

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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Motivating Your Learners with Rules, Routines, and Rewards

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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



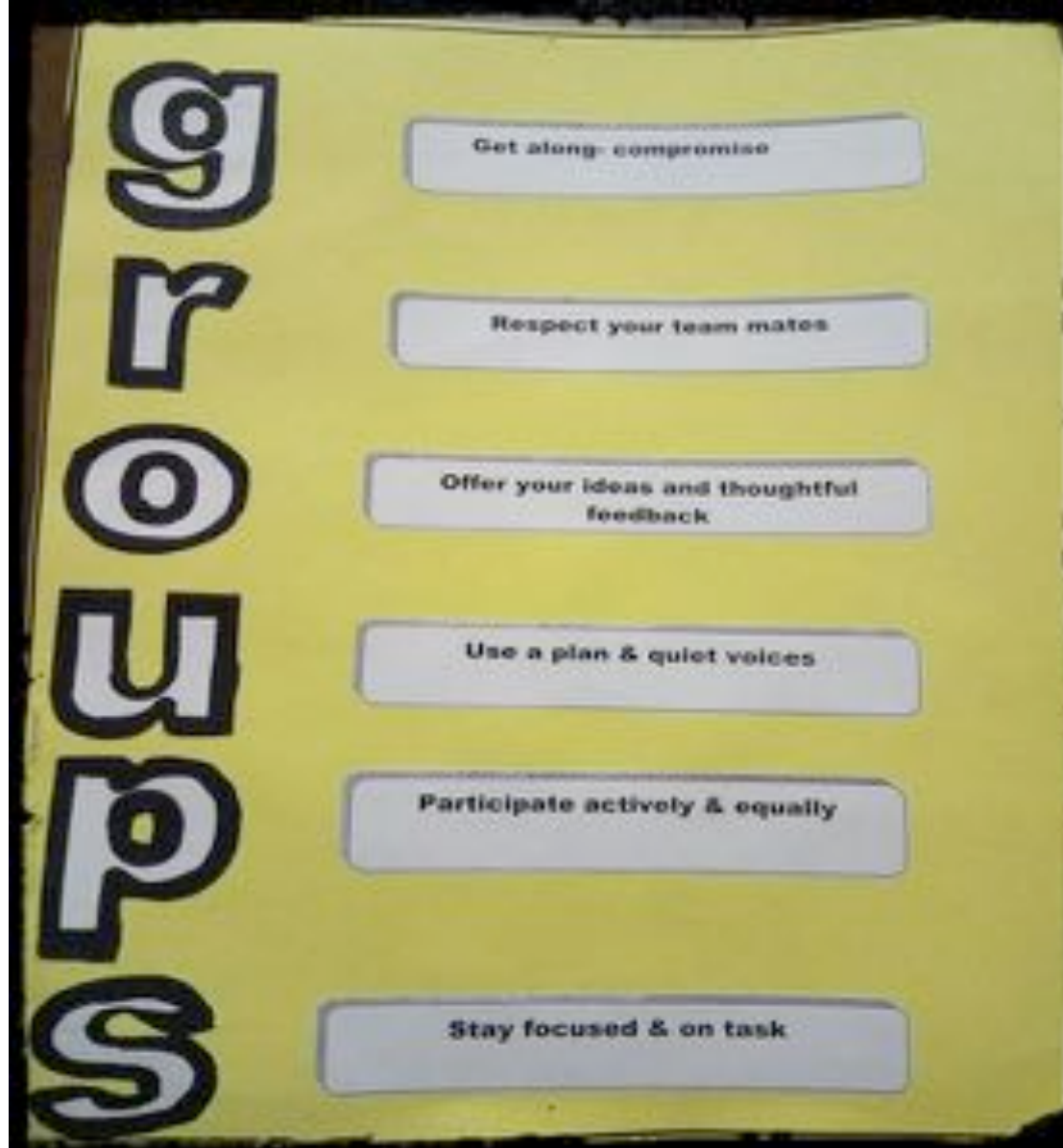
1. Classroom Rules Poster



2. Classroom Rules Poster



3. Classroom Rules Poster



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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 Dewey

