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HOW DOES GOAL SETTING IMPACT INTRINSIC MOTIVATION AND DOES IT  
HELP LEAD TO ENHANCED LEARNING AT THE KINDERGARTEN LEVEL?

by

Melissa A. Beal

A capstone submitted in partial fulfillment of the requirements for the degree of  
Master of Arts in English as a Second Language

Hamline University

St. Paul, Minnesota

May 2017

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To my family and friends who have encouraged me and watched me put endless hours into this research writing, but supported me every step of the way. Thank you to my capstone committee. I truly appreciate your time, guidance and patience to help complete this project. Thank you to Jennifer Johnson for helping with the formatting of this project. It was definitely not an easy task. Lastly, thank you to all of my research participants. You are amazing people.

*“When it is obvious that the goals cannot be reached,  
don’t adjust the goals, adjust the action steps.”*  
– **Confucius** 551-479 B.C.

## TABLE OF CONTENTS

<b>CHAPTER 1: INTRODUCTION.....</b>	<b>11</b>
Role of the Researcher.....	12
Background of the Researcher/Importance of the topic.....	14
Guiding questions.....	15
Summary.....	16
<b>CHAPTER 2: REVIEW OF LITERATURE.....</b>	<b>17</b>
Intrinsic Motivation.....	17
Extrinsic Motivation.....	18
Amotivation.....	18
Functional Differences Between Motivations.....	19
Self-Determination Theory.....	20
Cultural Aspects for Goal Setting.....	21
Reasons for Goal Setting.....	22
Goal Setting Explored Further.....	23
The Value of Goal Setting.....	27
Gap in the Literature.....	30
Research Question.....	31
Conclusion.....	31

<b>CHAPTER 3: METHODOLOGY</b> .....	33
Overview of the Chapter.....	33
Mixed Methodology Paradigm.....	34
Triangulation.....	35
Procedure.....	36
Participants.....	36
Setting.....	38
Pilot Study.....	41
Study Design.....	41
Materials.....	44
Pre-test.....	45
Kindergarten Goal setting.....	46
Data collection.....	46
Post-test.....	47
Analyzing data.....	47
Reliability and Validity.....	48
Ethics.....	49
Conclusion.....	49
<b>CHAPTER 4: RESULTS</b> .....	51
Data Results.....	51
Pre-test Results.....	52
Post-test Results.....	57
Data Analysis.....	65

Connections to the Literature Review.....	66
Conclusion.....	67
<b>CHAPTER 5: CONCLUSION .....</b>	<b>69</b>
What I Learned.....	69
Revisiting the Literature Review.....	70
Limitations.....	72
Implications.....	73
Further Research.....	74
Communication.....	74
Conclusion.....	75



**LIST OF TABLES**

Table 3.1.....	37
Table 4.1.....	52
Table 4.2.....	58
Table 4.3.....	60
Table 4.4.....	62
Table 4.5.....	64
Table 4.6.....	65

**LIST OF FIGURES**

Figure 3.1.....	39
Figure 3.2.....	39
Figure 3.3.....	40
Figure 3.4.....	40

## APPENDIX

Appendix A: A copy of the parent consent letter.....	77,78
Appendix B: A copy of the student pre and post- test:	
Capital and lower case tests.....	79
Appendix C: Student graphing sheet for # of capital letters identified at	
check points.....	80
Appendix D: Student graphing sheet for capital letters identified.....	81
Appendices E: Student graphing sheet for # of lowercase letters identified at	
check points. ....	82
Appendix F: Student graphing sheet for lowercase letters identified.....	83
Appendix G: Percentage of growth graphing sheet for individual students.....	84
Appendix H: Table for experimental group for capital letters identified	
and % of growth.....	85
Appendix I: Table for experimental group for lowercase letters identified	
and % of growth.....	86
Appendix J: Table for control group for capital letters identified	
and % of growth.....	87
Appendix K: Table for control group for lowercase letters identified	
and % of growth.....	88

## CHAPTER ONE

### INTRODUCTION

Think of setting a personal goal for yourself. Why did you set that goal for yourself? What is it that drives you to achieve or want to achieve that goal? The term *motivation* in a second-language learning context can be defined as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p. 209). Olympians or people involved in sports often want to set goals for themselves, such as beating a personal best record time for their sport. Their intrinsic motivation is what drives them to want to be better. Intrinsic motivation can be defined as motivation that occurs for personal reasons to achieve a feeling of accomplishment. An athlete who practices frequently and hard without an overall plan will be more likely to suffer the effects of overtraining such as burn-out, exhaustion, and increased injuries rather than actually improving performance. By developing a set of specific goals and a plan for reaching those goals, athletes can more effectively use their practice time and even reduce the time required in practice to attain their goals (Frank, 2002). It is like having a competition with yourself. There is nobody else to beat, but yourself. These “athletic” goals are indeed similar to classroom goals; personal goals for students. The road to get there is the exact same.

Goal setting and intrinsic motivation make me think of something I do with my

daughters. When we are outside, I tell them to run around the house and I will time them. They finish running around the house, and I tell them how long it took them. I tell them to run around again, this time, discussing with them how many seconds they could eliminate from their first time around. This is what drives them to run faster. Their intrinsic motivation kicks in because they want to beat their original time, similar to my Olympian example from above. Goal setting and intrinsic motivation can happen anywhere, any place. As long as people have a goal in mind for themselves, it is up to them to use their intrinsic motivation to achieve it.

### **Role of the Researcher**

I have always found it interesting, learning to speak another language. So many people do it, whether out of necessity or for pleasure. Whatever the reason, I have always been amazed by the ability of people to learn another language. I have been an English language teacher for almost ten years now, having taught English as a Second Language (ESL) at every single grade level. I am currently an elementary English as a Second Language teacher in a tier two suburb outside a large metropolitan area. I work with students from so many different backgrounds and ethnicities. It simply astonishes me, even to this day, that these little people can speak multiple languages- at their age! My role when working with these students is to help them with their English acquisition. This could involve working on vocabulary, reading comprehension and understanding the story, or working on speaking being sure to phrase things correctly and choosing correct words to use within sentences.

As an elementary ESL teacher, I work with kindergarten, first, and second grade. I support my students by doing a daily 25-30 minute pull-out for small groups of students

who have been grouped according to their World Class Instructional Design and Assessment (WIDA) level. WIDA is the organization that provides standards, assessments, and best practices to use when serving English Language Learners (ELL's). It was adopted by Minnesota and is given to students who speak a second language in the home to help determine if they need ESL services, and also determine which level of English language proficiency the student is at. My district has recently adopted a new curriculum, so I align all of my lessons with what the classroom teacher is currently doing within the class, focusing on the four domains: listening, reading, speaking and writing. Along with doing my daily small groups with my students, I help prepare students for and administer the ACCESS test. The ACCESS test is the test given once a year to all ESL students that focuses on the four domains: speaking, writing, reading, and listening. This test will tell me, as the ESL teacher, what improvements the students have made in the given test areas. It can also be used to support a decision to exit a student from the ESL program. If students' scores meet the exit criteria they will no longer receive ESL services. This test has recently gone electronic, with the exception of writing, so preparing students on how to navigate through and take the new test became a new role in my position.

My role as an ESL teacher has me wearing many hats. I am an advocate for these students, a voice when nobody will listen, a mentor, a parent-school connector, a "go-to" person when a classroom teacher has a question regarding my students. I am a motivator, and a listener. This is my life, and I truly love my job. It gives me great satisfaction to see students grow and learn every single day.

## **Background of the Researcher and Importance of the Topic**

I've always been inspired by people who know multiple languages. For me, learning a second language is quite a difficult task, one that has made me so frustrated that I never wanted to continue to pursue it. Thus, to see what it is that motivates people to learn another language has always been an interest of mine. Students, whatever the age or grade, have many reasons for wanting to learn a second language. But what really motivates a student to want to learn?

What are some of the best ways to keep my ELL students engaged and motivated? What can I do to keep them interested? What drives these students? It is important for me, and for all teachers, to understand how essential motivation is in the language learning process. I can think back to a time of when I worked with a group of third grade students. Two of my students absolutely loved coming to group every day. They always participated in discussions, answered questions, attempted reading the material; everything was positive with these two students. Then there was the third student. He was from the same classroom as the other two students, but he was slow coming to group, never participated, rarely raised his hand, had to be told several times to "keep working", and often didn't finish a task that was given to him. I often wondered why this boy was so much more unmotivated than my first two students. I could not figure out why he had no motivation for school. As it turned out, he was the same way in his classroom as well. It was hard for the classroom teacher to get him to turn in homework, permission slips, finish work they were doing in class, etc. The only time I saw real motivation coming from this student was when he wanted to race back to class to be the first one back. I discussed this with his classroom teacher, and she also agreed that, the only time he really

showed any motivation was to line up for lunch or to come in from recess. How could I tap into this intrinsic motivation to be the first to help him acquire English? The goal of helping students acquire self-motivation should be “front and center” for every educator. That being said, this means we, as teachers, need to find ways to motivate those hard to motivate students; finding out what interests them, or offering a reward for something they like after a goal has been set, for example, some free drawing time at the end of group time or being able to be first in line that day.

The population of the United States is becoming more diverse every year. With the growing number of different languages in our classrooms, teachers must be creative in how they reach students who are learning English. In order to make the language learning process a more motivating experience, teachers need to put a great deal of thought into developing programs which maintain student interest and have obtainable short-term goals.

Teachers need to understand that students from different cultures and educational backgrounds have a lot to learn in the English language and that cultural differences will affect what motivates them. Knowing some key strategies to help them learn and become motivated about learning is the first step. Being able to help them implement those newly acquired skills in their daily living gets them closer to mastery. With the constant demographic changes and student changes, teachers need to be able to motivate students so that they can achieve academic and postsecondary success.

### **Guiding Questions**

I am conducting a study to see if there is a correlation between intrinsic motivation and goal setting. I will evaluate the increase of letter identification using



student- assisted goal setting and utilize different alphabet learning activities throughout a 10-week period with a kindergarten level group. I will have a control group and an experimental group, both of which will receive the same amount of instruction and learning activities. The main difference between these two groups will be the use of goal setting activities that I will further explain in chapter three. This is a mixed study using both qualitative and quantitative methods.

### **Summary**

In this first chapter, I introduced my topic, described the personal reasons for my interest in intrinsic motivation, and defined the key concepts that will be relevant to my study.

Chapter two will review the literature focused around motivation and goal setting, different types of motivation, the value of and reasons for goal setting, and discuss studies that have been conducted on this topic that provide valuable information. I will also examine the gap that exists in this area of research. In chapter three I will share my action plan for my investigation, articulate the kind of data that will be collected, and explain how these methods will provide data that addresses my research question and link it back to the literature review. Chapter four will outline the results of my study and present the data that was collected along with an interpretation of the data collected. Lastly, chapter five will conclude my study, highlighting what was learned throughout the capstone process, revisiting the literature review, and considering possible implications and limitations of the study and its findings as well as making possible recommendations for future research projects.

