Developing With Residual Practice In EFL Classrooms

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ABSTRACT
This article explores the concept of residual practice as a means of understanding the importance of daily experience on classroom management. The suggested theory can adequately illuminate the nature and process of learning while teaching in classrooms. This article aims to provide residual practice as a comprehensive framework for evaluating the impact of daily experience on classroom management. Residual practice is a voluntary, collaborative process in which a teacher and two professional colleagues explore and reflect on learning and teaching practice. Specifically, the suggested model which emphasizes the dialectic process with a teacher and two professional colleagues represents that core features of effective classroom management is based on residual practice which requires the teacher and two professional colleagues as feedback receiver and provider. In this study the designed model was implemented and the semi structured interviews were given to five EFL teachers who taught in multilingual classrooms. The findings indicated that the suggested model helped the participant EFL teachers develop new perspectives in their classroom management strategies and contributed to their professional development. Furthermore, some implications were provided for teachers in Cyprus.

Keywords: Residual practice, teaching identity, peer coaching, professional development

INTRODUCTION
Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robinson, 1991). It is mostly agreed that when teachers improve themselves, their practice will improve and their students' success will increase as well (Zwart, Wubbels, Bergen & Bolhuis 2007). Richardson and Placier (2001:920) claim that "changes in beliefs appear often to precede changes in practices, or that the process of changing beliefs and practices is at least interactive and synergistic". Peer coaching has nothing to do with evaluation. It is not intended as a remedial activity or strategy to "fix" teachers. Several school systems have supported peer coaching as a way to increase feedback about instruction and curriculum. Although there are similarities residual practice is not peer coaching. Instead the residual practice is the experience or practice left over at the end of the teaching process. The residual practice goes around five questions that the teacher is required to ask herself/himself; (1)What did you believe in? (2) What happened? (3) What's left over? (4) What would you do if…? (5) What will you do with what you learnt? In this learning process, both the successful practitioner and the school leader are expected to act as a feedback receiver or provider. It should be highlighted that the degree of formality among these people is required to be equalized by focusing on the actions not the individual teacher personally.

The primary benefit of residual practice for teachers is a deeper understanding of their own teaching style and its impact on their classroom management. Another specific benefit may include the professional development process of teachers. Supovitz (2001) suggested that logic behind professional development is that high-quality professional development will change teaching in classrooms, which will, in turn, increase student achievement. Moreover, recent literature has claimed that teachers' knowledge gained from professional development influences teaching practice (Blank & Alas, 2007; Yoon, Dun- can, Lee, Scarloss, & Shapley, 2007).

Residual practice provides an important starting point for classroom management. A well-managed classroom includes continuum of strategies to establish clear learning goals which aims to develop appropriate behaviour including contingent and specific praise, group contingencies and behaviour contracts. Continuum of strategies is also helpful to reduce the amount of inappropriate behaviour to occur in the classrooms. Residual practice is presented to explore the usefulness of teachers' daily experiences. Residual practice was inspired by the teachers' dissatisfaction with classroom management techniques and the inability to account for how people learn and perceive new activities, knowledge, and skills without engagement in formal educational or training processes. The idea of residual practice has served as an extremely useful practical and theoretical resource in studying learning in classrooms and it has enabled us to explore its applicability in a range of contemporary classrooms in Cyprus. The idea also encourages informal learning processes with an experienced staff. Issues

will be discussed by colleagues who value one another's advice or wait for a chance for a discussion since they do not automatically meet each other when they are not teaching. The notion of cycle time is a useful but only partial way of understanding continuity, conflict and innovation in schools in relation to learning from experience. Sometimes teachers change practices without the impact of a new concept. Many of the forces responsible for the on-going evolution of teachers come from external pressures such as the system of the school, learners, curriculum, classroom climate, and the administration of the school. We explore the issue of residual practice as a powerful rationality for producing teaching identities. To build a personal and educational identity both as a learner and as a teacher, we all of a sudden realize how little we have thought about it in all these years. A teaching identity is formed throughout the teaching and learning journey. As it was mentioned before, it is teachers' residual practice through cycle time. It should not be mixed with reflection which means "holding up mirrors to our practice. In other words we need to think about (to reflect on) what we are doing and why (Harmer, 2013 p. 410). It is also not a list of do's and don'ts as Bawcom (2005:50) suggests;

