. This classroom meets the different needs of the learners and they become more eager to learn English.” [P6LS]

P1LS described how it addresses different learner styles as follows:

“In this classroom, there is no uninterested learner, there is no concern to keep the learners alert and live. As the learners get into the classroom, they all have their activities, their groups, and start practicing. All learners, no matter they are kinesthetic, visual, auditory, or tactile, are actively involved.” [P1LS]

As flexible learning environment offers a variety of learning activities that are supportive learners' learning styles, learning English in this environment is regarded as complimentary to meet learners' need.

The final code that arose from teachers' practices was production and learning for real life. 33,3% of the teachers described that this environment was supportive to produce and learn for real life. P2LS asserted that:

“This classroom makes the learning active. My students actively learn foreign language. They practice spoken English, forms and functions in drama zone or create zone by using ICT and producing for real life. Hence, it's really more useful for them to actively produce for real life.”

[P2LS]

Language learning in EFL context should be linked to real world and real needs and teaching in FLS is regarded as supportive to offer a real-life environment by creation and production for real life.

Elements of FLS in a Classroom

FCL in Brussels promotes active learning by effective integration of technology, designing learning spaces, and providing multi-disciplinary approach. To find the similar or different aspects of designing a flexible learning environment, teachers were asked to share elements of FLS in their classrooms. Teachers' responses were analyzed for the question “What kind of elements exist in your classrooms? Did you involve FCL learning zones in your classroom?” and codes were presented in Table 5 below:

Table5

EFL Teachers' Practices on FLS

Theme	Code	Frequency	Percentage (%)
Elements of FLS in a classroom	Flexible learning space design	6	100
	Technology integration, space, and comfortable furniture	5	83,3
	21st century competences (cooperation, taking responsibility of learning)	3	50

Table 4 points up the key elements of FLS in a classroom and it's spotted that key elements are in line with the design elements of FCL in Brussels. As shown in the Table 4, 100 % of the teachers expressed that they have flexible learning space in their classroom setting. P2LS points up as "We paid attention to designing flexible spaces and formed zones for students to work both individually and in groups". P4US expresses "We all have six learning spaces in a classroom. They are located in the same classroom but in different corners. We have create, interact, present, investigate, exchange, and develop zones".

Another element that teachers highlighted was technology integration, space, and furniture and 83,3% of the teachers described their learning environment as technology-led design, having flexible zones, and comfortable furniture. P5PS stated in this way:

"In this classroom, students can film their tasks with digital cameras, and they can take advantage of the Green Screen. Computers, 3D printer and microscopes are also available in the classroom. In addition, there is a music corner in which students can play musical instruments and record it. They can share the video recording steps with the other students. They can produce the tangible form of the envisagement they made on computer, thanks to the 3D printer. The desks in the classroom give them the chance to do group work as they are designed so that they can cooperate with each other. Students can also examine any microscopical creature they collect from the school garden with the microscope in the classroom. With wooden blocks they can use their imagination and form 3D miniature products. By using Web 2.0 tools they learn how to make a mind map, read on e-book and prepare quizzes with the help of teacher.

At the reading corner designed with beanbags they are able to read their books and play mind games.” [P5PS]

P6LS also stated “we have flexible learning zones designed according to FCL in Brussels. There are six learning spaces. We mostly use interactive whiteboards, LED TVs for present zone, flexible furniture for exchange zone, learning software, board games, and reading corners for develop zone”.

Designing learning environment for developing 21st century skills were among the concerns of the teachers and 50% of the teachers expressed that they design their classrooms for 21st century skills. P6LS described as follows:

“Our classroom was developed and opened for supporting innovative trends in education and fostering 21st century skills. We have six learning zones in our classroom and divided our classroom to six different colors. Each color belongs to each zone and learners follow the colors for activities, which make learning more interesting and enjoyable.” [P6LS]

P2LS expressed how she designed her classroom as follows:

“In our classrooms, we have all of these six learning zones in many ways. In the investigate zone students discover things for themselves and become active participants, the greenbox and stopmotion corners are used for create zone. Students present the outputs of the works on interactive board and on our drama stage with or without technology. To interact among students our flexible furniture gives them limitless opportunity. On the exchange zone students use flexible tables and our whiteboards to make mind maps and brainstorming tools. The develop zone is a space for reflection and our students use 3d painters and other portable devices. This classroom is supportive for learners to take responsibility of their learning, to cooperate and collaborate with their peers, and develop life-long learning skills.” [P2LS]

Effect of FLS elements on TEFL

Flexible learning spaces and integration of technology to those spaces are supportive to practice English skills of the learners. To reach out teachers’ experiences, they were asked to reflect on” What elements of FLS has an effect on your teaching practice?”. Their responses were analyzed and created codes in Table 6 below:

Table 6

Effect of FLS elements on TEFL

Theme	Code	Frequency	Percentage (%)
Effects of FLS Elements on TEFL	Real life context for EFL	4	66,6
	A variety of learning activities	3	50
	Oral skills, communication, and feedback	3	50
	Active learning	2	33,3

As shown in Table 6, EFL teachers' responses for effects of FCL elements on TEFL formed 4 basic codes: real-life context for EFL, supporting a variety of learning activities, oral communication skills, and active learning. Of the participant teachers, 66,6% of the teachers asserted that FLS elements had an effect on providing real-life context for EFL. P1LS described how FLS elements effects teaching practice as:

“The most difficult side of teaching in traditional classrooms is that you cannot provide a real-life context for practicing. It is completely artificial unless you provide them with the feeling they are in a foreign country and speak English. It is really the most difficult side of teaching. However in FCL, students create their own real-life context for practice by drama or by Greenbox. They transfer the models they develop on tinkercad to stopmotion, and speak English.” [P1LS]

On the other hand, P6LS stated “All the students have access to technology in all spaces, they create their own products, videos, and animations for real life.”