“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

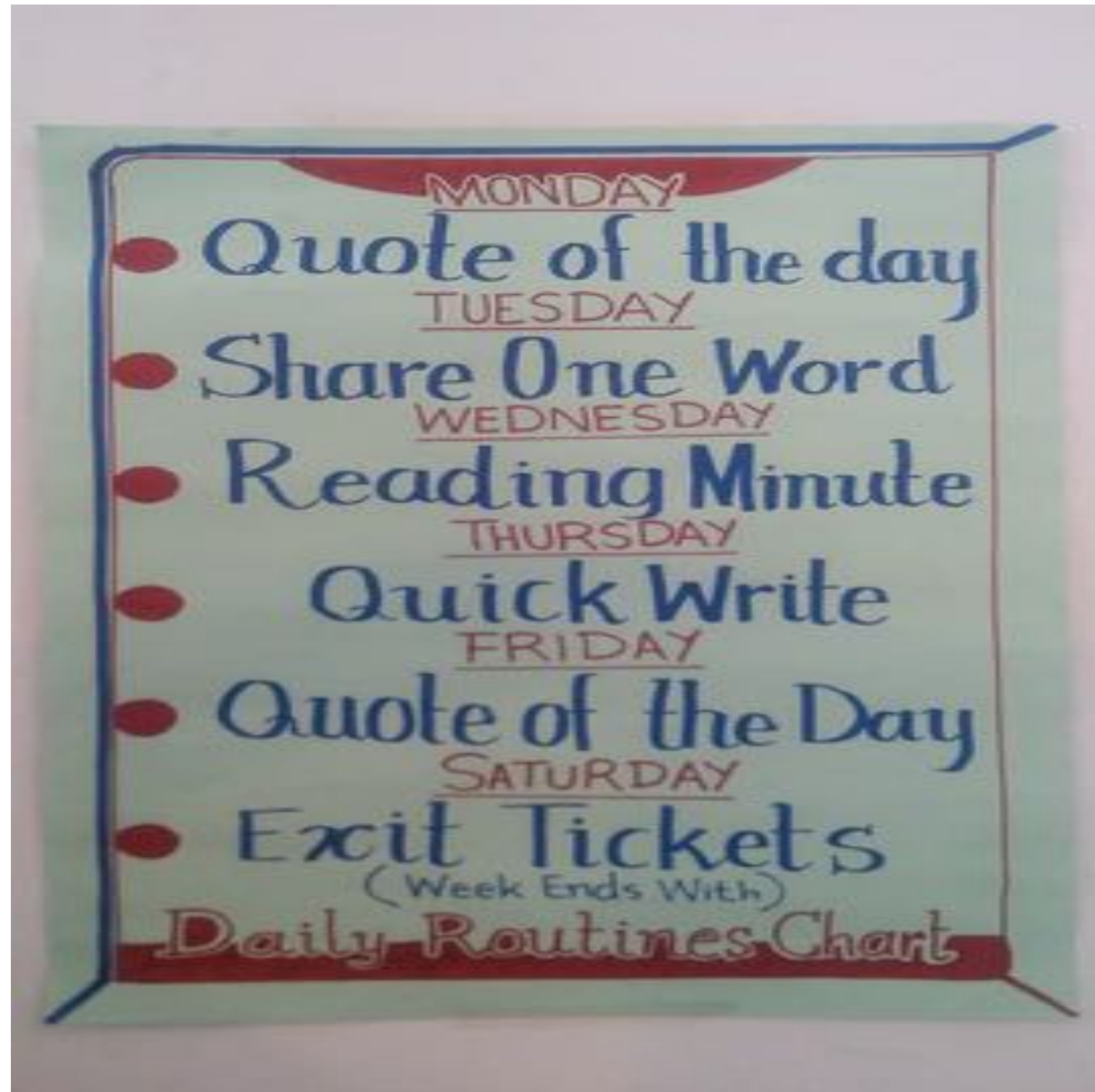


Opening Routine: 3. Quick Write



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



