Motivating Your Students with Rules, Routines, and Rewards

This session will define classroom rules, routines, and rewards in the English language classroom, their role in well-managed classes, and how their creation and effective use leads to learner engagement.

During this presentation, we will:

• consider ways to achieve buy-in from students for classroom rules
• identify successful routines for different lesson stages
• explore the use of tangible and intangible rewards
• examine relevant activities that can be implemented in a range of classes, taking into account differing ages, language levels, sizes of classes, and technology access
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Our Roadmap: The 3Rs

1. Rules
2. Routines
3. Rewards

...Lead to motivation!
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Let’s Hear From You!

How do rules support learning in the ELT classroom?
Reasons for Rules

Rules support language learning because they:

✓ Create a *well-managed* and *organized* class
✓ Provide students with needed *structure*
✓ Make the classroom a *safe* place
✓ Give students *limits* or *frame their choices*
  • Limits without choices
  • Choices with limits
Making Classroom Rules

✓ Set at the beginning of school term
✓ Limit the number to 4-6
✓ Use simple wording; easier to remember and follow
✓ Use positive language

Instead of:  *Don’t interrupt classmates.*
Try using:  *Listen to each other.*

*Wait for your turn to speak.*
Using Classroom Rules

✓ Put rules on a large poster on the wall to refer to
✓ Model the rule behavior that is expected
✓ Have student demonstrate rules
✓ Revisit or reteach rules
Let’s Hear From You!

Who makes the classroom rules?
Let Learners Make Class Rules

- Groups brainstorm rules
- Groups post lists
- Students and teacher discuss ideas on all lists
- Together create final list of rules
Poster Examples

Rules
Classroom Expectations

1. Follow directions
2. Listen when others are talking
3. Keep hands, feet, and words to yourself
4. Work and play in a safe manner
5. Be kind to each other
2. Classroom Rules Poster
3. Classroom Rules Poster

- Get along: compromise
- Respect your team mates
- Offer your ideas and thoughtful feedback
- Use a plan & quiet voices
- Participate actively & equally
- Stay focused & on task
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Let’s Hear From You!

When do you use routines in your classes?
Effective Classroom Routines

• Create a recognizable pattern for daily classes
• Give clear openings, middles, and closings
• Are familiar to learners
• Happen regularly at different points in the lesson
Why Do We Need Routines?

- Smooth transitions allow more time for learning
- Provide security and build learner confidence
Let’s Hear From You!

What do you do at the start of every class?
Opening Routine 1: Daily Quote

- The teacher writes a quote on the board
- Learners write what they think about it

Examples:

“Minds are like a parachutes; they only function when open.”
- Thomas Dewer

“There is nothing in a caterpillar that tells you it is going to be a butterfly.”
- Buckminster Fuller
Opening Routine 2: Share One Word

Learners think of one word to describe their mood – then say their word quickly in turn
Opening Routine: 3. Quick Write

The teacher gives a writing prompt. Learners don’t have to worry about grammar, punctuation, or spelling, but must KEEP THE PEN ON THE PAGE AND KEEP WRITING!
Example: Opening Routines Schedule

- Quote of the day
- Share One Word
- Reading Minute
- Quick Write
- Quote of the Day
- Exit Tickets

(Monday)
(Tuesday)
(Wednesday)
(Thursday)
(Friday)
(Saturday)
(Week Ends With)

Daily Routines Chart
Let’s Hear From You!

How do you stop your learners from getting bored?
In the Middle: Take Mini-Breaks!

• Physical brain breaks
• Think, Pair, Share to refocus
• Vary activities
Let’s Hear From You!

What do you do at the end of every class?
Closing Routine 1: Pair Recap

In pairs, learners verbally summarize what they learned in class that day.
Closing Routine 2: Grab a Goal!