## CHAPTER TWO

### LITERATURE REVIEW

How does goal setting impact intrinsic motivation, and does it help lead to enhanced learning at the kindergarten level? What is it, exactly, that makes an English language learner want to learn English? Many of the studies that have been performed revolving around goal setting and motivation, or even just motivation in general, have been focused around students of middle school age and older. This study will try to bridge the gap in the age range of this type of study. My study will focus on the kindergarten level. In this chapter, I will discuss the self-determination theory, extrinsic motivation, the value of goal setting, and I will also review studies that examine the intrinsic motivational factors that play key roles in a student's academic and future success and find out if there seems to be a correlation between goal setting and intrinsic motivation. For the purpose of this paper, I will briefly discuss extrinsic motivation, as this does play a role motivation.

#### **Intrinsic Motivation**

*Intrinsic motivation* is defined by Deci and Ryan (1985) as motivation that occurs for personal reasons. The person wants a challenge and a feeling of accomplishment. No rewards are required to encourage a person to study. They study a second language for the enjoyment and take pleasure in doing so, even with no motivational reward (as cited in Noels et al., 2001, p. 426). Intrinsic motivation occurs for different personal reasons for different students. Being that intrinsic motivation has to come from within, emotions

can play a great role when it comes to motivation. Deci and Ryan (2000) state that when people are intrinsically motivated, they experience interest and enjoyment and feel competent in what they are doing. Their studies have shown higher levels of perceived confidence and self-determination because of intrinsic motivation.

### **Extrinsic Motivation**

Although my study is dealing with intrinsic motivation, I feel it is important to mention other types of motivation. Let me first summarize extrinsic motivation, as noted by Ryan and Deci (2000), extrinsic motivation refers to doing something because it leads to a separable outcome. There is an external factor that drives someone to do something. For example, a person can work out because they want to obtain muscle and look fit on the outside. This would be extrinsic motivation because they are doing it to achieve an external outcome; the muscle tone and a fit body. Extrinsic motivation contrasts with intrinsic motivation in the fact that intrinsic motivation is done for pleasure and enjoyment; i.e., a person can work out because they enjoy working out and like the feeling it brings them, whereas extrinsic motivation requires the external outcome.

### **Amotivation**

When a person is amotivated, there is basically zero motivation. For lack of a better phrase, they have no reason to act on things. As stated by Ryan & Deci (2000), when amotivated, a person's behavior lacks intentionality and a sense of personal causation. For example, a student could be involved in a sport. They may not have any clue as to why they are participating in that sport. This would be someone that is amotivated because, usually, if a person is involved in a sport it is because they enjoy being a part of a team or enjoy playing that sport or love the competition. Behavioral

outcomes that relate to the feeling of amotivation lack competence and commitment towards participation (Deci & Ryan. 1985). In looking at my example above, when you are involved in a sport, you need to have the commitment and drive to continue the sport until the end, and keep your participation at the highest level. Someone who is amotivated does not display these traits or characteristics.

### **Functional Differences between Motivations**

From the time people are born, they have innate curiosity. We humans are inquisitive creatures, wanting to learn what things do, what things are. As we grow older, this curiosity builds into the desire to learn more. This desire to learn can come in different forms, and is obviously different for all people. These forms are discussed below. This desire can be classified as motivation. All people have intrinsic motivation, but in another sense, intrinsic motivation exists in the relationship between individuals and activities. People are intrinsically motivated for some activities, and not others, and not everyone is intrinsically motivated for any particular work (Ryan & Deci, 2000).

There are functional differences, or, the differences in characteristics, between extrinsic and intrinsic motivation. When individuals are intrinsically motivated, they are doing something for the fun and enjoyment of it, and the good experiences it can bring to them. There are many factors that promote intrinsic motivation, including challenge, curiosity, control, fantasy, competition, cooperation, and recognition. This is in contrast to its counter-part, extrinsic motivation, where activities are done due to external pressures or rewards or reinforcements. For example, a person could be looking at getting a pay raise, but in order to do this, they need to complete a large project. The pay raise would be the extrinsic motivation that drives the person to work harder.

## **Self-Determination Theory**

Deci and Ryan (1985, 1995) argued that learners' perceptions of their autonomy are important because these perceptions support feelings of intrinsic motivation, which are central to sustained effort at the learning task; this is called the Self-Determination Theory (SDT).

Deci and Ryan (1985) state that a corollary of the Self Determination Theory perspective is that people tend to pursue goals, domains, and relationships that allow or support their need for satisfaction. To the extent that they are successful in finding such opportunities, they will experience positive psychological outcomes. This is strongly tied with intrinsic motivation because it is dealing with the internal satisfaction, need, drive, feelings, and emotional responses associated with achieving a goal.

In SDT, learners' motivation depends on how eager they are to learn more information and to apply what they have learned to new situations. Intrinsic motivation is self-guided and consequently leads to more interest, excitement, and confidence than motivation based upon external rewards or punishments. Intrinsic motivation is a personal feeling that differs for each person, and when the circumstances and outcomes are right, intrinsic motivation can enhance a person's performance. Wang (2008) says that if students have internalized the importance of English learning, they have internal fulfillment regulation, and if students treat an English examination as an evaluation of what they have learned, they have intrinsic motivation. Along with this, Wang also indicated that students with high intrinsic motivation showed interest in English, put much effort into English learning, had high academic self-concept and self-efficacy, and tended to persist when facing challenging tasks. Intrinsic motivation also influenced

academic achievement through the effects of learning strategies and self-confidence. So, if students have a high intrinsic motivation factor, a goal should motivate them to do well on a personal level.

### **Cultural Aspects for Goal Setting**

Culture is everywhere. We live in a very diverse nation, a melting pot of many wonderful diversities. As said by King and McInerney, 2015, schools all over the world are becoming more and more diverse. In the United States, the number of non-white public school students has already reached 49% (National Center for Educational Statistics, 2015). Because our schools are becoming more multicultural, this could challenge how we teach (Guay, 2016).

Students' higher level of motivation is not based solely on intrapersonal factors as innate characteristics, but also on contexts, including cultural ones, in which students are supposed to develop their competencies. The cultural context is expected to shape motivation. Values and beliefs shared by a cultural group will affect students' motivation to learn and affect educational outcomes (Maehr & Nicholls, 1980), as cited by Guay, 2016. Some cultures may be more motivated if they are learning to speak English in an English speaking country simply due to the fact that they want to become more native-like, therefore driving and motivating them to work harder to reach that goal.

Guay (2016) reported that in researching specific studies regarding the cultural aspects for goal setting, results were consistent in revealing that culture would shape students' motivation levels, but not the association between motivational levels and potential determinants and consequences of these levels. According to this, culture has

an additive effect on motivation, not a moderating one. That being said, being motivated allows students to express their own potential fully, whatever their cultural values.

### **Reasons for Goal Setting**

*Goal setting theory* refers to the effects of setting goals on subsequent performance. Researcher Edwin Locke (1996) found that individuals who set specific, difficult goals performed better than those who set general, easy goals. Broadly defined, *goal setting* is the process of establishing clear and usable targets, or objectives, for learning (Moeller, Theiler, & Wu, 2012). An example of goal setting for an individual would be to have a goal of running the mile in seven minutes by a specific date.

Locke (1996) states that self-set goals can be highly effective in gaining commitment, although they may not always be set as high as another person would assign. Having students be a part of the goal setting process is a way to start the process for the student to begin internalizing the motivation piece that will help them to attain their self-determined goal. Locke (1996) also states that there are various ways in which to commit to goals: choosing values or long-range purposes that they want to attain, identifying why those values are important to them (including linking their goals and values to their self-concept), identifying how specific goals would help achieve their values, identifying the benefits of those goals, specifying plans (including training and knowledge seeking) that would make goal attainment possible, willfully keeping their knowledge in mind when confronted by setbacks and obstacles, and rewarding themselves internally for progress toward the goal. All of these ways in which to commit to a goal have the person rely on intrinsic motivation in some capacity.

## **Goal Setting Explored Further**

Locke (1996) states that setting high commitment to goals is attained when (a) the individual is convinced that the goal is important; and (b) the individual is convinced that the goal is attainable (or that, at least, progress can be made toward it). Goal setting is most likely to improve task performance when the goals are specific and sufficiently challenging. Manos, Minardou, & Kotis (2000) state that individuals often judge their competence by comparing their performance against standards of performance they set for themselves. Goals can also be used to enhance task interest, reduce boredom, and promote goal clarity. Thus far goal setting has been studied using more than 40,000 subjects (ranging from middle school aged children to research scientists) in eight countries, in both laboratory and field settings, with more than 88 different tasks, time spans of one minute to several years, goals set by several different methods, dependent variables of many types, and levels of analysis ranging from the individual to the group to the organizational. Goal- setting effects are quite robust, typically yielding a success rate of 90%, even including studies that made methodological and/or theoretical errors. Even though there were studies that made methodological and/or theoretical errors that could potentially skew the results, the success rate is still high. The evidence indicates that goal setting theory involves a motivational principle of fundamental importance.

Goals possess many important attributes that may moderate their effects on intrinsic motivation. One attribute that may have a particularly strong impact is performance evaluation- the manner in which competence is defined and judged. Achievement theorists have differentiated two types of general achievement goals that characterize an individual's purpose for task engagement: performance achievement



goals, which focus on the demonstration of ability and define competence normatively, and mastery achievement goals, which focus on the development of skills and abilities and define competence self-referentially (Ames & Archer, 1988; Dweck, 1986). Goals have an energizing function. High goals lead to greater effort than low goals (Locke & Latham, 2002). This being said, if the goals are set too high, this could discourage students and potentially lead to low self-esteem and feelings of inadequacy for not being able to achieve the goal, or even quitting.

Frank (2002) reports that goal setting helps the (athlete) know what is expected which allows for greater attention to a particular skill that needs to be developed. Thus, practice becomes more focused and efficient. Setting realistic, achievable goals increases the athlete's self-confidence, which is crucial to the ultimate outcome of success. Self-confidence increases because his/her attitude regarding success becomes more positive as goals are accomplished. Although she is speaking toward an athlete's point of view, this can be paralleled to that of a student, of any age. Goal setting does indeed let the learner know what is expected of him or her, which would allow for greater attention to a particular skill, such as letter identification, as in my study. Because of this, the student could become more focused and efficient. Frank (2002) then discusses self-confidence. This is such a massive word for a kindergartener. If a kindergartner has that self-confidence piece, they could be more motivated to learn more. Self-confidence in a kindergartener could be the strong desire to learn, to set goals for themselves, to try things such as reading or sounding out letters that may be a little bit difficult, and possess the willingness to make mistakes and learn from them.