_____ Attending conferences	_____
_____ Getting a certificate/diploma/degree	_____
_____ Peer Observations	_____
_____ Peer Counselling (time spent talking to colleagues)	_____
_____ Lesson planning/ creating materials	_____
_____ Reading professional journals/books	_____
_____ Time with students (outside the classroom)	_____
_____ Time getting to and from place of work	_____
_____ Writing articles	_____
_____ Syllabus design/writing a (text) book	_____
_____ Doing (classroom) research	_____
_____ Doing administrative duties	_____

Figure 1: Professional priorities (from Bawcom 2005:50)

It helps teachers consider the many factors that shape who they are as teachers. A teaching identity can be used to deepen teachers' understanding of themselves, students, head teachers, and the system of the school. Sharing their own teaching identity charts with peers can help them build not only their own teaching practice but also relationships among teachers in institutions. In this way, identity charts can be utilized as an effective school community-building tool.

Multiple variables influence an individual teacher's behaviors and attitudes. These overlapping categories of teaching identity include, but are not limited to, characteristics such as approach, method, strategy, character, and level of ability. We need to be careful, of course, that generalizations about teaching identity do not substitute one set of assumptions for another. Although teachers who have teaching characteristics in common often share norms of behavior, attitudes, or speaking styles, not every teacher endorses these views. It is important to remember that even those who do identify with a particular group will not share the same thoughts or actions in practice. Teachers' values define their practice, not the values of the policy-makers. A teacher's primary responsibility is to teach in the classroom. Teachers' sense of purpose has deeply personal, intellectual, and moral dimensions that must be more fully recognized (Collay, 1988, 1989; Grumet, 1980; Nieto, 2003; Shields, 2004; Zinn, 1997). Much of the literature about teacher sustainability identifies teacher development of classroom practice as critical to their career satisfaction (Shen, 1997). Still other researchers suggest teachers thrive on a more expanded role that includes collaborating with colleagues and influencing school-wide decisions (Barth, 1999; Elmore, 2002; Holloway, 2003).
Research on teachers' actions rather than their roles and responsibilities offer a bridge for teachers who experience conflict between classroom management and teaching identity. 'Good teaching cannot be reduced to technique; good teaching comes from identity and integrity of the teacher' Palmer J. Palmer (1998).

This study has produced a number of fairly straightforward examples of professional development strategies such as residual practice, teaching identity, and teaching identity charts. These proposed theories could be modified through experience and brought directly to the classroom practice. Drawing comparisons with the concepts of earlier studies, the present paper investigates what impact, if any; residual practice has had on teachers' perceptions of their professional developments.

METHODOLOGY

This study aimed to explore the concept of residual practice as a means of understanding the purposively selected EFL teachers' development of their classroom management skills. For this purpose, a case study approach was adopted. This approach helped the researcher to investigate the participant teachers' perceptions regarding their classroom management skills in depth. The participants of the study participated voluntarily in this investigation. Prior to the investigation the participant teachers' informed consent was received. In this investigation one experienced teacher worked with four novice teachers to evaluate, give and receive feedback from each other on each other's daily experiences on classroom management. The experienced teacher was a male teacher with 21 years of experience in teaching and the other participants were two male and two female teachers with only one year experience in teaching. In this design of collaboration, one experienced teacher worked with two novice colleague in each meeting. In other words, one experienced teacher collaborated with two novice teachers in order to understand, evaluate, receive and give feedback on each other's daily classroom practices. The experienced teacher met every two colleagues every fortnight. In this study, the data was collected through reflective reports and teaching identity charts which yielded rich evidence about the residual practice and the participants were also given 30 minutes semi-structured interviews for the purpose of collecting data about the participant teachers' subjective views and evaluation regarding the process of development in their management skills after the implementation of the model. During the investigation, the participant teachers were asked to keep reflective reports about the classroom management issues, particularly about the classroom management difficulties they faced during teaching daily. They were also asked to fill in the teaching identity charts which formed a basis for them to look at, evaluate and compare their previous learning and experiences about classroom management practices and their present classroom management practices. After 8 weeks of collaboration, the participant teachers were interviewed to collect data about their subjective views regarding the designed model, residual practice. The collected data was analysed qualitatively. Each case was analysed and then a cross-case analysis was employed to see the similarities and differences among the participants. Cross-case analysis is a research method that facilitates the comparison of commonalities and difference in the events, activities, and processes that are the units of analyses in case studies (VanWynsberghe & Khan, 2007). Pseudonyms were used for the participant teachers. The following two key research questions were adopted:
Why did the participant teachers choose to engage with this designed collaborative model?
What did they gain from this process?