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



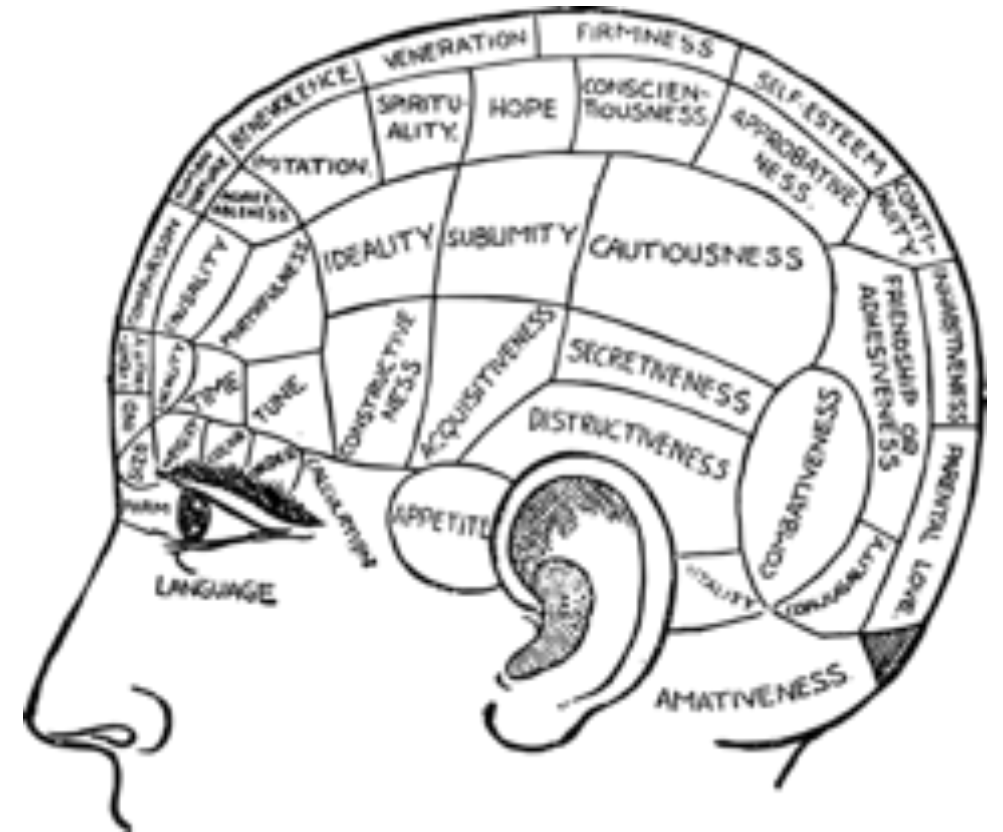
Let's Hear From You!



What do you do at the end of every class?