Frank (2002) has a seven step process in how to set a goal for yourself or student, or in her case, an athlete in martial arts. But once again, it mimics the research that has been done in other areas, along with the steps I would need to do to set up my study. I am omitting the seventh step because it discusses having a reward system in place, and, for the purpose of my study, the reward is not the focus, the intrinsic motivation is the focus. I would like to include this seven step process, as it is a nice parallel that shows how my steps for my study are aligned with these steps noted by Frank (2002). I will include her examples for each step followed by the exact process I would use in that step. I will be modifying these steps to fit my project and discuss them in chapter three. The steps are as follows:

1) Set effective goals

- a. The student and teacher would sit down together and set a goal that both think will be challenging, yet attainable.
- b. *Frank's example: The outcome-oriented martial artist will try just hard enough to or achieve rank while trying to avoid the risk of error or loss. Outcome-oriented goals do have their place in identifying what the martial artist ultimately wants to achieve such as obtaining the black belt or winning a tournament.*

2) Assess current level

- a. Give an assessment to see where a student is currently performing to show their knowledge or ability.

- b. *Frank's example: The next step in goal setting is to assess the martial artist's current skill level and to identify what specific skills need to be developed further to achieve the desired outcome.*

3) Restate the goal in a positive, measurable way

- a. After assessing the student and the goal has been set in place, the goal should then be restated so it is positive, and it can be measured during the duration of the journey to get to the goal.
- b. *Frank's example: Once the specific goal has been identified, the goal should then be stated in a positive, measurable way that is realistic, but challenging. For example: "My goal is to increase the height of my kicks by six inches."*

4) Set the target date

- a. The teacher and student will set the exact date that the goal is to be achieved, and what they will need to accomplish in a specific time frame each week/month, whichever the teacher chooses.
- b. *Frank's example: Target dates are then identified: "My goal is to increase the height of my kicks by six inches in the next six months. To do so, I will need to increase the height of my kicks by one inch a month."*

5) State the methods to achieve the set goal

- a. The student and teacher should discuss the different types of activities they can do to help to attain the set goal.

b. *Frank's example: The martial artist should then determine what are the methods to achieve this goal. For the above example, she might decide to increase flexibility training and to practice higher kicks on a target bag which allows her to measure the height.*

6) Record the progress made

a. The teacher should have a pre-made graphing chart so the student is able to chart their results each assessment or check point date. A place for the date and their results should be available. This will allow both the teacher and student to compare results to the previous weeks.

b. *Frank's example: As the martial artist works toward his goal, he should record his progress and share it with others. The process of sharing the goal and progress with others increases his commitment and allows others to give him encouragement.*

Once a personal goal is achieved by a student, increased feelings of competence can happen. Then it is as if a domino effect happens where many good things can fall into place for the student: For example, their confidence level is higher, their knowledge base has increased, and they want to really learn more, knowing that they can set goals for themselves and actually reach them, thereby driving their intrinsic motivation even more.

### **The Value of Goal Setting**

Clearly defined and articulated goals give people purpose and meaning to their work. They protect them from anxiety and despair (Morisano, Hirsh, Peterson, Pihl, &

Shore, (2010). A term I feel is important for me to mention for the purpose of this study is the term *learning goal*. A learning goal focuses attention on the acquisition of knowledge or skills. This should be set when an individual does not have the requisite knowledge to perform the task (Latham, no date given).

According to Gary Latham (“The Value of Goal Setting for Students,” n.d.) goal setting interventions in education have been shown to be an effective method of enhancing student performance. Educators commonly use goal setting as a strategy to motivate task performance. This is because goals direct a student’s attention toward the goal, increase effort and persistence, and motivate a student to find strategies to attain the goal. Learning goals have been associated with such positive outcomes as a deeper and more organized processing of information, effort and persistence in the face of challenges, and finally, an increased motivation and interest in the educational material. Locke et al. (1981) (as cited in Moeller, Theiler, & Wu, 2012) reports that studies have shown that goal setting in language learning is commonly regarded as one of the strategies that encourages learner autonomy.

Explicitly setting goals can markedly improve performance in any given task. Individuals with clear goals appear more able to direct attention and effort toward goal-relevant activities and away from goal-irrelevant activities, demonstrating a greater capacity for self-regulation. The establishment of clear goals also appears to increase enthusiasm, with more important goals leading to the production of greater energy than less important goals. Goal clarity increases persistence, making individuals less susceptible to the undermining effects of anxiety, disappointment, and frustration. Finally, well-defined goals appear to help individuals discover and use ever more

efficient strategies and modes of thought and perception (Locke & Latham, 2002; Locke, Shaw, Saari, & Latham, 1981; Smith, Locke, & Barry, 1990). This research confirms that goal setting is valuable in attaining goals. Just telling someone to “try harder” or “do your best” is less effective than actually setting a goal for someone by telling them to “try and beat their last score or time.” Tasks become more motivating when one works toward a goal they have set for themselves that is attainable.

A number of relevant studies indicate that goal setting affects performance and enhances achievement (Boekaerts et al. as cited in Moeller, Theiler, & Wu, 2012). Goal setting is an effective method of enhancing student performance. This is because goals direct a student’s attention toward the goal, increase effort and persistence, and motivate a student to find strategies to attain the goal.

A study that was conducted by Noels, Clement, and Pelletier (2001) on intrinsic motivation shows that intrinsic motivation plays an enormous role when students are learning a second language. Each student wanted to learn English for varying reasons, however, this study found that the motivational intensity, and persistence of the learner, which is similar to goal setting, revealed high levels of motivation. In fact, learners felt that they had very important reasons for learning English; for example, helping them better understand the English-speaking community better, or to achieve valued personal goals and tangible rewards such as jobs or course credits. Students also stated that they like to learn English because it was fun.

This study, conducted by Noels, Clement, and Pelletier (2001), found that intrinsic motivation was the backbone to the student’s future. A deep understanding of English was integrated into effective communication, which was the overall goal. The

students wanted to study and learn for themselves. They wanted to communicate with members of the English community to achieve fluent and grammatical English. People who want to learn English in order to communicate with others are likely to show more effort and continue to use that knowledge well into the future (Noels, Clement, and Pelletier (2001). All of the above reasons point toward personal goal setting for each student, and the motivation to reach that goal.

As said by Moeller, Theiler, & Wu, (2012), studies have also shown that appropriate goal setting, along with timely and specific feedback can lead to higher achievement, better performance, a high level of self efficacy, and self-regulation. Participatory goal theory emphasizes that for goal setting to improve performance, students should be allowed to participate in setting their own goals, as stated by Azevedo et al. (as cited in Moeller, Theiler, & Wu, 2012). Participatory goal theory states that students who choose their own goals perform at higher levels than students who have goals set for them.

### **Gap in Literature**

Although there are many studies done on the correlation of goal setting and intrinsic motivation, much of the research has focused on the middle school student and older individuals. There seems to be little published research done at the elementary level, more specifically, the kindergarten level.

Research summarized above points to a gap in that in these studies student participants have not been asked to be part of goal setting for their own learning, specifically at the kindergarten level. This is why, in my study, I have chosen to have the students be a part of their own goal setting, so they are truly a part of their own

achievement, allowing this to increase that intrinsic motivation. To fill this gap, I will be helping my kindergartners set goals related to letter recognition to determine if goal setting is as useful at this age group. Having the students participate in their own goal setting helps them to know that their goal is attainable for them, that it is within their capacity. Bandura, 1986 (as cited by Goudas, Minardou, & Kotis, 2000) claim there are three paths to commitment: adjust the goal to the person's present capacity; raise the person's capacity through providing training and experience; or change the person's perspective on their capacity through expressions of confidence and role modeling. The person does not have to believe that total success is possible (an important issue when goals are difficult) as long as they believe that partial success or progress toward the goal (e.g., in the form of subgoal achievement) is meaningful (Locke, 1996).

### **Research Question**

The goal of my study is to find out how goal setting impacts intrinsic motivation at the kindergarten level, and to see if it helps to enhance learning. The question that I am explicitly trying to answer is “How does goal setting impact intrinsic motivation and does it help to enhance learning at the kindergarten level?”

### **Conclusion**

In this chapter I have discussed intrinsic and extrinsic motivations and their functions; highlighted the self-determination theory; discussed amotivation; reasons for goal setting, and the role of intrinsic motivation; discussed the gap found in research that the current study will aim to fill. I have also provided findings by researchers who have found different correlations between goal setting and intrinsic motivation and the positive impact that goal setting can have on a student’s motivation factor. Much of the research



that has been done has been at the middle school level or older. I am trying to fill this gap and conduct a study with the younger students.

In the next chapter, I will lay out the study that I have designed to test the control and experimental groups to see if there is a correlation between intrinsic motivation and goal setting and see if the possible correlation enhances learning. I will discuss my methodology, setting, participants, materials and data collection, lay out my procedure, and discuss how I will analyze my data findings and display the student charts that will be used throughout my study.

## **CHAPTER THREE**

### **METHODOLOGY**

I chose to create a study related to goal setting and motivation at the kindergarten level because there is a gap in research regarding goal setting and motivation studies at the kindergarten level. By studying the effects of goal setting on the ability to identify letters, I am hoping to bridge the gap between the ages of study and find out if this correlation helps to enhance learning for kindergarteners. The question I am trying to answer is, how does goal setting impact intrinsic motivation at the kindergarten level, and does it help to enhance learning?

#### **Overview of the Chapter**

To find out if goal setting has an impact on intrinsic motivation and help to enhance learning at the kindergarten level, I will be adopting a mixed methods research methodology. Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research and data in a single study. I will be conducting both qualitative and quantitative research. Mackey & Gass (2016) state that quantitative research can be divided into two types: associational and experimental. Both aim to determine a relationship between variables. The goal of associational research is to determine whether a relationship exists between variables. Experimental research compares two groups of participants by having a control and an experimental group.

### **Mixed Methodology Paradigm**

*Qualitative research* is defined by Mackey & Gass (2016) as research that is based on descriptive data that does not make regular use of statistical procedures and can include the characteristics such as a natural and holistic representation and fewer participants. My research is qualitative in the fact that I have used a natural and holistic representation which includes working with kindergarten students in their natural school environment, and I have used fewer participants rather than a large group of students.

*Quantitative Research* is described by Mackey & Gass (2016, p. 189) as “being divided into two types: associational and experimental. Both determine a relationship between or within variables, however the goal of associational research is to determine whether a relationship exists between variables, and to what extent. Associational research is not concerned with causation, only with co-occurrence. In experimental studies, researchers deliberately manipulate one or more variables (independent variables) to determine the effect on another variable (dependent variable)”. My research study is quantitative because it combines both experimental and associational aspects in its design. I have attempted to determine if there is a relationship between goal setting and intrinsic motivation. I had a control and experimental group for comparison. I have collected data regarding which letters (upper case and lower case) and how many of each type of letter each student can identify on a biweekly basis in the form of a letter identification test. The data was charted for comparison from each test given. My charts show student growth from the time of the pre-test to the post-test.

## **Triangulation**

Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. Triangulation results in more valid and reliable findings, and also results in a stronger research design.