Another dimension of FLS in TEFL was declared that it is supporting a variety of learning activities in a classroom. 50% of the teachers experience that FLS offers a variety of learning activities for all learners. P1LS expressed in this way:

“My students are engaged in eTwinning projects. It is a web-based platform and they cooperate with their peers, they become involved in real-time conversation with foreign students. Scenario-based learning in FLS makes multidisciplinary approach inevitable and each learning objective is extended in cross-curricular activities.” [P1LS]

P2LS stated that “In traditional classrooms, the number and variety of learning activities were so limited. However, in FLS, the variety and number of learning activities increased and students become more active in learning process”. P5PS stated that:

“In fact language is abstract but while teaching you need to teach it tangibly because if you use concrete things and do it in a concrete environment, it will be hard to forget the learned things for students. So creative learning, active learning, searching for learning, online presentation, comfortable and flexible furniture make learning foreign language easier.”
[P5PS]

FCL classrooms offer a variety of learning activities and real-life communication opportunities for learners. As a supportive finding, 50% of the teachers state that FLS elements enhances oral skills, communication, and feedback skills. P5PS asserted how FLS model facilitates communicative skills as follows:

“In primary school, teaching English is more dependent on oral skills, you play games, sing songs, practice videos for speaking. And implementing all these activities in a more interactive classroom makes learning permanent. Interaction with technology and interaction among learners are really supportive for oral skills.” P4US stated that “Using language as a means is really facilitative. Learners use technology to produce their ebooks, write their creative drama scenarios, play drama and by doing this they all practice their 4 language skills. They have lots of opportunities to practice and use English, especially in drama corner.” [P5PS]

Engaging learners in a variety of learning activities that keep them alert both cognitive, emotional, and psychomotor learning was referred by teachers. 33,3% of the teachers expressed that elements of FLS provided active learning model for students. P2LS asserted that:

“Students share their products with their peers, their peers give them comments, evaluate their products, and they reinforce all the learning process. Learning by doing and peer-learning is really supportive and makes EFL learning easier and more permanent when compared to traditional setting. As the students are actively involved in learning, they learn better and easier.” [P2LS]

P5PS expressed active learning in flexible learning spaces in this way:

“In fact language is abstract but while teaching you need to teach it tangibly because if you use concrete things and do it in a concrete environment, it will be hard to forget the learned things

for students. So creative learning, active learning, searching for learning, online presentation, comfortable and flexible furniture make learning foreign language easier.” [P5PS]

Learning and teaching activities in FLS

EFL teachers who took part in this study were asked to share their implementations. The question was “What kind of learning and teaching activities takes place in your classroom?” and based on their responses, three main codes were created and these codes formed the theme “learning and teaching activities in FLS”. The codes were active learning, technology-integrated learning, production and learning for real life. The results of the content analysis were illustrated in Table 7 below.

Table 7

Learning and teaching activities in FLS

Theme	Code	Frequency	Percentage (%)
Learning and teaching activities in FLS	Active learning	6	100
	Technology integrated Learning	5	83,3
	Production and learning for real life	3	50

As shown in Table 7, learning and teaching activities in FLS attributed to active learning, according to the 100% of the teachers. 83,3% of the teachers stated that FLS supports technology-integrated learning. 50% of the teachers asserted that learning and teaching activities in FLS supports production and learning for real life.

The first code emerged was active learning and 100% of the teachers argued that learning and teaching activities were contributory to active learning. P5PS stated that “We mostly

move and act while learning and teaching also search information, make presentations, play games, simulate the real environment according to the subject, make listening and speaking activities”. P6LS described how active learning takes place as follows:

“We have a rich collection of learning activities and presentations for the students. Learners also use Oxford language development software. Interactive whiteboard is effectively used for presentations, presentation follows communicative activities and drama. Students can work independently or in groups. As a teacher, I only facilitate learning as the student find their own way for learning.” [P6LS]

The second code emerged was technology-integrated learning and 83,3% of the teachers asserted that learning and teaching activities in FLS credit for technology-led activities.

P2LS described how technology integrated activities takes place in this way:

“In our FCL, Mosaic, we set technological and non-technological learning activities. Students create videos and short films by using greenbox and stopmotion spaces. They can also create artistic products on the drama stage. We also create and present works by using online web tools like posters, animations, e-books, cartoons and mindmaps.” [P2LS]

P4US indicated technology integrated activities as follows.

“Students can present their productions in present zone, they search for the information in their projects or prepare their presentations using web 2.0 tools. In develop zone they can play mind games or play creative drama. In interact zone, we can teach using web 2.0 tools, and in exchange zone students can cooperate and prepare their presentations or common products. In create zone, they can record videos, produce animations, or play dramas. It’s really enjoyable for them to be engaged in technology-led learning activities.” [P4US]

The third theme was production and learning for real life and 50% of the teachers revealed that learning and teaching activities are all relevant to real-life, learners are engaged in producing and learning for real-life hence making learning meaningful and meeting their needs. P5PS described in that way:

“We mostly move and act while learning and teaching also search information, make presentations, play games, simulate the real environment according to the subject, make listening and speaking activities. We make language learning closer to real-context, and students practice their English by using it for real life. They are exposed to language and they effectively use and learn it. The flexible furniture, comfortable design, using technology for all activities support learning.” [P5PS]

P1LS described their real-life activities as:

“Students practice their speaking skills generally in drama corner and use greenbox technology to transfer their scenarios to real-life. We all utilize educational trends as learners develop their own games by gamification, they form their own team by brainstorming, and take active role in drama. In addition, we use simulation techniques as virtual reality by computers. All the students design their learning activities for real-life and practice it even out of the classrooms, during the break-times.” [P1LS]

Comparison of FLS to traditional classrooms

EFL teachers who took part in this study were asked to compare their teaching practices in FLS. The question was “How would you compare your experience teaching in flexible learning spaces with your experience teaching in a traditional classroom?” and based on the teachers’ responses, the main theme was created as comparison of FLS to traditional classrooms and four codes arose as changing role of the teacher and student, facilitating 21st century skills, enjoyable and motivating for students, and a variety of learning activities taking place. The theme and codes were presented in Table 8 below.

Table 8

Comparison of FLS to traditional classrooms

Theme	Code	Frequency	Percentage (%)
Comparison of FLS to traditional classrooms	Changing role of the teacher and student	5	83,3
	Facilitating 21st century skills	5	83,3
	Enjoyable and motivating for students	4	66,6
	A variety of learning activities	3	50

As presented in Table 8, 83,3% of the teachers stated that FLS differs from traditional classroom in that teacher and student’s role has evolved. Of the participants, 83,3% of the teachers stated that FLS facilitates 21st century skills. 66,6% of the teachers expressed that

FCL model environment makes the learning enjoyable and motivating for the students. And the another finding is that when compared to traditional classrooms, FLS offers rich learning activities both in number and in variety.