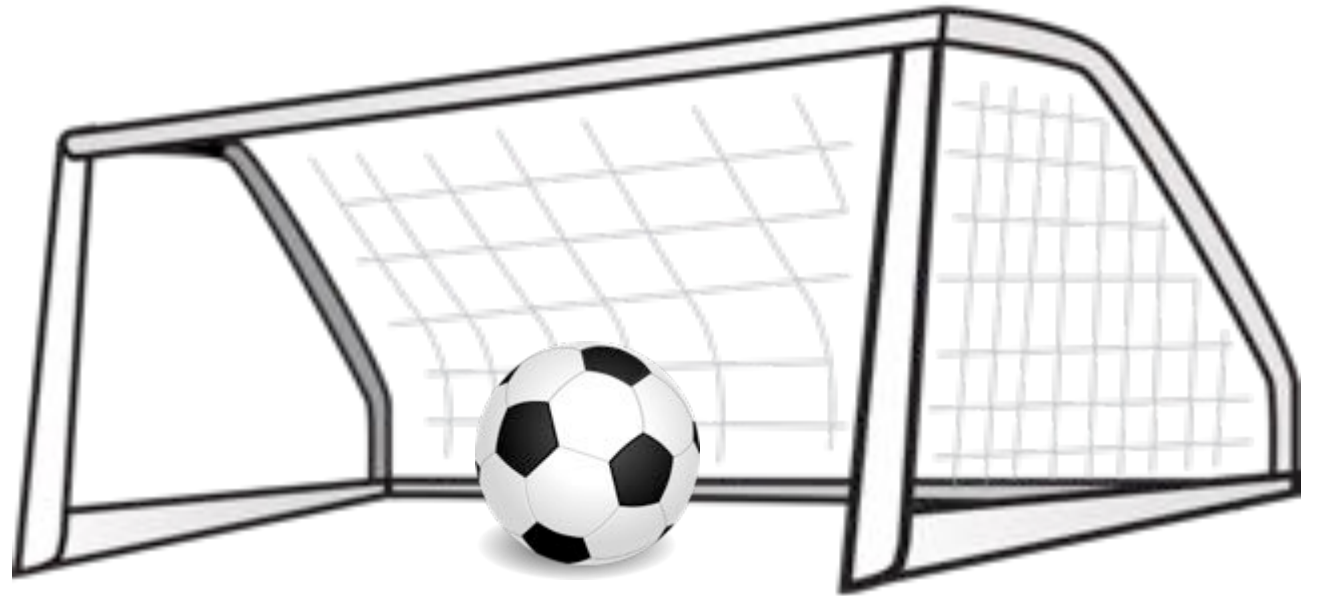
Closing Routine 1: Pair Recap

In pairs, learners verbally summarize what they learned in class that day




Closing Routine 2: Grab a Goal!

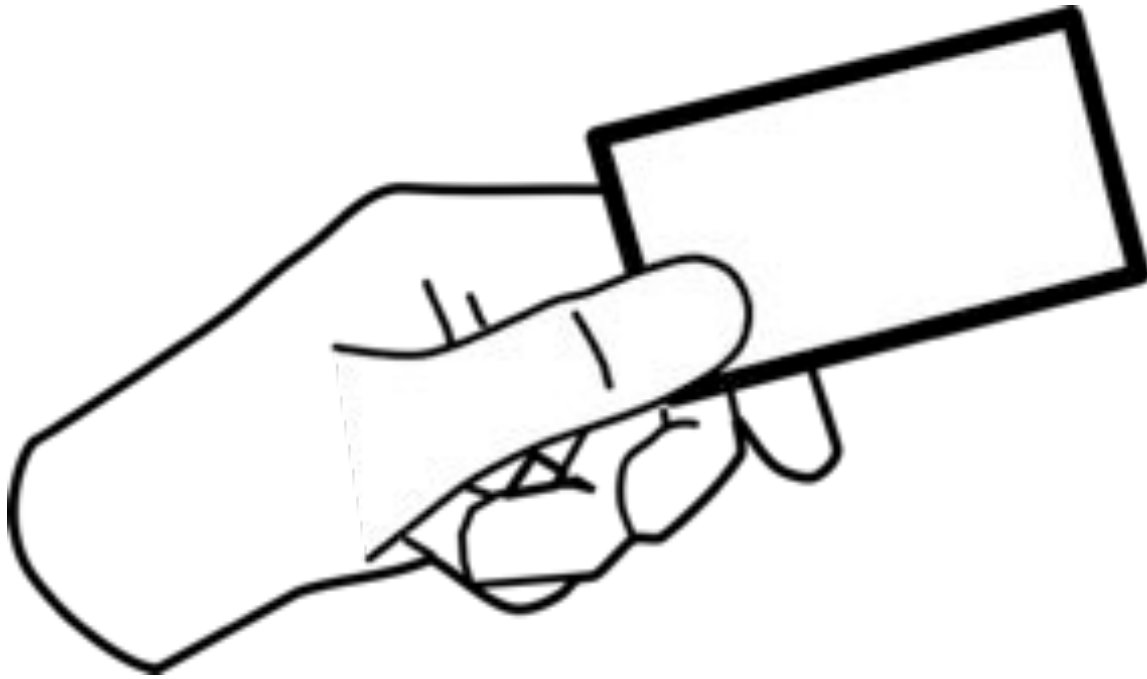
Learners write a goal for what they want to learn or achieve during the next day of class



Example Goal Checklist for Lower Levels

Tomorrow, I will...	
Ask a question in my group	
Sharpen my pencil before class	
Write down the homework	