Triangulation is a technique that is used to ensure that the study is comprehensive and well-developed. There are five types of triangulation: 1). Data triangulation involving different sources of information to increase validity. 2). Investigator triangulation involves several different investigators. 3). Theory triangulation involves the use of multiple perspectives to interpret a single set of data. 4). Methodological triangulation involves the use of multiple qualitative and or quantitative information. 5). Environmental triangulation involves the use of different locations and settings and other key factors associated with the environment. The benefits of triangulation include increasing confidence in research data, creating innovative ways of understanding phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem (B2B Whiteboard, 2013.). Johnson (1992), (as cited in by Mackey & Gass, 2016), says “the value of triangulation reduces observer or interviewer bias and enhances the validity and reliability of the information.” For my study, I have used the methodological triangulation using qualitative and quantitative methodologies. My research is qualitative in the fact that I have used a natural and holistic representation, which includes working with kindergarten students in their natural school environment, and I used fewer participants rather than a large group of students. By doing this project with a smaller group of students I was able to

generalize my results to a larger population. This study could be duplicated with a larger population of students as well. My research study is also quantitative because it is associational. I have attempted to determine if there is a relationship between goal setting and intrinsic motivation. I had a pre and post-test as my treatments for both groups.

My specific research question is as follows: Does goal setting have an impact on intrinsic motivation and does it help to enhance learning at the kindergarten level? To investigate this question, I have conducted a study where explicit goal setting took place, and the effects of goal-setting were measured.

For this study, I needed two groups of kindergarten students; one was my control group, the other was my experimental group. This allowed me to see if there was a difference between the levels of knowledge gained between each group of students, with and without goal setting. Both groups were seen the same amount of time per week and received the same instruction from both myself and their mainstream teacher. All of my kindergarten students have the same curriculum, and their teachers collaborate daily to make common lessons and plans, so I know they all received the same types of instruction and activities. All criteria used in this study is based on the literature discussed in chapter two.

## **Procedure**

### **Participants**

I worked with seven ESL kindergarten students in small groups in my office/classroom area for 20 minutes on a daily basis for the duration of the study and beyond. There are three African students, two Asian students and two Eastern European

students. Two of my students had preschool and five had no preschool. This will not affect my grouping. The following table shows the demographics breakdown for each student:

Table 3.1

Student Number	Male/Female	Preschool Yes/no	Place of origin
Student #1	Female	No	Ukraine
Student #2	Female	Yes	Africa
Student #3	Female	Yes	Africa
Student #4	Male	No	Ukraine
Student #5	Female	No	Asia
Student #6	Female	No	Africa
Student #7	Male	No	Asia

Students were grouped at random. I worked with two different groups of kindergarten students. One group was my control group, and the other group was my experimental group where goal setting took place. These kindergarten students are K-1 Qualified, which means these students did not pass the WAPT screening test. As stated on the WIDA website, W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" given to incoming students who may be designated as ELLs. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

**Setting**

My study took place in a north suburban elementary school in the Midwest. My district is part of a large metro area. Currently, 80 students, or 6% of the students enrolled in my elementary school are in the ESL program. This number is just for the students that are currently enrolled. This does not include students who do not qualify for or who have exited the program. The following is a comparison of my school to the entire district. Within my school district, there are 89 different languages spoken. The top five include Spanish, Hmong, Arabic, Somali, and Vietnamese. Currently, at my school, there are 30 different languages spoken. The top four are Oromo, Hmong, Ukrainian, and Russian. 67 different countries are represented at the district level, the top five being Iraq, Ethiopia, Mexico, Liberia, and Kenya. The top four countries represented at my school are Congo, Kenya, Philippines, and Ukraine. The following graphs show the breakdown of the languages and countries represented at the district level and within my school.

Figure 3.1

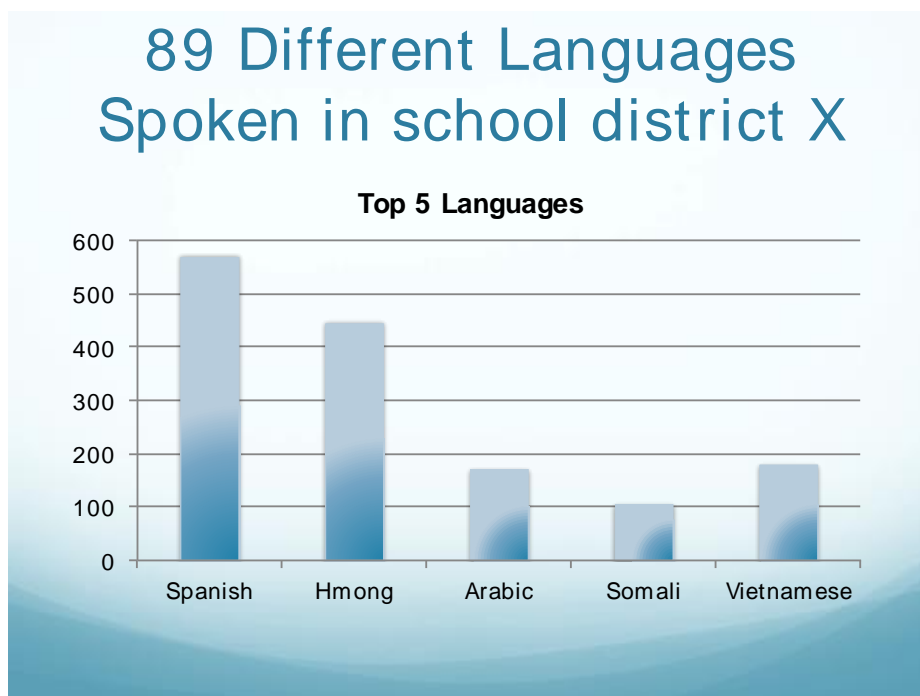


Figure 3.2

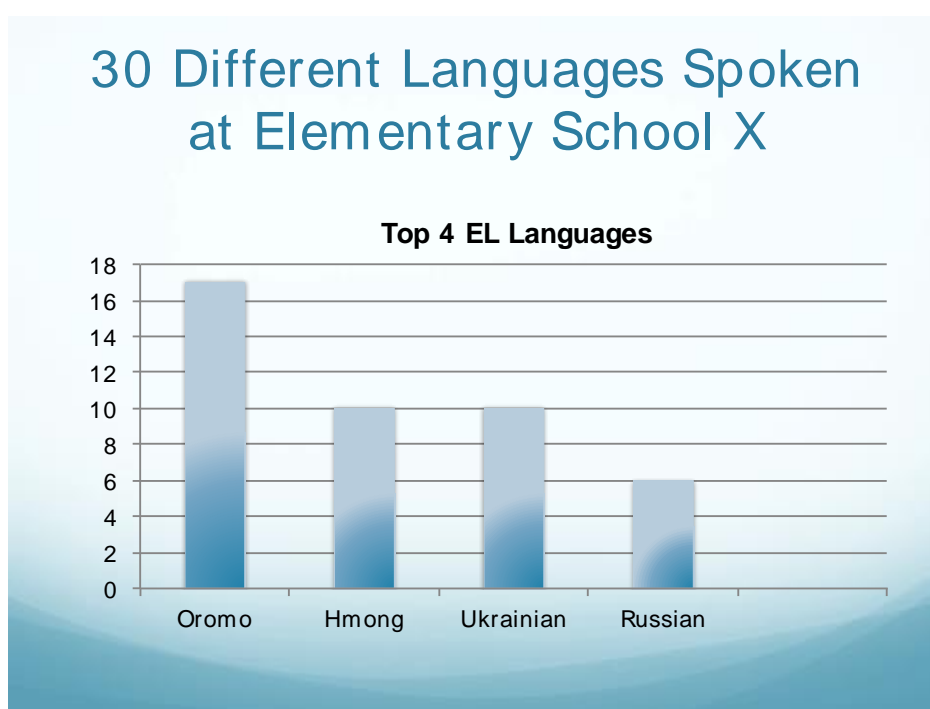




Figure 3.3

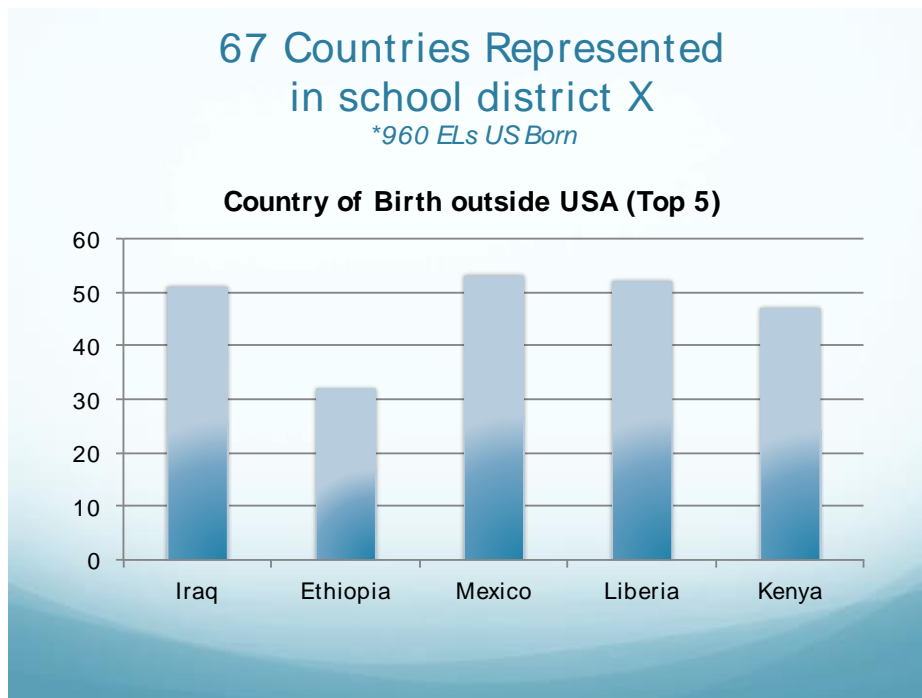
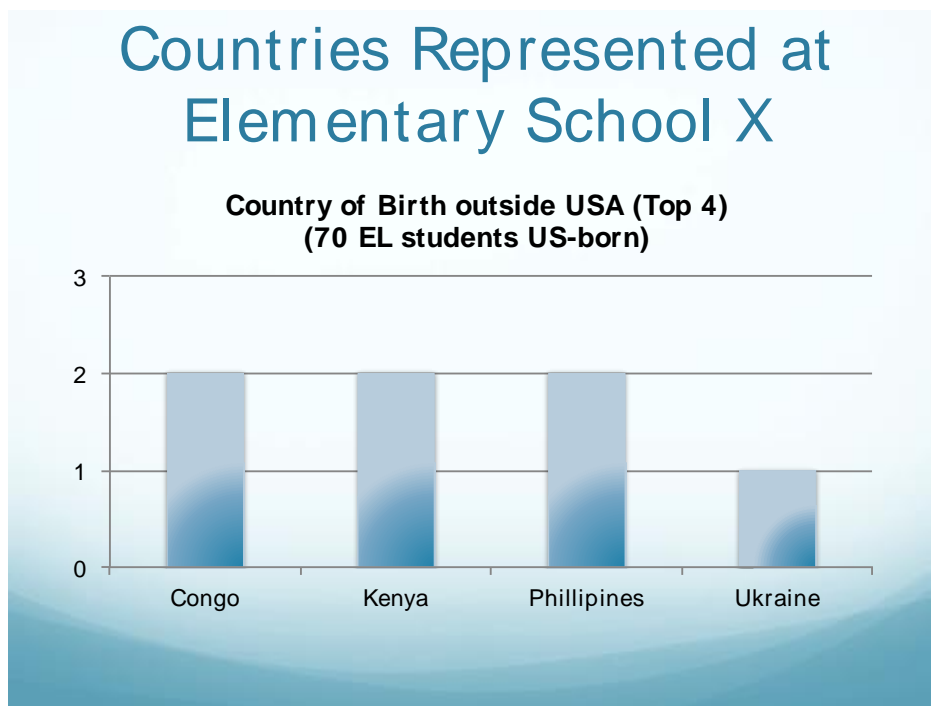