The first code emerged from the content analysis is changing role of the teacher and student. 83,3% of the teachers asserted that FLS model contrasts from traditional setting in terms of role of the teacher and students. P1LS described this change as follows:

“I did my best as a teacher to design learning by practice in traditional setting. However, it became really demanding and difficult to continue so. However, in our FCL classroom, learning by doing found its real meaning. We really have a regular work plan. In traditional setting, I was the dominant whereas in FCL learners have become active. In FCL, I just tell them what to do and give idea how to do, then learners take the responsibility and reach out knowledge by themselves I have become more as a guide and a facilitator.” [P1LS]

P4US expressed her comparison in this statement:

“In traditional classrooms, teacher is the one who takes active role as in a hidden message, the first row of the classroom belongs to you. However in FCL, learning space is created for students and this space belongs to the students. Teacher becomes the guide and the model for facilitating. As there is no standard layout, every space is completely designed for learning.” [P4US]

P5PS described her experience as follows:

“Personally, I like teaching in an enjoyable way and as I entered this flexible learning environment my mood changes, I feel more energetic and motivated for teaching. So, my mood and motivation reflects to the students and they also feel motivated for learning. This space is really comfortable and increases motivation and interest in learning. This classroom gave the control of learning to the students and made me more facilitator and guide. My students become active in learning.” [P5PS]

The second code created was facilitating 21st century skills and 83,3% of the teachers stated that when compared to traditional classroom, FLS facilitates 21st century skills in EFL teaching. P6LS asserted their experience as follows:

“This learning environment differs from traditional setting in that it really facilitates 21st century skills as critical thinking, communication, digital skills, cooperation, creativity, and learning to learn. Each space is designed to promote each skill. So, my students and I feel really feel more eager to learn as the learning is completely student-centered and interactive.” [P6LS]

P2LS described his experience as follows:

“This classroom motivates learners to develop themselves and offers various learning activities. Students start working in FCL and continue to search, develop, and go beyond outside the school. It’s supportive to develop life-long learning skills, cooperation, and taking ownership of learning.” [P2LS]

The third code emerged from content analysis was enjoyable and motivating for learners. When comparing FLS to a traditional classroom, 66,6% of the teachers expressed that FLS provides enjoyable and motivating learning environment for the students. P5PS asserted this experience as:

“Personally, I like teaching in an enjoyable way and as I entered this flexible learning environment my mood changes, I feel more energetic and motivated for teaching. So, my mood and motivation reflects to the students and they also feel motivated for learning. This space is really comfortable and increases motivation and interest in learning.” [P5PS]

In the same way, P3LS described this as follows:

“By the design of a FCL in our school, we somehow have a group of learners who are eager to participate, flexible to take responsibility, and more concentrated for English learning. It’s really hard to have this group in a traditional classroom. As a teacher, you can hardly motivate a distracted learner. Furthermore, in traditional setting, more participatory learners can become easily bored whereas learners having difficulty get more introverted. FCL enabled all the learners be aware of their capabilities and readiness.” [P3LS]

When comparing a FLS to traditional classrooms, teachers’ responses formed the final code as a variety of learning activities and 50% of the teachers expressed that FLS holds a number of varied learning activities. P5PS highlighted this variety to flexibility and expressed this as:

“That is a perfect opportunity teaching in flexible learning spaces because I believe in that flexible and comfortable environment means flexible thinking and easier learning. As a foreign language teacher I can easily make the suggested setting and students also love this. We can change the setting according to the subject easily.” [P5PS]

Students' Utilization of Technology

EFL teachers who took part in this study were asked to describe how learners use technology in EFL. The question was “How would you describe the way students use the technology in language learning in FLS?” and based on the teachers responses, the main theme was created as students using technology and three codes arose as active and effective use of technology for real life, developing digital competence, and multi-disciplinary approach. The theme and codes were presented in Table 9 below.

Table 9

Students Using Technology

Theme	Code	Frequency	Percentage (%)
Students using technology	Active and effective use of technology for real life	6	100
	Developing digital competence	4	66,6
	Multidisciplinary approach	3	50

As presented in Table 9, 100 % of the teachers asserted that students use technology for real life in an active and effective way. As students utilize technology in learning process, 66,6% of the teachers agreed that this improves learners' digital competences. As learners utilize technology for real life in language learning, 50% of the teachers pointed that students using technology attributes to multi-disciplinary approach in language learning.

The first code emerged from teachers' responses was active and effective use of technology for real life and 100% of the teacher highlighted this issue. P5PS asserted technology usage for real life as.

“Language means the life so when students learning language they need all information about life so students can search everything they need and wonder and FCL gives this opportunity to students. Online presentation possibility is also one of the useful elements of FCL.” [P5PS]

P2LS stated how learners use technology as:

“Digital natives are competent at using technology, they are very good at using technology. What is important is that the variety of learning activities. In our FCL, we use web 2.0 tools effectively and also e-books, animation tools, and poster-creation tools. We create online mind maps, write poems or songs with groups of learners. We present the topic and learners form their groups and take responsibility for integrating technology.” [P2LS]

The second code emerged was developing digital competence and 66,6% of the teachers expressed that learning and teaching in FLS develops digital competences of students. P1LS asserted how students improve digital competences as:

“In English language learning, we have fun in using greenbox technology. They write their scenarios, and record their own videos on greenbox to add a scenery from their own collection. They really enjoy this. Also, they can print 3D models and use that models in stop motion to create online stories, and games. All this technology integration improves their digital competence and English.” [P1LS]

P4US described her experience as:

“My students can create their own products, create their own story books or audio books. They record videos for role-play activities. They develop online quizzes by Kahoot or online contests. All those activities not only make the learning enjoyable but also develop their digital competences.” [P4US]

The third code for students using technology was multidisciplinary approach and 50% of the teachers pointed that students’ using technology in FLS improves multi-disciplinary approach in EFL. P6LS expressed how multidisciplinary approach takes place as follows:

“In my classroom, technology is both a tool and an end itself. By using technology, they develop their digital competences and improve their thinking skills, approaches for problem solving, and English language proficiency. Actually it’s not English only, we can relate FLS to all subjects.” [P6LS]

P2LS highlighted this issue as:

“Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Learners cooperatively work together to create tasks and learn from each other. Using technology can create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. They emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning. In the stopmotion and greenbox area they control the whole process by themselves. They are the writers, directors and actors or actresses.” [P2LS]

Suggestions on Developing FLS to Teachers

EFL teachers who took part in this study were asked to suggest some key points for their colleagues to design a FLS based on their experiences. The question was “What are your suggestions on developing learning spaces for foreign language teachers?” and based on the teachers’ responses, the main theme was created as suggestions on developing FLS to teachers and three codes ensued as facilitating 21st century skills, openness to follow new trends in education, integrating technology to EFL context. The theme and codes were presented in Table 10 below.