Learners write a goal for what they want to learn or achieve during the next day of class
## Example Goal Checklist for Lower Levels

<table>
<thead>
<tr>
<th>Tomorrow, I will...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a question in my group</td>
<td>✓</td>
</tr>
<tr>
<td>Sharpen my pencil before class</td>
<td></td>
</tr>
<tr>
<td>Write down the homework</td>
<td></td>
</tr>
</tbody>
</table>
Closing Routine 3: Exit Tickets

Before they can leave, learners write two things they learned and one question they still have
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Motivations
Extrinsic Motivation

Learners are motivated to learn, do well, behave by meeting high expectations of others, such as parents or teachers.

Characterized by factors external to the self
Intrinsic Motivation

Learners have high expectations for **themselves**, are motivated to learn, do well, and behave because of personal interest in the subject and learning for learning’s sake.

Characterized by factors *internal to the self*
Let’s Hear From You!

Do your learners try hard to learn English for extrinsic or intrinsic reasons?
Tangible Rewards

Material incentives

Physical rewards you can see or touch

For example: toys, balloons, stickers, awards, candy
Intangible Rewards

Praise, a smile, a public acknowledgement, or special privileges
## Positive Rewarding (adapted)

<table>
<thead>
<tr>
<th>Positive and Non-Judgmental</th>
<th>Say This</th>
<th>Not This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanks for raising your hand and waiting to be called on.</td>
<td>Thanks for <strong>finally</strong> following classroom rules and <strong>not shouting</strong> your answer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific</th>
<th>Say This</th>
<th>Not This</th>
</tr>
</thead>
<tbody>
<tr>
<td>You did a really nice job staying in your seat and keeping your hands and feet to yourself.</td>
<td>Thanks for <strong>not disrupting</strong> the class today.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sincere</th>
<th>Say This</th>
<th>Not This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awesome job taking turns during recess today. It looked like you were having a great time with your friends.</td>
<td>You're the <strong>nicest</strong>!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediate and Near Student</th>
<th>Say This</th>
<th>Not This</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Whispered] Thanks for using an inside voice. Keep up the good work.</td>
<td>[From across the classroom] Good job last week with your inside voice.</td>
<td></td>
</tr>
</tbody>
</table>
Tangible or Intangible Rewards Quiz

Instructions:
- Number your paper 1 to 5
- Put a T for Tangible or an I for Intangible next to each number, if you think the stated reward is Tangible or Intangible
1. Learner allowed to sit next to a friend for the next lesson

Is it Tangible or Intangible?
Tangible or Intangible Rewards Quiz

2. Learner receives a piece of candy each time he or she behaves well during group work

3. Learner chooses a poem, book or lyrics of a song to read aloud in class

4. Learner is awarded a certificate of recognition for good behavior

5. Learner gets permission to volunteer time in a classroom of younger children learning English
Rewards Quiz - ANSWERS

2. Learner receives a piece of candy each time he or she behaves well during group work - **TANGIBLE**

3. Learner chooses a poem, book or lyrics of a song to read aloud in class - **INTANGIBLE**

4. Learner is awarded a certificate of recognition for good behavior - **TANGIBLE**

5. Learner gets permission to volunteer time in a classroom of younger children learning English - **INTANGIBLE**
Let’s Hear From You!

What rewards do you give for hard work, excellent grades, or good behavior?
Marble Jar - Reward Game

• Gives visual representation to motivate learners

• A way to recognize whole class effort and build class cohesion

• When jar is full, class gets reward of their choice from teacher’s list
Exit Ticket: A Question to Consider

Which activity from this 3 Rs—Rules, Routines, and Rewards—webinar would motivate your students and YOU?

- Daily Quote
- Share One Word
- Mini Breaks
- Pair Recap
- Quick Write
- Exit Tickets
- Making Rules with Students
- Rules Poster Creation
- Positive Rewarding Techniques
- Marble Jar Game
References

• What to do When Kids Break the Rules

• Opening and Closing Routines
  https://www.edutopia.org/blog/6-opening-and-closing-routines-new-teachers-rebecca-alber

• Marble Jar Reward Game

• Reward Systems That Work: What to Give and When to Give It!
  https://www.educationworld.com/a_curr/curr301.shtml
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