Figure 3.4



## **Pilot Study**

I have conducted a pilot study with a four year old preschooler, identifying upper and lower case letters, following my pre-test and post-test model. The only difference between my pilot study and my ten week study was time allowance. My pilot study was done in one week versus a ten week trial. My findings during this one week study verified what other researchers have found; there seems to be a correlation between intrinsic motivation and goal setting. My participant had drastic percentage increases in letters, which is 15%, in the pre-test, and two lower case letters, which is 7%, in the pretest, to identifying 11 capital letters, which is 42%, in the post-test, and identifying nine lower case letters, which is 35%, in the post-test. She and I together set a goal of learning two letters in both capital letters and lower case letters. She had a dramatic increase of a 27% increase in capital letter identification, and a 28% increase in lower case letter identification. These results exceeded the goal she set and happened in a matter of one week. Based on these results, I expect to have high increases within my ten week study. Along with this, the prediction can be made that there is a strong correlation between goal setting and intrinsic motivation, and that it does enhance learning based on the drastic increase in letter identification from my pilot study matching that of previous studies and research. Based on this finding, I have chosen not to revise anything at this point.

## **Study Design**

The following are the modifications I would use as part of Frank's seven-step process that I first discussed in chapter two. I have made my modifications so they would align with her seven-step process. They are as follows:

1. Set effective goals

My study: This mirrored the type of goal I had in mind for my students, which was letter identification.

2. Assess current level

My study: This step was my pre-test assessment to see what letters the student could currently identify.

3. Restate the goal in a positive, measurable way

My study: This portion of my study was when I sat down with the student and we discussed a goal together that the student felt he or she was able to reach. For example: “My goal is to know four more letters by Halloween.”

4. Set the target date

My study: At this point, the student’s goal was stated, including that they were to achieve their goal within a ten week period, with myself as the teacher incorporating letter identification activities throughout the duration of the study. For example, the student could say, “My goal is to increase my letter identification by eight letters by X date. To do so, I need to learn X letters every two weeks.” To help a kindergartener know how long two weeks is, a calendar could be implemented to cross off days that are completed and count how many days are left of that particular cycle.

5. State the methods to achieve the set goal

My study: This was my learning activities which included different types of alphabet and letter identification games, doing school hallway walks- identifying targeted letters along the way, identifying letters in books, on signs, letter writing practice, and other activities that may come up along the way. These activities were built into my daily routine.

6. Record the progress made

My study: This is the point in my study when students charted and graphed their biweekly results so it was visual to them. I taught them how to graph and what all this information means. It was no doubt overwhelming to them at first, and they did not completely understand what they were graphing, but as the graphing continued, it all came together for them because they were be able to see, by numbers and color, what they were actually producing in class. Seeing their progress enhanced motivation and learning.

As stated earlier, did this study because many of the studies I have researched used older students; middle school or older. I studied this gap to see if goal setting worked for kindergarten students. There seems to be little published research done at this level. However, I compared my research of intrinsic motivation with others that have studied motivation such as Dörnyei, Z., & Ushioda, E. (2009), Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985), Locke, E. A. (1996), Locke, E. A., & Latham, G. P. (2002), and Locke, Edwin A. & Latham, Gary P. (2006).

I have used the data that I have found to see if results show that having a goal does impact intrinsic motivation. If so, the results for the goal setting group should have

a higher increase in letter identification than that of the control group, and the progress charts show this. The control group did not have a goal set for them, and so they did not have any check points throughout the study, therefore they displayed less intrinsic motivation to have a higher level of achievement.

## **Materials**

The materials I have used for this study were a pre and post-test, which were identical, and a sheet with letters of the alphabet, randomly listed. The top portion of the sheet is for the capital letters, and the bottom portion is for the lower case letters. My experimental group had a graphing sheet on which they graphed their results at the end of the pre-test, after each check point, and after the final post-test. Along with this graphing sheet, there were two other sheets, one for capital letters and one for lower case letters, in which the student charted the letters they had identified and not identified at the given testing dates. A letter colored green indicates the student was able to identify that letter. A letter colored red indicated that a student did not identify the letter correctly or did not know that particular letter. Having the graphing charts helped to clearly show week-to-week results, with easy comparability. The percentage of growth individual student graphing sheet showed the number of letters a student identified correctly along with the percentage growth from check-point to check-point for both upper case and lower case letters. The control group had the same chart but only charted the pre-test and post-test. Lastly, there are percentage charts for both the experimental and control group that allowed me to track the data so that I was able to compare students to each other, and even compare groups to each other. My study is both an associational and an experimental design, which typically allows the researcher to control the task to the

treatment condition, but using some criterion other than random task assignments. This is considered an associational design because I have attempted to determine if there was a relationship between goal setting and intrinsic motivation. My study is also an experimental design because my treatment had an experimental group and a control group to compare results. I had a pre and post-test as my treatments for both groups.

### **Pre-test**

For my study, I had two groups; a control group and an experimental group. To begin the study, the experimental group of students (goal setting students) were given a pre-test to measure the number of capital and lower case letters they can identify (see Appendix B). The pre-test was given in two parts: The first part was to identify all the capital letters, and the second part was identification of lower case letters. Within both sections, the letters were in random order. Students were given a copy of the assessment, covering up everything with a separate sheet of paper except the line of letters they were to identify. This assessment was done individually. I had the same copy of the assessment, but I marked whether or not they were able to identify the letters. I did this same thing when testing the student on the lower case letters. Once the assessment was finished, I showed the students which letters they got correct and incorrect. The student and I then sat down together and created a goal for them; how many letters did they think they could identify (both lower case and upper case) at the end of 10 weeks? The student and I figured out how many letters he/she needed to learn every two weeks, which was also the duration between check points, in order to achieve their 10-week goal. Pretests, checkpoint tests, and post tests were identical to ensure validity and reliability. The control group (no goal) also took this same pre-test, but we did *not* have checkpoints mid

study, and we did not discuss a goal. For those who participated in goal setting, I broke this goal into smaller attainable goals.

### **Kindergarten Goal Setting**

To start the goal setting process with my kindergarten students, I sat down with them one on one. Based on the pre-test score they received, together we decided how many letters they thought they could learn during the two weeks we would be doing work. At the end of those two weeks we would have the checkpoint test. Based on what we came up with as a biweekly goal determined the overall goal of numbers of letters that student would learn in both capital and lowercase, by the end of the ten-week study. Having my students be a part of their own goal setting was really exciting for them because they had the input for an end goal. Students do not often get that kind of a say in their education.

### **Data Collection**

Throughout our group times, I had checkpoints of letter identifications for the goal setting group on a biweekly basis. As stated above, the check points were the same as the pre-test. Students helped to chart their progress (see Appendices C-F) each time we did a checkpoint assessment. I provided the same instruction and activities for letter identification for both groups. The experimental group should have been thinking about achieving their goal, which should then have helped increase that intrinsic motivation. Even when students were getting instruction from their classroom teacher, those experimental group students could and should have been thinking about how this instruction could help them achieve their goal. Both groups were still getting the same instruction from myself and the classroom teacher, it was just that one group did not have

a goal in mind, and the other did, so it really did not matter where the learning or instruction came from.

### **Post-test**

At the end of 10 weeks, both groups were given the final post-test, which was the exact same test as the pre-test and check point tests. I analyzed the data for each individual student and gave percentages of growth, or lack of, for each student. I was also able to analyze how much growth the students had for every two weeks according to their charts.

### **Analyzing the Data**

Once the ten-week study was complete, I was able to look at my student letter identification charts and easily see which letters students were able to identify or not identify from check point to check point. This allowed me to see if they were staying consistent at remembering the letters they have already learned. If the results indicated that students had forgotten these letters, re-teaching was needed. I was also able to use the student graphing charts for the number of letters identified at each checkpoint to see how much they had improved over the course of the two-week period. I could document not only the number of letters learned over the duration of time, but I could also figure out the percentage of increase from week to week, along with the total percentage of increase for both lower and upper case letters, and document those on the charts (see Appendix G). As stated previously, I did not do check points with my control group, however, I was still able to find percentages for the increase in letter identification at the post test time. Once I had both the control group and experimental group's numbers and percentages figured out and documented, I was able to compare the two groups with each



other. Comparing the percentages of the two groups with each other allowed me to see whether or not goal setting had an impact on intrinsic motivation. I was looking for data that showed me there was a larger increase in percentage rates of letter identification for the experimental group, as they were the ones who had the goal set for them assuming my pattern followed those of previous researchers' findings.

### **Reliability and Validity**

Joppe (2000) (as cited in Golafshani, N., 2003), defines reliability as “The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (p. 1). Mackey & Gass (2016) define reliability in its simplest form as consistency.

There are two main types of validity as said by Mackey & Gass (2016). The two types are internal and external validity. Internal validity is finding to what extent the differences that have been found for the dependent variable directly related to the independent variable. Mackey & Gass (2016) define external validity as the extent to which the findings of the study are relevant not only to the research population, but also to the wider population of language learners.

Using a mixed methodology approach helped to validate and enhance my study because I have used both qualitative and quantitative research. The variation in data collection, by having control and experimental groups and gathering data from and comparing both groups, leads to greater validity. To measure the reliability of my study, I have administered a pre and post-test with check point biweekly, for the experimental

group. The same tests were given each time to measure growth. Because this was the same test, this also made this study more reliable. My test can easily be duplicated for a larger population which also helps increase validity. Both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone.

### **Ethics**

Before starting this study, I have acquired approval from Hamline University, my school district, and my school principal. All participants' parents were given letters of consent (see Appendix A) to sign in agreement of having their child participate in my study. Parents do have the option to refuse, and those results will not be part of my data analysis. This is also stated within the letter. For privacy purposes, students will be identified by number instead of by name. All original data collection work will be destroyed upon completion of my study.

### **Conclusion**

In summary, the methodology of this study investigated the correlation between intrinsic motivation and goal setting by using a control group and an experimental group. It was hypothesized that based on previous research the results of my study suggested a correlation between intrinsic motivation and goal setting. The gap in this research lies within studies being conducted with middle school and older students. I wanted to find out if goal setting related to letter identification is useful at this age level. My study investigated to see if goal setting has an impact on intrinsic motivation and if it helps to enhance learning at the kindergarten level. As indicated by my pilot study, there seemed to be a strong correlation between goal setting and intrinsic motivation demonstrating that

it does enhance learning. Chapter four will display and discuss the results of these assessments and summarize the data, and chapter five will conclude my findings and discuss how my findings compare to that of researchers.