Table 10

Suggestions on Developing FLS to Teachers

Theme	Code	Frequency	Percentage (%)
Suggestions on developing FLS to teachers	Facilitating 21st century skills	4	66,6
	Openness to follow new trends in education	3	50
	Integrating technology to EFL context	2	33,3

As illustrated in Table 10, main theme was established as suggestions on developing FLS to teachers. The first code emerged was facilitating 21st century skills and 66,6% of the teachers express that FLS facilitates 21st century skills so it’s a must to be involved in a classroom. The second code constructed was openness to follow new trends in education and 50% of the teachers suggest their colleagues to be open to follow new trends in education. The third code emerged was integrating technology to EFL context and 33,3% of the participant teachers suggested teachers to be innovative about integrating technology to EFL context.

The first code was facilitating 21st century skills and 66,6% of the participants suggest to design their learning environment in a way that facilitates 21st century skills. P1LS expressed in that way:

“I really think that FCL is a great opportunity for my students. Students discover their own learning styles, realize themselves, and develop 21st century skills. I’m the one to witness this improvement. So if they really want to make favor to their students, I suggest them to set up a FCL for them.” [P1LS]

P3LS defines her suggestions as:

“Teachers should pay attention to design learning spaces that will meet the needs of learners, will enable learners to produce and create for real life, develop 12st century skills, and realize themselves. They should be aware of that FLS will provide more interaction for the learners.” [P3LS]

P2LS highlighted both networking and key features of this environment in his expression as follows:

“When I graduated and started teaching over 10 years ago, I thought that successful schools are the kind of schools that are active both in European and local networks. Future classroom lab gives chance to connect our schools to other European Schools. Sharing practices opens our classroom doors to Europe. Moreover while using our future classroom lab we make student centered changes. We think that even if the teacher support and pedagogy styles are focused, ultimately the focus has to be on the learner.” [P2LS]

From the analysis of teacher responses, the second code emerged as openness to follow new trends in education and 50% of the teachers stated that teachers should be open to follow new trends in education. P5PS described her suggestions as “After deciding on setting up a FCL in their classrooms, teachers should develop themselves professionally and discover new devices, pedagogies to implement in this classroom”. P6LS asserted her suggestions as follows:

“First of all, I’d suggest my colleagues to be open for new things and pay attention to see what students need and what they say. By becoming aware of their needs, they can differentiate learning and teaching activities. They can discover more interesting technologies, and introduce new devices to the students.” [P6LS]

The third code was integrating technology to EFL context and 33,3% of the teachers highlighted the role of technology in their statements. P5PS expressed technology integration as “Language learning needs many materials for interaction, communication, and effective learning. We should design the learning environment for effective learning and especially technological devices for especially communication activities”. P4US stated in that way:

“We should at least design language classrooms according to FCL model, we all see that language teaching is a failure in traditional method and traditional setting. We cannot underestimate the role technology. It’s really supportive for teaching foreign languages. Technology, mobile devices open the gateway to the world and facilitates 21st century skills.”
[P4US]

Enhancing teaching EFL in FLS

Participants in this qualitative inquiry were asked to describe key points for enhancing their practice in FLS. The question was “What would enhance your experience teaching in a flexible learning space?” and based on the teachers’ responses, the main theme was created as enhancing teaching EFL in FLS and three codes emerged as in-service trainings, professional development, international cooperation. The theme and codes were presented in Table 11 below.

Table 11

Enhancing Teaching EFL in FLS

Theme	Code	Frequency	Percentage (%)
Enhancing teaching EFL in FLS	In-service trainings	4	66,6
	Professional development	2	33,3
	International cooperation	2	33,3

As illustrated in Table 11, main theme was constituted as enhancing teaching EFL in FLS and 66,6% of the teachers stated that in-service trainings that would be organized by the Ministry would enhance their practice whereas 33,3% of the teachers highlighted professional development for enhancement. On the other hand, 33,3% of the teachers expressed international cooperation would improve their practice.

The first code emerged was in-service trainings and it's seen that 66,6% of the teachers stated in-service trainings would enhance their teaching practice. P2LS asserted his ideas as follows:

“Regular workshops, seminars and courses for teachers would enhance my practice showing how existing and emerging technologies can have a transformative effect on teaching and learning processes. There are also plenty of distant opportunities such as webinars and online training to reach out to a greater numbers of teachers across Europe. Attending these personal development trainings make contribution to my teaching experience in FCL.” [P2LS]

P4US highlighted the importance of in-service trainings as follows:

“I feel myself inadequate in terms of technologies and web 2.0 tools. I attended online trainings organized by the Ministry though I think face-to-face trainings would be more effective. I think I really need in-service trainings and Ministry should disseminate FCL model by those trainings.” [P4US]

The second code constituted was professional development and 33,3% of the teachers agreed that professional development activities would enhance their teaching practice. P6LS asserted in that way:

“This environment is really supportive not only for students not also for me, as a teacher. I experience really innovative practices inspired by the students. They are so imaginative that they also guide me to design learning activities. This classroom with my students contributes to my professional development.” [P6LS]

P2LS described how FLS supports his professional development as follows:

“Regular workshops, seminars and courses for teachers would enhance my practice showing how existing and emerging technologies can have a transformative effect on teaching and learning processes. There are also plenty of distant opportunities such as webinars and online training to reach out to a greater numbers of teachers across Europe. Attending these personal development trainings make contribution to my teaching experience in FCL.” [P2LS]

The third code emerged was international cooperation and 33,3% of the teachers stated that international cooperation would enhance their teaching experience. P1LS described international cooperation as follows:

“Working with my colleagues and students from Europe is really supportive and I can do it by eTwinning projects. School Education Gateway and European SchoolNet Academy offer a number of international courses and improve my teaching practice. And also cooperation with European schools for job shadowing is great opportunity for teachers.” [P1LS]

P4US highlights international cooperation as follows:

“Our submission to FCL network has been approved recently. We submitted a Erasmus + project and waiting for the results. By becoming a part of international community, we would be more motivated. Those international initiatives would be enhancing my practice as well as trainings.”
[P4US]

Sample Learning and Teaching Activities in FLS

Main objective of this research is to reveal English language teachers' views on FLS and their implementations on FLS concerning technology. The participants selected for this inquiry were accredited to international network of FCL learning labs. For this reason, their practices were regarded innovative in terms of integrating technology, designing learning spaces, and having multidisciplinary approach to implement as well as following key trends in education. Those practices were highlighted during the interviews and it is recognized that providing sample learning activities for EFL teachers would be helpful to figure out how teaching EFL takes place in this innovative learning activities.