FINDINGS AND DISCUSSION

When the participant teachers were asked why they chose to engage with the designed model they mainly emphasized their need for collaborating with their colleagues in their work context. Particularly, the novice teachers expressed their need to improve their classroom management skills. Mike, Philip, Janet and Jill were the novice teachers while Antony was the experienced teacher in this collaboration. Mike said: "I think teachers learn a lot from each other. Sometimes I face with some problem in my classroom that I cannot find answers to from the books. I need someone more experienced than me to ask for advice." Similarly, Jill expressed the need for collaborating with someone who is more experienced than her to guide and help her particularly in the management of her classroom. She stated: "I desperately need guidance in some situations. I try to solve the problems when they arise in the class while teaching based on my theoretical knowledge but I realize that still I should develop more practical strategies most of the time." Philip's view was not much different than Jill in his need for developing more practical strategies to solve the classroom management problems when they arise in class. He said: "What I feel most of the time is that I have the theoretical knowledge for classroom management but I need to develop the practical side of it. Sometimes you need to find how to solve the problems practically…you need to share your experiences and get guidance from someone who is more experienced than you." Janet's view was more based on finding the most appropriate strategies that can work best for your own students besides improving your practical side. She said: "What happens in reality is so different than the knowledge you receive in books. I think, I have theoretical knowledge but I need to learn from more experienced teachers than me about the practical issues." For the experienced teacher Antony: "classroom management depends on the craft knowledge of the teacher that he/she gains and develops throughout experience in teaching." For this reason he expressed his willingness to share his experiences with the novice teachers and help them develop. Besides, he stated that "learning is a lifelong process. Therefore, there is always something he can learn from the novice ones as well."

When the participant teachers were asked what they gained from their engagement with the designed model of collaboration and residual practice, their response were on the positive side. They all indicated that they have gained a lot from this collaboration with each other and the engagement with this model where they kept reflective reports and teaching identity charts. Jill said: "Keeping reflective reports gave me a chance of looking what I am doing in my class in more depth and made me more aware of the problems I face with while teaching…Teaching identity charts helped me compare present my classroom management strategies with the previous ones." Philip stated that: "When I first started keeping reflective reports they were not so meaningful for me but later I realized that the things I wrote enabled me to look at my classroom practices in management more critically…I found filling in teaching identity charts really useful because they give you a chance to look at your strategies you used before and how far you have changed them in time." Similarly, Janet and Mike expressed the benefit of keeping reflective reports and filling teaching identity charts. Janet said: "It is the first time I kept reflective reports and used a teacher identity chart but I found them very useful especially when you are not experienced in teaching you need them. They help you develop your management skills practically." Mike stated that: "I realized that your skills can develop if you are aware of your weaknesses and find ways of improving them. Keeping reflective journals helped my awareness about what I am doing in class and teaching identity charts enabled me to see my development." As the experienced teacher, Antony expressed the benefits the novice teachers gained in this process of keeping reflective reports, filling in teacher identity charts and collaborating with each other. He said: "I think this process contributed a lot to the novice teachers and me as well. With the help of the reflective reports they kept I was more able to see what kind of management problems they were experiencing and the strategies they were using to solve them. They formed the basis of our discussion and sharing with them. This enabled them to develop their repertoire of management skills. Besides, teaching identity charts enabled them to look at their self- development in management skills.

CONCLUSION

It could be argued that the proposed concepts and practice provide important insights in to the nature of professional development and workplace learning more generally. However, our case study research into complex institutional settings suggests that patterns and forms of participation are highly diverse. There is a need, therefore, for teaching identities to be explored more to find out the sum total of the teaching practice and residual practice. As well as identifying enduring strengths in residual practice, the paper particularly through its analyses of case study data, has identified limitations in its approach that can be usefully addressed and developed. The control and organisation of work will affect teachers' opportunities to learn. To remove barriers and boundaries which facilitate or inhibit participation is as vital as reflecting on what teachers are doing. Further in depth studies of workplace learning in a wide range of contexts are required if all the issues affecting learning and their inter-relationships are to be fully understood and theorized.

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