## **CHAPTER FOUR**

### **RESULTS**

This study took place at a Midwestern elementary school in Minnesota. This was a study that looked at how goal setting impacted intrinsic motivation at the kindergarten level. This study was done over a ten-week period with data collection obtained on a biweekly basis. Throughout the collection of this data, I sought to find the answer to the following question: How does goal setting impact intrinsic motivation and does it help lead to enhanced learning at the kindergarten level?

These results indicate that having a kindergarten student be a part of their own goal setting truly does have an effect on their intrinsic motivation. As I have stated in chapter two relating to the gap in the literature review studies, having a kindergarten student be a part of goal setting for their own learning makes them truly a part of their own achievement, allowing this to increase their intrinsic motivation.

#### **Data Results**

Feedback on goal progress enables students to track whether they are making progress in attaining the goal (Latham, nd). The biweekly checkpoints and charting of data with students provided this type of feedback to students. I was not only checking for progress on the student's end, but this was also a way for me to give the student feedback on their progress. This was a highly motivating piece for the students as they were able to not only hear about their progress towards their goal, but they were able to chart their

progress and visually see the improvements they made throughout the ten weeks. Giving my experimental group this positive feedback seemed to motivate them to keep going and be persistent in achieving and even surpassing their set goal.

### **Pre-test Results**

The following is a table that displays the number of letters identified by both the control group and experimental group for both capital and lowercase letters for the pretest letter identification.

Table 4.1

	Capital letters	Lowercase letters
<b>Experimental Group</b>		
Student #1	2	2
Student #2	24	21
Student #3	26	25

	Capital letters	Lowercase letters
<b>Control Group</b>		
Student #4	19	11
Student #5	26	23
Student #6	24	20
Student #7	25	22

#### *Student #1 (experimental group)*

Student #1 identified 2/26 capital letters, which is 7%, on her pre-test. She and I made a goal plan of learning 10 more letters over the course of 10 weeks, or 2 letters per week, roughly. The goal for capital letters stated that by the end of 10 weeks, this student

will have increased her capital letter ID by 10 letters, or a 38% increase for a total of 12/26 letters or 46% of all capital letters.

Student #1 identified 2/26 lower case letters, which is 7%, on her pre-test. She and I made a goal plan of learning 10 more letters over the course of 10 weeks, or, 2 letters per week, roughly. The goal for the lowercase letters was that by the end of 10 weeks, this student will have increased her lower case letter ID by 10 letters, or a 38% increase. This would be a total of knowing 12/26 letters or 46% of all the lowercase letters.

*Student #2 (experimental group)*

Student #2 identified 24/26 capital letters, which is 92%, on her pre-test. She and I made a goal plan of learning 2 more letters over the course of 10 weeks, or 2 letters per week and maintaining current knowledge. The goal for the capital letters stated that by the end of 10 weeks, this student will have increased her capital letter ID by 2 letters, or a 7% increase. This would be a total of knowing 26/26 letters or 100% of all capital letters.

Student #2 identified 21/26 lower case letters, which is 80%, on her pre-test. She and I made a goal plan of learning 5 more letters over the course of 10 weeks, or 2-3 letters per week and maintaining current knowledge. The goal for the lowercase letters stated that by the end of 10 weeks, this student will have increased her lower case letter ID by 5 letters, or a 19% increase. This would be a total of knowing 26/26 letters or 100% of lowercase letters.

*Student #3 (experimental group)*

Student #3 identified 26/26 capital letters, which is 100%, on her pre-test. She and I made a goal plan of maintaining current knowledge over the course of 10 weeks and beyond. This would be a total of knowing 26/26 letters or 100% of capital letters.

Student #3 identified 25/26 lower case letters, which is 96%, on her pre-test. She and I made a goal plan of learning 1 more letter over the course of 10 weeks, or 1 letter per week and maintaining current knowledge. By the end of 10 weeks, this student will have increased her lower case letter ID by 1 letters, or a 3% increase. This would be a total of knowing 26/26 letters or 100% of lowercase letters.

*Student #4 (control group)*

Student #4 identified 19/26 capital letters, which is 73%, on his pre-test. We did not sit down and do a goal plan, as he is in the control group. I set a goal for this student, but did not share it with him. In my planning, I want a plan for him to learn 5 more letters over the course of 10 weeks, or 1-2 letters per week, roughly and maintain current knowledge. My own goal for this student in regards to capital letters stated that by the end of 10 weeks, this student will have increased his capital letter ID by 5 letters, or a 19% increase. This would be a total of knowing 24/26 letters or 92% of capital letters.

Student #4 identified 11/26 lower case letters, which is 42%, on his pre-test. We did not sit down and do a goal plan, as he is in the control group. In my planning, I want a plan for him to learn 5 more letters over the course of 10 weeks, or 1-2 letters per week, roughly, and maintain current knowledge. My goal for student #4 in regards to lowercase letters stated that by the end of 10 weeks, this student will have increased his lower case

letter ID by 5 letters, or a 19% increase. This would be a total of knowing 16/26 letters or 61% of lowercase letters.

*Student #5 (control group)*

Student #5 identified 26/26 capital letters, which is 100%, on her pre-test. We did not sit down and do a goal plan, as she is in the control group. I set a goal for this student, but did not share it with her. In my planning I want a plan for her to maintain current knowledge over the course of 10 weeks and beyond. This would be a total of knowing 26/26 letters or 100% of capital letters.

Student #5 identified 23/26 lower case letters, which is 88%, on her pre-test. We did not sit down and do a goal plan, as she is in the control group. In my planning, I want a plan for her to learn 3 more letters over the course of 10 weeks, or 1-2 letters per week, roughly, and maintain current knowledge. My goal for student #5 in regards to lowercase letters stated that by the end of 10 weeks, this student will have increased her lower case letter ID by 3 letters, or a 11% increase. This would be a total of knowing 26/26 letters or 100% of lowercase letters.

*Student #6 (control group)*

Student #6 identified 24/26 capital letters, which is 92%, on her pre-test. We did not sit down and do a goal plan, as she is in the control group. I set a goal for this student, but did not share it with her. In my planning, I want a plan for her to learn 2 more letters over the course of 10 weeks, or 2 letters per week, roughly and maintain current knowledge. My goal for student #6 in regards to capital letters is that by the end of 10 weeks, this student will have increased her capital letter ID by 2 letters, or a 7% increase. This would be a total of knowing 26/26 letters or 100% of capital letters.



Student #6 identified 20/26 lower case letters, which is 76%, on her pre-test. We did not sit down and do a goal plan, as she is in the control group. In my planning, I want a plan for her to learn 6 more letters over the course of 10 weeks, or 2 letters per week, roughly, and maintain current knowledge. My goal for student #6 in regards to lowercase letters stated that by the end of 10 weeks, this student will have increased her lower case letter ID by 6 letters, or a 23% increase. This would be a total of knowing 26/26 letters or 100% of lowercase letters.

*Student #7 (control group)*

Student #7 identified 25/26 capital letters, which is 96%, on his pre-test. We did not sit down and do a goal plan, as he is in the control group. I set a goal for this student, but did not share it with him. In my planning, I want a plan for him to learn 1 more letter over the course of 10 weeks, or 1 letters per week, roughly and maintain current knowledge. My goal for student #7 in regards to capital letters was that by the end of 10 weeks, this student will have increased his capital letter ID by 1 letters, or a 3% increase. This would be a total of knowing 26/26 letters or 100% of capital letters.

Student #7 identified 22/26 lower case letters, which is 84%, on his pre-test. We did not sit down and do a goal plan, as he is in the control group. In my planning, I want a plan for him to learn 6 more letters over the course of 10 weeks, or 2 letters per week, roughly, and maintain current knowledge. My goal for student #7 in regard to lowercase letters was that by the end of 10 weeks, this student will have increased his lower case letter ID by 4 letters, or a 15% increase. This would be a total of knowing 26/26 letters or 100% of lowercase letters.

## **Post-test Results**

The following are tables I have used to document the student's progress each week. The tables show data from all of my students for each biweekly checkpoint, along with the pre and post-test. Tables include data from both the control and experimental groups.

The results of my study showed that when teachers and students set goals together students learned more letters. This indicates that intrinsic motivation may have been higher in the control group, who did not set goals, because they did not show similar growth. I noticed that the students who were able to help set their own goals were more motivated during class time. This can be seen in the following analysis of the charts from Chapter four. These same students also displayed excitement and eagerness to take the checkpoint tests and document their progress. They loved this because they could visually see their progress and see which letters they still needed to have more practice with. The following tables display the results of both the experimental and control groups.

**Experimental Group**  
# Of *Capital* letters identified and % of growth

Table 4.2

	<b>Pre-test</b> # of letters identified	<b>Check point 1</b> # of letters identified/ % of growth from previous week	<b>Check point 2</b> # of letters identified/ % of growth from previous week	<b>Check point 3</b> # of letters identified/ % of growth from previous week	<b>Check point 4</b> # of letters identified/ % of growth from previous week	<b>Post-test</b> # of letters identified/ % of growth from previous week	Total letters identified	Total % of growth	
Student 1	2	10/26 (38%) 31% growth	12/26 (46%) 8% growth	16/26 (61%) 15% growth	19/26 (73%) 12% growth	21/26 (81%) 8% growth	21	73%	
Student 2	24	26/26 (100%) 8% growth	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26	8%	
Student 3	26	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26	0%: maintained	
								Mean % Growth overall	27.3%

The above table shows the results for capital letter identification for the experimental group. It includes the scores for each checkpoint, the post-test scores, and the growth percentages at each point.

The results seen in the experimental group table clearly show dramatic increases for those students who scored low on their pretests, in both capital and lowercase letter identification. Student #1 made tremendous gains with her letter identification. She had the opportunity to make the greatest gains, as she scored the lowest on the pretest. She surpassed the overall goal of learning 10 new capital letters during the 10- week period by learning 19 new capital letters, which is a 73% increase from where she started. She met her biweekly goal by consistently learning two or more letters at each checkpoint.

Student #2 met her goal of learning two more letters to achieve 100% at the first checkpoint, and then maintained that score during the remainder of the study. Student #3 scored 100% on the pretest and then maintained that score throughout the study. The experimental students collectively had a mean percentage of 27.3% for capital letters.