P1LS described how she learning and teaching takes place in her FLS. At the first step, her students develop their learning scenarios to implement in drama or greenbox corner to practice their speaking skills. They act out those scenarios as creative phase. As for reading skills, they create a common Google document and students share their ideas in that documents, which becomes finally a common work of all learners. That document is created by co-writing of piece of meaningful sentences to form a text. Those ideas are transformed

into a story by using web 2.0 tool story jumper. At a final phase, those stories are read and act out during the lesson in the presentation zone.

Another sample activity that took place in FLS was on theme of planets and space. This theme presents learners to use present simple form to express rules, and use comparison forms. Students describe the actions of planets by using these forms. They act out these actions in drama zone whereas the other group print out 3d models of planets they design by Tinker cad. They organize role plays for planets. At the same time, the other group work on greenbox zone, record their videos, add their captures on the slow-motion and visits to each planets. They use the forms for comparing the distance to the Sun and present each planet. Another group design and model astronauts, this astronaut visits each planet, and shows the travel order. Another group of learners design and model solar system on Tinker cad and present their product. During a course, every student is actively involved in learning and take responsibility of learning.

Observational Data Analysis

Main objective of this research is to reveal English language teachers' innovative practices on TEFL. Six EFL teachers were interviewed, and practices were observed from video recordings at the initial phase, and the learning environment was observed to have coherent data. For this reason, learning spaces was observed after interviews and the features of learning environment was observed and evaluated based on the observation checklist developed by the researcher. The checklist was developed in line with the interview questions and to see how coherent the participants' responses were articulated. The overall evaluation of observation is presented in Table 12 below:

Table 12

Observation of Innovative Practices of EFL Teachers in FLS

Feature	Frequency	Percentage %
Flexible learning spaces in the classroom enables students to participate in a variety of activities.	6	100
The physical features of the classroom support learning (e.g. light, heat, acoustics, etc)	4	66,6
The classroom has movable furniture.	6	100
Space design allows learners to actively use the technology.	5	83,3
Space design allows teachers to actively use the technology.	6	100
Variety of activities takes place in EFL teaching.	6	100
Collaborative learning is supported in language teaching activities.	4	66,6
Constant professional teaching activities take place for EFL teachers.	3	50

As illustrated in Table 12, based on the analysis of EFL teachers' practices on FLS, it was observed in all cases that flexible learning spaces in the classroom enables students to participate in a variety of activities. In 66,6% of the cases, the physical features of the classroom are taken into account to support learning. Alongside with physical features, it was observed that all the cases have movable furniture. It was observed in 83,3 % of the cases, flexible learning space allows learners to actively use the technology whereas in 100% of the cases FLS allows teachers to actively use the technology. In addition, 100% of the cases variety of learning and teaching activities takes place in EFL teaching. To support

learning and teaching, in 66,6% of the cases, it was observed that collaborative learning is supported in language teaching activities. Apart from EFL teachers' own practices, it was observed that in 50% of the cases constant professional teaching activities take place for EFL teachers.

As shown in Table 12, 100% of the teachers were observed to have flexible learning space in the classroom and this flexible learning environment enables learners to participate in a variety of learning activities. From the interviews, 100% of the teachers expressed that they have flexible furniture in their classroom as well as integrating technology to flexible learning spaces as illustrated in Figure 8 below. As for physical features of this FLS, 66,6% of the participants were discovered to have supportive learning environment as light, heat, acoustics, and design was at optimal level.



Figure 8. The layout of primary school in Erzincan

Of all the cases from Ankara, Antalya, Burdur, and Erzincan, all learning environments were marked to have flexible and movable furniture in their own setting. And this flexibility was observed to enable students to use technology effectively, as 83,3% of the learning environments were considered to do so as shown below in Figure 9. From the interviews, 100% of the teachers stated that FLS enabled learners to use technology for real life. Therefore, it can be inferred that FLS is supportive for learners to effectively use technology for real life activities.



Figure 9. The layout of primary school in Erzincan

As for teachers, 100% of the participant teachers were noted to use technology effectively by the flexible space design. Furthermore, 100% of the participants were marked to hold a variety of learning and teaching activities in FLS. As for collaborative learning activities, 66,6% of the participants were observed to lead collaborative learning activities in their FLS.

The participants also stated in the interviews that FLS enables learners to be engaged in a variety of learning activities and use language for real communication. In this regards, it can be deduced that FLS enables learners to be engaged in both in individual work and in group work as the layout is shown in Figure 10 below.



Figure 10. The layout of upper secondary school in Antalya

Concerning teachers' professional development in FLS, only 50% of the teachers were observed to have professional development trainings in their FLS. From the interviews, 66,6 % of the teachers stated that in-service trainings for their professional development would enhance their practices in EFL. Thoroughly, overall findings of the observational data are regarded to have similarity in many themes and codes. Especially, P1LS and P2LS drew the attention to collaboration at micro and macro level. Teachers start collaboration for effective using technology to international projects as eTwinning. This collaborative classroom is illustrated in Figure 11 below.



Figure 11. The layout of lower secondary school in Ankara

Upon analysis of innovative practices of teachers and physical layout of learning environments, it is clear that space enables teachers and learners design active and collaborative learning activities that are rich both in number and in variety to foster EFL learning and teaching where communication is the utmost concern.

CHAPTER V

DISCUSSION AND CONCLUSION

Introduction

This case study reveals the EFL teachers' practices on innovative learning spaces, 6 EFL teachers were interviewed and main qualitative findings are discussed in this chapter. This chapter presents the summary of research findings in order of teachers' views on FLS, characteristics of EFL teachers' practices on FLS, effects of space design on teachers' practice, and suggestions for developing learning spaces for teachers. Furthermore, more insights for future research are presented for researchers.

