

Classroom Management

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CLASSROOM MANAGEMENT. Thomas S. C. Farrell, volume editor. *TESOL Classroom Practice Series*. Alexandria, VA: Teachers of English to Speakers of Other Languages. 2008. ISBN 9-781931185-52-3. 177 pp. Member \$29.95. Nonmember \$39.95.

Classroom Management outlines how ESOL teachers, specialists, and administrators should plan and implement effective classroom management strategies in their instructional settings. Although diversities brought by ESOL learners are often misinterpreted as challenges, these individual differences add various colors and flavors to the classroom. Such diversities are not only unique but are valuable as well. Teachers' correct understanding of classroom management enriches their students' experiences and maximizes their learning outcomes.

In the 15 chapters of this book, the authors describe successful and insightful classroom management strategies based on their classroom teaching experiences and research studies. Each chapter begins with a brief topical introduction of a classroom management strategy and discusses its context and how the strategy may be implemented. Then, all authors conclude their discussions with brief reflections. All levels of instruction (e.g., elementary, middle, secondary and university; ESL and EFL instructional settings) are thoroughly covered; discussions in eight chapters focus on higher education. Although a variety of EFL contexts such as Hong Kong, Singapore, Vietnam, China, South Korea, Japan, and Costa Rica are included in this volume, discussions of four chapters relate to Japan. None of the classroom management strategies in this book is restricted to a specific instructional level or cultural context.

The chapters in this textbook focus on effective classroom management strategies that help teachers and students create communication and language-rich learning environments. Purposefully maximizing opportunities for small group activities, efficiently shuffling and rotating members in groups further reinforces leadership roles and collaborative skills in the classroom. Each learner is thus provided a different responsibility. The authors emphasize the critical need for teachers to clearly describe the purposes and objectives of the learning experience in order for students to succeed.

As the strategies described in this book are all evidence-based, the discussions are especially geared toward ESOL practitioners. The authors also maintain that these

classroom management strategies should work effectively in different instructional settings and subject areas despite the fact that in settings, the students' behavioral patterns and academic needs often vary. Figures, tables, illustrations, appendices, and pictures aid in understanding the authors' strategies. The specificities of these supplementary materials vary across the different authors.

Classroom management strategies are not stand-alone, autonomous instructional techniques. As the editor of this volume maintains, the creation of ideal learning environments helps teachers provide their students with efficacious lessons. Efficient preparation and opportunity before instruction is a key to the success of ESOL instruction. Thus, I believe that many readers of *Classroom Management* will benefit from the classroom management strategies and insights shared by the authors of this book.

About the Reviewer

Tadayuki Suzuki, Ph.D., is currently an associate professor of literacy education at Western Kentucky University, Bowling Green, Kentucky. His academic and research interests include elementary and content area literacy, multicultural literature, culturally responsive teaching practices, and teaching ESL.