**Experimental Group**  
# Of *Lowercase* letters identified and % of growth

Table 4.3

	<b>Pre-test</b> # of letters identified	<b>Check point 1</b> # of letters identified/ % of growth from previous week	<b>Check point 2</b> # of letters identified/ % of growth from previous week	<b>Check point 3</b> # of letters identified/ % of growth from previous week	<b>Check point 4</b> # of letters identified/ % of growth from previous week	<b>Post-test</b> # of letters identified/ % of growth from previous week	Total letters identified	Total % of growth	
Student 1	2	9/26 (34%) 27% growth	12/26 (42%) 8% growth	16/26 (61%) 19% growth	18/26 (69%) 8% growth	20/26 (77%) 8% growth	20	70%	
Student 2	21	23/26 (88%) 8% growth	25/26 (96%) 8% growth	26/26 (100%) 4% growth	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26	20%	
Student 3	25	24/26 (92%) -4% decline	24/26 (92%) 0% growth	26/26 (100%) 8% growth	26/26 (100%) 0% growth: maintained	26/26 (100%) 0% growth: maintained	26	12%	
								Mean % Growth overall	34%

The above table shows the results for lowercase letter identification for the experimental group. It includes the scores for each checkpoint, the post-test scores, and the growth percentages at each point.

Student #1 learned 18 new lowercase letters, which is a 70% increase from where she started. Per our goal, student #2 achieved the biweekly goal of learning two lowercase letters at each checkpoint and reached her goal of 26/26 letters, or 100% of lowercase letter identification by checkpoint three, and maintained that goal for the remainder of the study. Student #3 was the only student to decline from the starting point, identifying one less letter than on the pretest, which was a 4% decline. The exact same score was obtained at the next checkpoint, making neither a gain nor a decline. By checkpoint #3, this student reached her goal of 26/26 lowercase letters, or 100%, and maintained throughout the rest of the study. This group had a mean growth percentage of 34% in lowercase letter identification.

**Control Group**  
# Of *Capital* letters identified and % of growth

Table 4.4

	Pre-test # of letters identified	Post-test # of letters identified	Total letters identified	Total % of growth	
Student #4	19	26	26	27%	
Student #5	26	26	26	0% maintained	
Student #6	24	25	25	4%	
Student #7	25	24	24	-4%	
				Mean % growth overall	6.75%

The above table shows the results for capital letter identification for the control group. It includes the scores for the pre-test and post-test scores, the total number of capital letters identified, and the growth percentages at the end of the study.

When looking at the table displaying the results of the pre-test and post-test for the control group, all students increased their capital letter identification score from their pre-test to their post-test with the exception of one student. Student #4 went from identifying 19 capital letters, which is 73%, to knowing all 26 capital letters, 100%. This is a 27% increase in capital letter identification during this 10 -week study. Student #5

scored 26/26 on the pre-test and maintained this score throughout the duration of the 10 weeks. Student #6 received a score of 24/26, which is 92%, but then only identified one new capital letter for the post-test. This student had a 4% increase in capital letter identification. Student #7 scored 25/26 on the capital letter pre-test, which is 96%. For the post-test, this student actually had a decline in capital letter identification. Student #7 was only able to identify 24/26 capital letters for the post-test, which is 92%, and is a 4% decrease from the pre-test.



**Control Group**  
# Of *Lowercase* letters identified and % of growth

Table 4.5

	Pre-test # of letters identified	Post-test # of letters identified	Total letters identified	Total % of growth	
Student #4	11	23	23	46%	
Student #5	23	26	26	0% maintained	
Student #6	20	25	25	19%	
Student #7	22	26	26	16%	
				Mean % growth overall	27%

The above table shows the results for lowercase letter identification for the control group. It includes the scores for the pre-test and post-test scores, the total number of capital letters identified, and the growth percentages at the end of the study.

When looking at the table displaying the results of the pre-test and post-test for the control group, all students increased in their lowercase letter identification from their pre-test to their post-test. Student #4 made the greatest gains of this group. He went from identifying 11/26 lowercase letters on the pre-test, which is 42%, to identifying

23/26 lowercase letters on the post-test, which is 88%. This is a 46% increase in lowercase letter identification during this 10 -week study. Student #5 scored 26/26 on the pre-test and maintained this score throughout the duration of the 10 weeks. Student #6 received a score of 20/26, which is 77%, to identifying 25/26 lowercase letters, which is 96%. This is a 19% increase in lowercase letter identification. Student #7 scored 22/26 on the lowercase letter pre-test, which is 85%. For the post-test, student #7 scored 26/26 on lowercase letter identification, which is 100% and a growth of 16% from where he started at the pretest.

### **Data Analysis**

The following table shows the mean growth percentages for both capital and lowercase letters.

Table 4.6

	Mean growth for Capital letters	Mean growth for lowercase letters
Experimental Group	27.30%	34%
Control Group	6.75%	27%

My results show that goal setting does have an impact on intrinsic motivation at the kindergarten level. My tables clearly show that the mean percentage of growth per group is significantly higher within the experimental group in both upper and lowercase letters. In the experimental group, both upper and lower case letters were either maintained or increased as time went on, with the exception of student #3 who had a score go down one letter at the first check point. Reasons for this drop could vary from

nerves to just forgetting, or even misspeaking, however, this student's identification score did rebound from this decline.

The control group made letter identification growth, just like the experimental group; however, the gains were not as great. In fact, when testing the capital letters, student #7 declined and identified one less letter than what was known for the pretest.

### **Connections to the Literature Review**

I have found that the study I have conducted with the kindergarten students mirrors that of other researchers. Goal setting does affect intrinsic motivation at the kindergarten level. As mentioned earlier in my paper, Deci and Ryan (2000) state that when people are intrinsically motivated, they experience interest and enjoyment and feel competent in what they are doing. I believe this was shown through my students' excitement each time they were able to chart their progress. They showed enjoyment for what they were doing; they felt competent and strong, knowing they had made progress in their learning. For students, seeing this progress on paper gives them a sense of accomplishment; they are able to *see* all of the gains they had made, and they were a part of that decision-making and goal setting.

Earlier in my paper, I mentioned the following regarding Wang (2008): Wang (2008) indicated that students with high intrinsic motivation showed interest in English, put much effort into English learning, had high academic self-concept and self-efficacy, and tended to persist when facing challenging tasks. Intrinsic motivation also influenced academic achievement through the effects of learning strategies and self-confidence. So, if students have a high intrinsic motivation factor, a goal should motivate them to do well

on a personal level. This resonated with me because of all the students in my study, all students showed interest in English and put effort into learning. That being said, my student #1 scored the lowest of all my participants in both the capital and lowercase letter identification on the pre-test. This student portrays what Wang (2008) says in regards to having high academic self-concept and self-efficacy, and tended to persist when facing challenging tasks. This student was persistent and kept trying her hardest each and every time she had a checkpoint test, and all through our group times. Knowing she only knew two letters in both capital and lowercase letters, could have easily given up and not even tried, knowing that the road that lies ahead would be a challenging one. But she did not give up. She persevered and made great gains! Wang (2008) states that a goal should motivate the students to do well on a personal level, and I believe that this student was definitely achieving great progress for her own personal gain. She displayed greater confidence while achieving these goals as well.

### **Conclusion**

Doing a study like this was extremely gratifying because I could see the enthusiasm from the students once they could see their progress. Having the students chart their own progress each week was an extreme motivator. The students were able to physically show their growth by charting the number of letter gains, but also being able to chart which letters they had mastered using different colors: green for mastered and red for missed. The way the students' eyes lit up once their charts started filling with green was absolutely amazing to watch. These students were getting so motivated about their education and learning. After the students did their charting, we would always do a "high-five". I'd ask them how many more they thought they could learn for next time, or

if they got all of them correct, I would ask them if they thought they could do that next time. I would just try to keep it fun and light-hearted, kind of like a game. Surprisingly, students liked the checkpoint tests. I believe it is because they knew they set their goals and they could not wait to see if they achieved it.

When paired with engaging and motivating activities such as hall walks, reading signs and books, using magnet letters and whiteboards with markers, creating personal books, and different learning games, students were eager to learn and increase their knowledge because they knew that these things are helping them to reach their goal. Chapter five will discuss major findings, limitations from the study, implications for teachers/administrators, and suggestions for further research.

## **CHAPTER 5**

### **CONCLUSION**

In this study, I attempted to answer the question: How does goal setting impact intrinsic motivation and does it help lead to enhanced learning at the kindergarten level? In this chapter, I will analyze the data, limitations, and implications for teachers and administrators.

When I first sat down with my students and told them that they were going to set capital and lowercase letter learning goals for themselves, they were excited because nobody had ever included them on a goal setting process before, especially for themselves. The students being a part of the goal setting is a very key piece to the study because this is what drove their intrinsic motivation. They got to help decide their own goal; it was not being decided for them. They felt that the goals were attainable and they really wanted to achieve those goals. They were extremely enthused throughout the duration of the study and thrilled to see their progress at each checkpoint.

#### **What I learned**

As a researcher, one of the big things that I have learned throughout the process of this study is that it takes a lot of time and thought to put a learning plan into place to set goals for these students. There are many little steps to consider that lead up to the final outcome that you have to take in consideration when planning. Not only that, but figuring out the best way to chart progress and having the students be a part of that

documentation as part of the motivation process was challenging to come up with. I was able to take previous data collected from other researchers that was used for older students and extended it for my kindergarten kids and made it work, so I was able to extend the learning in this field.

As a learner, I have discovered that doing the research to conduct a study like this can be frustrating at times, and rewarding at others. Trying to locate research articles that are relevant to my study proved to be challenging at times, but when I did find articles that I could reference, those were celebration moments!

Finally, as a writer, I have learned that being very detailed in a study like this is very important. Displaying information in tables that makes the information obtained easily displayed and understood is a very important part in communicating the information I have gained through doing this study.

### **Revisiting the Literature Review**

Although all the studies and researchers that I have researched proved to add important information to my literature review, there are a couple of researchers that stand out to me that contributed key information for me to report in my research. One of the main researchers that played an important role in my research is Edwin Locke. He is a researcher who consistently stated that individuals who set specific, difficult goals performed better than those who set general, easy goals. Furthermore, Locke (2016) states that self-set goals can be highly effective in gaining commitment. He also states that having students be a part of the goal setting process is a way to start the process for the student to begin internalizing the motivation piece that will help them to attain their self-determined goal. This is a big reason that I chose to sit down with my students and

help them to set specific, attainable goals for themselves. Students were able to chart their progress at each checkpoint. This visual and physical action of charting contributed to the internalizing motivation for these students, which in turn, resulted in these students attaining their set goal.

While doing the research for my study, something that really stuck with me was how different cultures could impact the way or desire for people to learn. I had not given much thought to how a cultural background could influence motivation in people. Remembering that different values and beliefs shared by a particular cultural group do affect students' motivation to learn, and therefore affect their education outcome. Everyone has a different reason for learning or wanting to learn another language. I like how Guay (2016) says, "In researching specific studies regarding the cultural aspects for goal setting, results were consistent in revealing that culture would shape students' motivation levels....". No matter what the cultural background of a student, there will always be some influence from that culture that helps to steer that student to the desired goal or outcome.

The data that I have collected from my study mirrored the studies that I have researched, concluding that goal setting does impact intrinsic motivation, even for the youngest of students. I believe, no matter what a person's age, having a set end goal in mind when doing a task and tracking progress gives a person the motivation to keep going, and gives that person an accomplishment to look forward to.