Teachers' Views on Flexible Learning Spaces

What this research put down was the fact that flexible learning spaces were regarded as supportive learning environments on TEFL. First research question was to describe the EFL teachers' views on FLS, and 66,6% of the participant teachers asserted that this environment was facilitative in EFL learning and teaching in terms of engagement of students. In practicing English, learning environments should be designed complementarily to improve the communicative competences. As Barr & Tagg (1995) points out, student-centered learning environments hold the potential to enable learners to construct knowledge, make

discoveries, and solve problems. Correspondingly, Cotner, Loper, Walker, and Brooks (2013) found that students in the active learning classrooms “outperformed their counterparts in the traditional classroom, everything else being equal (gender, race, year in school, etc.). By replicating initial work, the results provide empirical confirmation that new and technology-enhanced learning environments positively and independently affect student learning” (p. 86). This finding is similar with the research conducted by revealing students’ perceptions and Adedokun, Parker, Henke, and Burgess (2017) found that “more than two-thirds of students felt that the 21st century learning space was better than a traditional classroom at supporting: student-student interactions, student learning, student interest in attending their courses, and motivation to learn” (p. 7). To that end, this qualitative research puts forth that flexible learning environment is facilitative to EFL and supports student-centered learning approach, when compared to traditional learning environments.

Characteristics of EFL Teachers’ Practices on FLS

What is different from those innovative classrooms is that not only the layout but also the practices of teachers. The main characteristics of those environments are stated as flexible space design, active technology integration, and comfortable furniture. Also those elements are regarded as motivational for learning English as a foreign language and develop 21st century skills, as well.

Teaching EFL in flexible learning spaces supports technology-integrated language learning and 100% of the teachers’ state that students use technology for real-life in those classrooms. Much as the same, Uduku (2015) highlights that learning spaces in 21st century should have connectivity both among ICT devices and internet connection to effectively integrate technology in flexible learning spaces. Since learners are active users of technology in this classroom, teachers hold the guide role and it’s similar to the Bedford’s (2013) research finding that technology in a classroom naturally brings change to teacher’s role.

Furthermore, effective use of technology in foreign language learning and teaching shifts the focus from teacher to the student, and provides opportunities for meaningful learning (Gilakjani, 2014). Especially integrating ICT tools to EFL supports using four language skills and enables learners to have real-life experience in using the language (Kitchakarn, 2015), which is the similar finding of this qualitative research as 100% of the teachers' state that students use technology for real life purposes in flexible learning environments.

As teachers assert that technology is an important element in EFL learning in this model and connect learners to the real world. This qualitative research shows that teaching EFL in flexible learning environment changes the focus from teacher to student where learners become more active and take responsibility of their own learning. As the participant teachers affirm, flexible learning spaces also offer technology-integrated language learning and learners use technology, create for real life, and develop their digital competences, as well. Respectively with the effective integration of technology in learning and teaching, teachers' role in a classroom also shifted from dominance to guidance and ICT devices have reevaluated learner-centered design in EFL (Watson and Reigeluth, 2008).

EFL teachers describe the flow of a course in FLS as students have real-life purposes to use English in this classroom, and they are actively involved in learning process since a variety of learning activities take place for all students either in individual work or in group work. Teachers explain that learning activities are designed in multi-disciplinary approach and in this model language becomes the medium to communicate, discover, and create for real life.

When compared to traditional classroom, this FLS model highlights the changing role of teacher and student as the learners are engaged in active learning process, they feel more motivated to learn and take active role in designing how they learn individually and in groups. As FLS offers a user-friendly lay out and comfortable space for learning, students don't have affective filters for learning a foreign language. This space stands apart traditional teaching approach where teachers are dominant and the main source of knowledge, direct

the learning process as well. On the contrary in FLS, this research shows that teachers and students are involved in a variety of learning activities, students also design their learning by the guidance of teachers who develop a frame and learning scenarios. Especially design of learning spaces and activity corners provide learners with the opportunity to explore, imagine, and be creative with hand-on learning approach (Thomsen, 2014).

Effects of Space Design on Teachers' Practice

Learning space and how it effects learning attracts the attention of researchers, in this manner Yıldız and Çakır (2013) points out that architectural design of a classroom holds an essential place for efficiency in EFL and to adapt contemporary learning methods for meeting the needs of changing world. In language learning, the overall learning activities should change from transmission model to team work, group discussions, role-play, active student participation, effective evaluation, however space design is a barrier to organize those series of learning activities (Yıldız & Çakır, 2013). Much the same, this study presents that EFL teachers believe that FLS in TEFL promotes active learning, offers a student-learning and motivating learning environment. As learners are actively engaged in learning process and take the responsibility of their own learning, this active engagement enables them create connection between pre-knowledge and build new knowledge on previous one, so outcoming in deeper and permanent learning (Trigwell, Prosser & Waterhouse, 1999).

This study shows that 83,3% of the teachers in this study state that this model facilitates not only English but also 21st century skills just as cooperation, communication, digital competence, problem-solving, taking responsibility of learning. In the same way, research shows that learner-centered classrooms “emphasizes the importance of supportive classroom environments that foster positive, caring relationships” (Meece, 2003, p. 112). As Harber (2010, p. 36) asserts, “The dominant model of schooling globally is authoritarian, with pupils having very little say in what is learned when, where and how”. 21st century learning

environments are supportive to engage learners and enable them take the responsibility of not only their own learning but also of their peers. This study shows that as the layout of the classroom changes, the roles students and teachers have also changes, where students become more active whereas the teacher becomes the guide.

As the research shows that physical learning environment has a positive impact on students' learning (Ghaziani, 2010), learning spaces should be designed in a way that facilitates interaction and communication in foreign language learning. Lefebvre (1991) highlights that social interaction is a key to design learning space and especially in foreign language learning space should be considered to promote real-life dialogues, and develop communicative competence. When considering foreign language learning and teaching, communicative competence is the first competence to be practiced and designing cooperative learning activities can foster communicative competences. As the research shows that collaborative learning activities result in higher academic achievement (Lai, 2011).

Suggestions on Developing Flexible Learning Spaces

As for suggestions for developing learning spaces, teachers mostly highlight the designing spaces in a way that supports 21st century skills and multi-disciplinary approach. As Barron & Darling-Hammond (2008) assert that introducing learning tasks that will develop learners' critical thinking, and communication skills should be the focus of development, instead of simple learning tasks as memorization, or testing simple algorithms.