Closing Routine 3: Exit Tickets



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

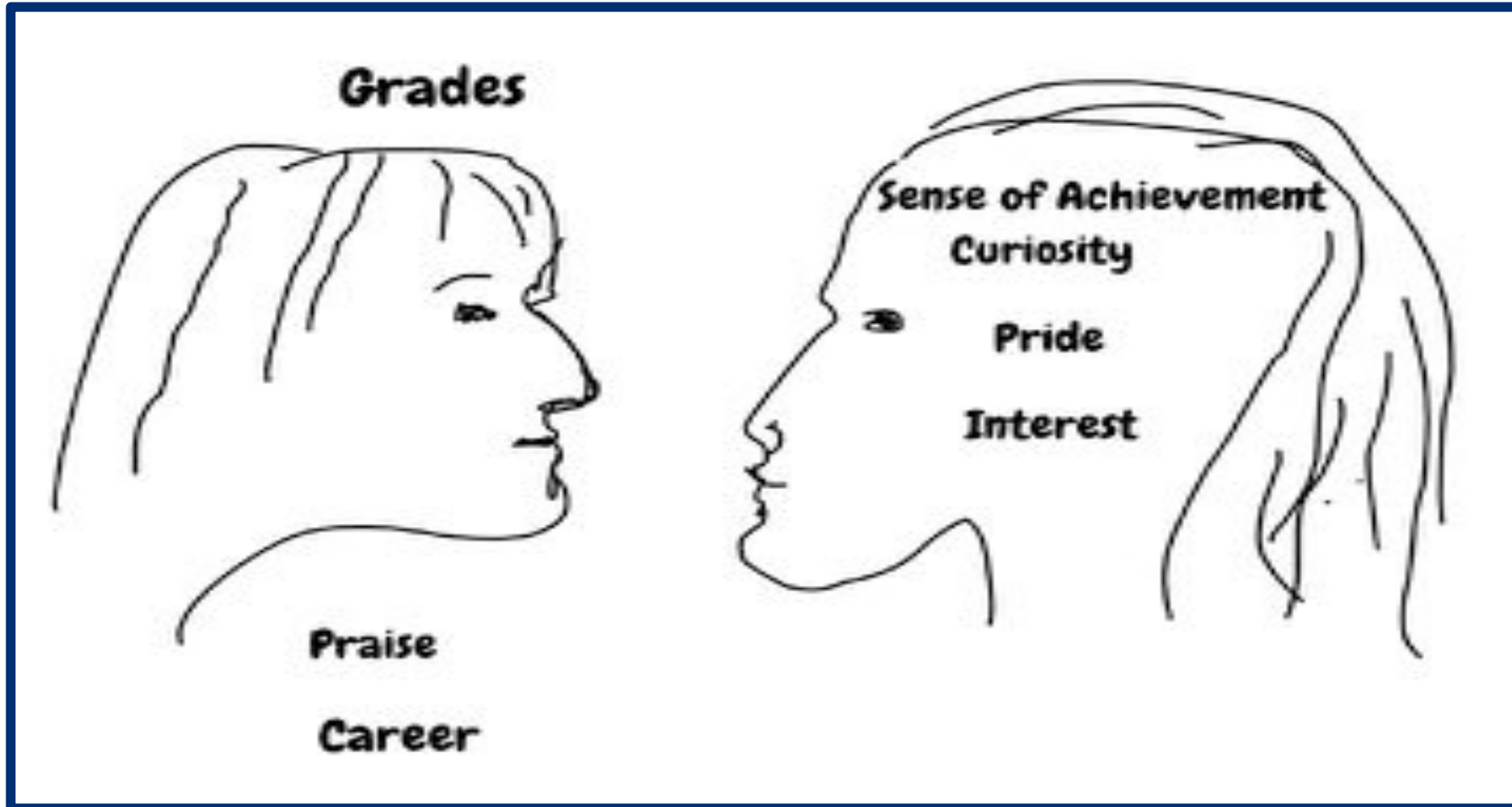
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Motivations



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)

	Say This	Not This
Positive and Non-Judgmental	Thanks for raising your hand and waiting to be called on.	Thanks for <i>finally</i> following classroom rules and <i>not shouting</i> your answer.
Specific	You did a really nice job staying in your seat and keeping your hands and feet to yourself.	Thanks for <i>not disrupting</i> the class today.
Sincere	Awesome job taking turns during recess today. It looked like you were having a great time with your friends.	You're the <i>niciest!</i>
Immediate and Near Student	[Whispered] Thanks for using an inside voice. Keep up the good work.	[From across the classroom] Good job last week with your inside voice.

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





PRACTICE QUESTION

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

Quick Write

Mini Breaks

Exit Tickets

Pair Recap



Making Rules with Students

Rules Poster Creation

Positive Rewarding Techniques

Marble Jar Game

References

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