**The Six C’s of Motivation Explained**

**Choice**

Malone and Lepper (1983) suggest that providing explicit choices among alternatives can enhance intrinsic motivation. Schiefele (1991) identified two components of interest: feeling-related and value-related valences. Feeling-related valences are feelings attached to a topic. Value-related valences relate to the importance of the topic to an individual. Value-related valences are associated with "constructing meaning" and are discussed later in this chapter. Feeling-related valences are the degree of enjoyment that an individual has toward a topic or object. If students are allowed to select a task that they personally enjoy doing, their motivation to learn increases.

**Challenge**

Providing or operating tasks just beyond the skill level of the students is a good approach to challenge learners. In the motivation chapter, the Flow Theory is presented (Csikszentmihalyi, 1985). Students may experience flow if the challenge of assignments matches their skills. Work that is too difficult raises anxiety, whereas tasks that are too easy contribute to boredom; both situations decrease motivation toward learning. In order to ensure that goals remain challenging, teachers should continue giving students the opportunity to provide feedback. Helping students search for more information to improve and revise their tasks plays an integral part in the learning process.

**Control**

If students are involved in the process of classroom control, they will be more responsible, independent, and self-regulated learners. To share the classroom control with students means involving them in the process of decision-making , organization of content , and choosing team members. However, too many choices may lead to increased anxiety, so providing assistance at appropriate times is essential when the teacher shares the classroom control with students.

**Collaboration**

Vygotsky (1978) theorized that communication and collaborative group work can enhance individuals’ thinking and learning. Students can share learning strategies and perspectives with each other through social interaction. Collaboration seems to work best when students depend on each other to reach a desired goal, when there are rewards for group performance, and when students know how to work together effectively (Driscoll, 1994).

**Constructing Meaning**

Value-related valences are associated with the construction of meaning. If students perceive the value of knowledge, their motivation to learn increases. Setting a meaningful goal for students is an important factor to promote motivation. Students should be given the opportunity to construct meaning in text as well as to build a rationale for the meaningfulness of literacy activities (Turner & Paris, 1995).

**Consequences**

People enjoy having their work and learning achievement appreciated and recognized by others (Malone & Lepper, 1983). When students are provided channels to display their work, motivation increases. There are various strategies for displaying students’ work, such as hanging their posters on the wall, presenting their work at a science fair, publishing their work on web sites, and providing links to other students. There is no “correct” way to complete a project, and students can compare their creativity, integrating articles and presentation ability with other teams. This strategy creates a positive feeling about effort, ownership, achievement, and responsibility (Turner & Paris, 1995)

**Six C’s of Motivation - Script**

Ms. Williams, an ESL teacher, has recently realized that many students were bored with her cl class focusing on pattern drills and did not show enough progress. To overcome this situation, she decided to adopt the six C’s motivation model to her class. For two months, her students will w work in groups for publishing newspapers in English. Ms. Williams expects her students to develop their language skills through this project.

Let’s read how she will teach her class:

Student #1– Ms. Williams, I’m bored, let’s write something, like a newspaper, or something…

Ms. Williams – For this project, you will work in groups as editors of an English-speaking newspaper. In your groups, plan out the story details. What issues are you going to cover for your newspaper? What is your topic for the feature story? Who will you interview?

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**1. Which C?**

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Student #1 – Ms. Williams, we are writing an article based on the interviews we had finished. But we are not sure the English expressions we used are acceptable. Can you help us?

Ms. Williams - Of course I will help you.

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**2. Which C?**

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Ms. Williams – How’s your project?

Student #1– It’s going well. I’m taking a role of editor in our group. I’ve been working on editing the cover story on the student council of our school. I really like it.

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**3. Which C?**

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Student #2 – I took several pictures during the interviews. Let’s pick some photos that match with our articles.

Student #1 – That’s good. We can do it together.

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**4. Which C?**

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Ms. Williams – How was your interview, and article writing in English? Was it difficult/ In the future, communicating in English will take up an important part in various fields of your work.

Student #1 – In the future, I’d like to be a lawyer dealing with international matters. I learned that I needed to develop language skills more to achieve my goals.

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**5. Which C?**

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Ms. Williams – All of you did a great job! You published real newspapers! Your newspapers will be exhibited in the book fair during the school festival.

Student #2 – It’s going to be really exciting! I hope the readers will like our newspaper.

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**6. Which C?**

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