In addition, effective technology integration is another suggestion that EFL teachers point out. Organization of in-service trainings for teachers is considered as another dimension of effective design and use of learning spaces and local and central education authorities should offer both online and onsite trainings for professional development of teachers.

In reference to EFL teachers' practices and suggestions on developing FLS for foreign language teaching, those recommendations are listed for teachers, policy-makers, and teacher trainers:

For teachers:

- EFL teachers who are to start designing FLS to support learning, should start analyzing good practices, which is considered as a good starting point from network of learning labs.
- EFL teachers should be enrolled in professional development events for capturing key points prior to FLS with their colleagues. There are a variety of professional guidance and learning events and massive open online courses organized by MoNE, School Education Gateway, and EUN Academy for teachers.
- EFL teachers should identify a cooperation team in their schools to foster whole-school development approach and connect different subject teachers to have a multi-disciplinary approach among teachers to connect the classroom to the real world.

For policy-makers:

- Policy makers should focus on designing FLS to promote EFL learning and teaching in real-life contexts.
- Providing professional support for teachers has a critical place for this new initiative in Turkey to foster teachers' competences in FLS.
- Pilot training should focus components defined by the teachers as FLS, technology integration, and pedagogy. Those all three components should be regarded to foster students' active participation and whole development in teaching EFL in FLS.
- FLS should be connected to learning spaces where key components are connected to key learning and teaching activities in the upcoming pilot designs for 2023 Education Vision.

- Policy makers should host professional learning events to bring together all stakeholders for improving the quality of foreign language teaching, discussing new trends in education, and collaborate with researchers for a common goal.

For teacher trainers:

- Pre-service teachers should be introduced to FLS as a part of 2023 Education Vision.
- Teacher trainers should introduce technology-based implementations to EFL teacher candidates to enhance their practices.
- Faculties of Education should host professional learning events to foster innovative approaches in ELT and bring together policy-makers, ict-providers, teacher trainers, academicians, and educational authorities to discuss and share good practices of improving EFL quality.

Suggestions for Future Research

This case study shed light upon EFL teachers' practices on flexible learning design in a qualitative model. As the trend in education directs its way to flexible learning space, learning and teaching approaches in learning spaces can be investigated in depth. Especially in Turkey, with the presentation of Vision Document 2023, design and skill labs will be established in schools for this reason analyzing how learning takes place in FLS are regarded to facilitate this model. This study involves the first schools in Turkey to design FLS and to be accepted at international network. This research revealed EFL teachers' practice in FLS and how space design effects EFL learning from teachers' perspective.

Based on the findings of this study, following topics are recommended for conducting future research:

- Students' perceptions on learning a foreign language in FLS may be included.

- Methodological approaches may be investigated further to see the connection how FLS facilitates active learning by collaboration, investigation, and problem-based learning.
- How learners and teacher utilize technology in FLS to enhance teaching and learning EFL may be regarded as a hot topic for future research.
- Comparison of EFL teachers' practice at national and international cases may be investigated in several components as students' participation, communication, technology use in EFL.
- As for policy-makers, conducting large-scale research is regarded crucial to see the efficacy of learning and teaching in FLS which are to be set up design and skill labs in Turkey. The scope of research for policy-makers should be more extensive as student, teacher, school leader, local authorities to have smooth implementation plan for 2023 Vision Document.
- As for teacher trainers, pre-service teachers' readiness for teaching EFL in FLS may be regarded as a starting point and further research may be conducted concerning pre-service teachers' development plan.

Concluding Remarks

The main objective of this case study is to reveal EFL teachers' innovative practices in FLS. Following this research priority, teachers' views on flexible learning spaces and how they define the characteristics of EFL were studied and EFL teachers who were the first to design a flexible learning environment according to FCL model were selected as participants. This research finds that flexible learning spaces in EFL supports students' active learning, enables them to take their own responsibility of learning, and supports multi-disciplinary approach to develop 21st century skills. As Turkey's Education Vision 2023 presents innovative

pedagogical practices, this qualitative inquiry puts forth how facilitative is the space design and changes teachers' practice and increases students' engagement. Following the current policy priorities in education, this study addresses the need to see EFL teachers' practices in FLS and it is found that FLS is supportive to active learning of students, to use foreign language for real life purposes, to enable a range of learning and teaching activities. Based on the findings of this qualitative study, this chapter involved a description of 1) detailed answers to four research questions, suggestions for designing FLS, suggestions for future researchers, and concluding remarks. Therefore, it is expected that the findings of this research would contribute future studies and designing innovative learning models.

All the methodological studies in EFL suggest that promoting active learning in EFL should be of top priority to enable learners use the language for communicative purposes. To achieve this, learning activities should be designed to involve all the learners in learning process, take the ownership of their learning, and feel motivated to practice what they have learnt in EFL context. In this respect, FLS presents a model where learners are actively involved with using language to create, investigate, present, collaborate, and develop for real life. This qualitative study showed that EFL teachers practices on FLS was supportive to 21st century skills in education and learning EFL where teachers use the language as a means of communication for real life. In addition, MoNE issued its policy paper for the upcoming years 2023 Education Vision Document and as a continuation of FLS, design and skill labs are introduced for primary, lower and upper secondary level. In this regard, this research suggests that FLS positively affect learners' active learning in EFL context from EFL teachers' perspective, which is supported by MoNE's policy practices.

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APPENDICES

APPENDIX 1: Official Approval for Data Collection



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613-605.01-E.12274670
Konu : Araştırma Uygulama İzin Talebi

26.06.2019

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

- İlgi: a) Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü Müdürlüğü'nün 19/06/2019 tarihli ve 880287700-302.08.01-E.20452 sayılı yazısı
b) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Sümeyye Hatice ERAL' ın "A Case Study on Innovative Practices of English Language Teachers in Flexible Learning Spaces" konulu yüksek lisans tezi kapsamında hazırlanmış olduğu veri toplama araçlarının Ankara ili; Feride Bekçioğlu Ortaokulu, Antalya ili; Antalya Erinal Sosyal Bilimler Lisesi, Burdur ili; Kışla İlkokulu, Erzincan ili; Şehit Er Süleyman Aydın Ortaokulu, Erzincan Cumhuriyet Ortaokulu ve Vali Metin İlyas Aksoy Ortaokulunda görev yapmakta olan İngilizce öğretmenlerine uygulanmasına yönelik izin talebi Genel Müdürlüğümüzce incelenmiştir.

Denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, eğitim - öğretim faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının uygulanmasına ilgi (b) Genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Anıl YILMAZ
Bakan a.
Genel Müdür V.

Ek: Veri Toplama Araçları (5 Sayfa)

Emniyet Mahallesi Milas SokakNu:8 06560 Yenimahalle-ANKARA
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Bilgi için: Şeyda KARABULUT Dr.Atilla DEMİRBAŞ
Öğretmen Koordinatör
Telefon No: : (0 312) 296 94 18 (0 312) 296 95 82

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 1e2e-4897-31bd-bf50-e97c kodu ile teyit edilebilir.

APPENDIX 2: Invitation to Participate for EFL Teachers

Invitation to Participate

Dear Sir/Madam,

This research is conducted to collect scientific data on Master of Arts Thesis on “A Case Study on Innovative Practices of English Language Teachers in Flexible Learning Spaces”. The data collected will help to form and understand findings and will be instructive for internally evaluating the study.

Experienced English Language Teachers who use learning space as an instrument for teaching will be interviewed for their experience and innovative practices within this Master of Thesis that is supervised by Associate Prof. Dr. Kadriye Dilek AKPINAR.

Your participation in Future Classroom Lab Project and how you design your classroom in a pedagogical model is very valuable. For this reason, your participation to this interview and sharing your experiences is very much appreciated,

This individual interview is estimated to last in 30 minutes. However, it totally depends on your initiative as you will be determining the way the interview is completed.

The interview will be recorded as your responses will be analysed for a deeper understanding. However, you may pause the recording and restart the recording from the part you wish to response again at any time.

You participation to this study is voluntary. Besides, all of your answers will be confidential and the privacy of collected data will be protected under the researcher’s responsibility. This recording will be kept confidential and will only be accessible by the researcher. This recording will no way reveal your identity and all the data analysis will be done by using codes and numbers.

Your participation to this research study is very valuable, thank you very much for sharing your experiences with us.

If you have further questions related to this study, here follows the details for communication:

Sümeyye Hatice ERAL

MA Researcher

Gazi University, Department of English Language Teaching

Telephone: +90 507 453 54 36

Email: eralsumeyye@gmail.com



APPENDIX 3: Participants' Information for Interview

Participants' Information

Gender : Male/Female
Age :
Name of the Organisation:
Years of Teaching :
Education level :



APPENDIX 4: Interview Questions

Interview Questions

1. How would you define teaching English in a FLS? Can you share your experiences?
2. What kind of elements exist in your classrooms? Did you involve FCL learning zones in your classrooms?
3. What elements of FCL has an effect on your teaching practice?
4. What kind of learning and teaching activities takes place in your classroom?
5. How would you compare your experience teaching in flexible learning spaces with your experience teaching in a traditional classroom?
6. How would you describe the way students use the technology in language learning in FLS?
7. What are your suggestions on developing learning spaces for foreign language teachers?
8. What would enhance your experience teaching in a flexible learning space?



APPENDIX 5: Invitation to Participate for Observation

Invitation to Participate

This research is conducted to collect scientific data on Master of Arts Thesis on “A Case Study on Innovative Practices of English Language Teachers in Flexible Learning Spaces”. The data collected will help to shape and understand findings and will be instructive for internally evaluating the study.

Experienced English Language Teachers who use learning space as an instrument for teaching will be observed for their innovative teaching practices within this Master of Thesis that is supervised by Associate Prof. Dr. Kadriye Dilek AKPINAR.

You participation to this study is voluntary. Besides, all the collected data will be confidential and the privacy of collected data will be protected under the researcher’s responsibility. This recording will be kept confidential and will only be accessible by the researcher. This data collection tool will no way reveal your identity.

Your participation to this research study is very valuable, thank you very much for sharing your experiences with us.

If you have further questions related to this study, here follows the details for communication:

Sümeyye Hatice ERAL

MA Researcher

Gazi University, Department of English Language Teaching

Telephone: +90 507 453 54 36

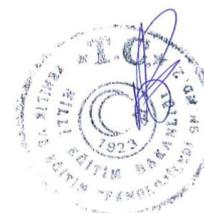
Email: eralsumeyye@gmail.com

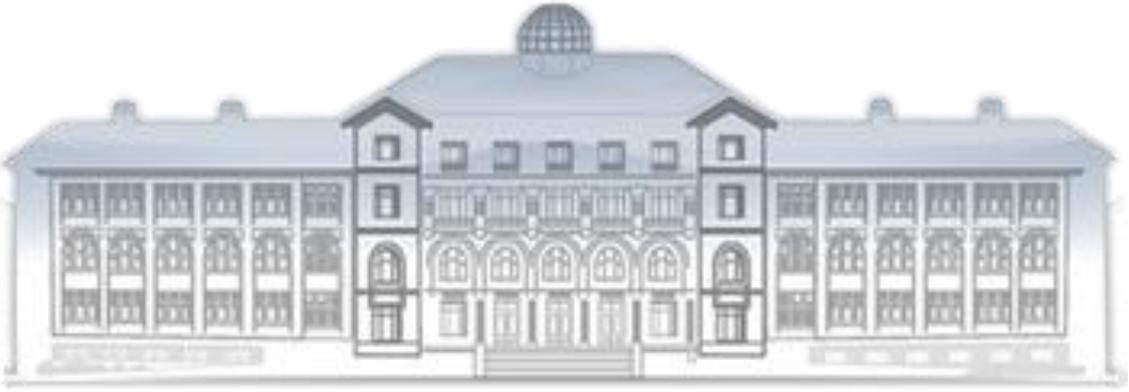


APPENDIX 6: Observation Checklist

OBSERVATION CHECKLIST

Feature	Yes	No
1. Flexible learning spaces in the classroom enables students to participate in a variety of activities.		
2. The physical features of the classroom support learning (e.g. light, heat, acoustics, etc)		
3. The classroom has movable furniture.		
4. Space design allows learners to actively use the technology.		
5. Space design allows teachers to actively use the technology.		
6. Variety of activities takes place in EFL teaching.		
7. Collaborative learning is supported in language teaching activities.		
8. Constant Professional teaching activities take place for EFL teachers.		





GAZİLİ OLMAK AYRICALIKTIR..