## **Limitations**

When collecting the permission slips from the parents of my participants which allowed them to participate in my study, I was not expecting any parents to decline the participation of their child. I was just figuring that parents would all allow their child be a part of a study done at their school. I had two parents decline the offer to participate in my study. This brought my number down from an already small pool of nine participants to an even smaller group of seven. Having a larger pool of students to collect data from would have increased the validity and reliability of the results. This would be interesting to see if the results would be about the same or different. It would be hard to make hard and fast conclusions due to the fact that the audience size was small. Although this factor was out of my control, a different study could be conducted, perhaps outside of the school setting, because then a larger number of students could be brought together, whereas in a school, you do not always have the control to choose your participants. This study could be conducted to see if results would be similar to that of my findings and that of other researchers.

One factor not considered was the effect of winter break over the course of my study. This left a gap of seven school days plus four weekend days of no schooling for these students. I did notice that during our work time the first week back at school, students seemed to have forgotten some of the things they had learned. Having this break may have impacted the results. With the steady gains that some students were making, the total number of both capital and lowercase letters learned could have been slightly higher if the winter break was not a factor.

## **Implications**

My results support the practice of goal setting with kindergartners. It shows that kindergartners are motivated by seeing the progress they have made toward a goal that they helped set for themselves.

Sitting down one on one with those students and taking the time to work with them on a goal they could achieve was quite an eye opening experience. We discussed what their biweekly goal would be, which are the checkpoints, and based on that goal, that helped us determine the final goal they would like to achieve at the end of the ten week study. There is a very sequential form when putting this study together. There are many steps to follow, and it is always about the small steps. The small steps lead to the greater goal.

What helped the success in this process was that the students could visually see what letters they have mastered, and what letters they still need to work on. Once we came to a checkpoint, and my kindergarten students got to color the letters that they had mastered from red (not knowing them), to green, their eyes would light up because they could actually see the progress they were making. I believe the visual aspect of the charting was a key piece of this study because it made progress more concrete, which is important at this age. Simply put, what worked in research for the older students also worked with the younger students. I will definitely use some type of goal setting for my future classes, as I can see it truly does help to increase their motivation and therefore increases their knowledge. I would recommend that other kindergarten teachers try this as well, specifically for those extremely unmotivated students who are not interested in school.

### **Further Research**

It would be interesting to investigate whether attending preschool would have changed the results. I could conduct the same study, looking to see if goal setting has a similar effect on children who have not attended preschool, but also targeting two different educational groups. This could vary from children from two specific cultural backgrounds to possibly students who are on the struggling end of their academics. Then, those results could be compared to each other. It would be interesting to see if there would be greater gains with those students who have had pre-schooling before kindergarten. I do display a table that identifies which students have had preschool before kindergarten within chapter four. The two students who have had preschool are student #2 and student #3, and it just so happens that they made the set goal of 26/26 in both capital and lowercase letter identification. Based on this study alone, it is difficult to say how much of this result is the result of preschool and how much is the result of goal setting.

Another route this study could take would be to do a study on the entire kindergarten level at a school, and not just the ESL students. This would provide more valid results with a larger pool of participants with all kinds of different backgrounds. Each classroom could be compared to other classrooms, and individual classrooms could compare students within that classroom.

### **Communication**

The results of this study will be given to the district's testing and evaluation department, as required by the district. They will also be provided to the parents of the participants upon request. The results will also be shared with the classroom teachers as

a resource of knowledge to let them see and understand that goal setting does help to motivate the students within their classroom. This could be for both the ESL student and the other students within their classroom.

### **Conclusion**

When I started the ESL program, I had to read various books on many topics, but the topic I always found myself being the most interested in was motivation. Being a teacher, I always see a few students who seem very unmotivated to be in school and do not want to put forth any effort to better themselves. So, it has been a constant topic on my mind as to how to motivate these unmotivated students. There was absolutely no question in my mind about what I was going to do my research topic on. The question was, what exactly was I trying to find an answer *for*. After many attempts at forming a study question, I finally came up with what I wanted to find out. When doing my research, I was finding a huge gap; there did not seem to be any studies involving kindergarten students. Bingo, there was my topic: How does goal setting impact intrinsic motivation, and does it help lead to enhanced learning at the kindergarten level? I knew I had the perfect topic for myself. The next step was to set the entire thing up. After reading the research studies, all things pointed to doing this in small, attainable goals. Having students create a biweekly goal (checkpoint tests) was a smaller step in the bigger picture. This is why I had my biweekly checkpoints in between the pre and post-tests; to let the students see the smaller gains they were making during this entire process, which kept the motivation alive. This was extremely awesome to see! Another thing I have come to realize during this experience is that this does not have to be done just for

the unmotivated student, this could be done to help push a higher student to learn even more. This would help those “high flyers” to see what they can be capable of.

My favorite take-away from this experience is seeing the students’ faces light up when they would get to chart their progress on their biweekly charts. They were seeing their progress! I knew they were happy and proud, and I was happy and proud for them.

I plan to use goal setting in my future classes. The entire research process that I have gone through was eye opening. I could clearly see that it was rewarding for students to see themselves achieve small goals they have set for themselves, and finally achieve the greater goal in the end. This gives the students sense of ownership, confidence, and feeling proud of what they can do. All students should be given the opportunity to feel that way in their education.

## Appendix A

October 2016

Dear Parent/Guardian:

My name is Melissa Beal, and I am the ESL teacher at Ramsey Elementary. I am currently a graduate student completing a graduate degree at Hamline University. I will be conducting a study to see if goal setting has an impact on intrinsic motivation and to find out if goal setting helps enhance language learning at the kindergarten level. Intrinsic motivation is motivation that occurs for personal reasons. People with intrinsic motivation learn a new language for enjoyment, even with no motivational reward.

This study will be part of our daily lessons. Your child will not miss any additional classroom time. Although I will see students daily throughout the school year, the study will only last for 10 weeks. We will be doing several different types of activities to learn letters including the use of books, hallway walks, looking at posters and signs, and playing different letter identifying games. I will give a pretest at the beginning of the study to find out how many letters students already know. I will be doing weekly “check points” to check progress, and at the end of the study, we will take a post test to see how many letters students know at that time. **Student test scores will be published in the study, but they will not include names or other identifying information. The school and district will NOT be identified.** Students will receive this instruction even if you decline to have your child participate. If you decline participation, your child’s data will not be included in the research paper. There is no risk to your child in this study, and the benefits are rewarding my instructional methods can be modified once results have been obtained so I can better meet the students’ needs. The results will allow me to provide a more personalized curriculum for each student. You may also receive a copy of your child’s test results on the topic of letter identification.

My research will be public scholarship and the abstract and final product will be published in a book and cataloged in the Bush Library digital commons, a searchable electronic repository. It may be published or used in other ways. You may decline to have your child participate in the study or withdraw him or her at a later date without consequences. Progress charts *may* be included in the published work, but **no names will be used.**

Hamline University, Anoka Hennepin ISD #11 and Ramsey Elementary, have given permission for this research. If you have questions, contact me at 763-506-4037 or e-mail me at [Melissa.beal@anoka.k12.mn.us](mailto:Melissa.beal@anoka.k12.mn.us). You can also contact my Hamline advisor, Laura Halldin at 952-994-4573 or e-mail at [lhaldin@hamline.edu](mailto:lhaldin@hamline.edu).

If you give permission to participate in the research, please sign below and return it to me by \_\_\_\_\_ . Thank you for your help.

Melissa Beal

By signing below, I give my child, \_\_\_\_\_, permission to be a part of Mrs. Beal's educational study to find out if goal setting has an impact on intrinsic motivation, and to see if it leads to enhanced learning of letters. I understand that the results are to be published.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix B  
Identifying capital and lower- case letters

**Capital letters**

L \_\_\_      H \_\_\_      Z \_\_\_      K \_\_\_      B \_\_\_      T \_\_\_

U \_\_\_      D \_\_\_      X \_\_\_      A \_\_\_      Y \_\_\_      C \_\_\_

M \_\_\_      R \_\_\_      E \_\_\_      Q \_\_\_      F \_\_\_      W \_\_\_

G \_\_\_      P \_\_\_      S \_\_\_      J \_\_\_      I \_\_\_      N \_\_\_

O \_\_\_      V \_\_\_

**Lower case letters**

o \_\_\_      h \_\_\_      n \_\_\_      i \_\_\_      j \_\_\_      s \_\_\_      p \_\_\_

g \_\_\_      l \_\_\_      f \_\_\_      q \_\_\_      e \_\_\_      r \_\_\_      m \_\_\_

c \_\_\_      y \_\_\_      a \_\_\_      x \_\_\_      d \_\_\_      u \_\_\_      t \_\_\_

b \_\_\_      k \_\_\_      z \_\_\_      w \_\_\_      v \_\_\_

\*\*This is the sheet that is used by the student for reading the letters for the pre-test, post-test and checkpoint intervals, and also used by myself for marking down which letters they know or do not know for charting.



Appendix C  
**Student graphing sheet**  
 Number of *Capital* letters identified on given dates

Date	Pre-test	check point 1	check point 2	check point 3	check point 4	Post-test
26						
25						
24						
23						
22						
21						
20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

# of letters

Goal = \_\_\_\_\_ more letters      Bi-Weekly goal= \_\_\_\_\_ more letters learned every 2 weeks

Appendix D  
**Student graphing sheet**  
*Capital letters identified on given dates*

Date																			
A							B						C						
D							E						F						
G							H						I						
J							K						L						
M							N						O						
P							Q						R						
S							T						U						
V							W						X						
Y							Z												

Red=Not identified  
 Green= Identified

Appendix E  
**Student graphing sheet**  
 Number of *Lowercase* letters identified on given dates

Date	Pre-test	check point 1	check point 2	check point 3	check point 4	Post-test
26						
25						
24						
23						
22						
21						
20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

# of letters

Goal = \_\_\_\_\_ more letters

Bi-Weekly goal= \_\_\_\_\_ more letters learned every 2 weeks

Appendix F  
**Student graphing sheet**  
*Lowercase letters identified on given dates*

Date																					
a							b						c								
d							e						f								
g							h						i								
j							k						l								
m							n						o								
p							q						r								
s							t						u								
v							w						x								
y							z														

Red=Not identified  
Green= Identified

## Appendix G

**% of growth graphing sheet~ Individual student sheet~ Capital letters**

	Pre-test	check point 1	check point 2	check point 3	check point 4	Post-test
Date						
#of letters identified						
%of growth from previous week						
Total % of growth						

**% of growth graphing sheet~ Individual student sheet~ Lowercase letters**

	Pre-test	check point 1	check point 2	check point 3	check point 4	Post-test
Date						
#of letters identified						
%of growth from previous week						
Total % of growth						

Appendix H  
**Experimental Group**  
 # Of *Capital* letters identified and % of growth

	<b>Pre-test</b> # of letters identified	<b>Check point 1</b> # of letters identified/ % of growth from previous week	<b>Check point 2</b> # of letters identified/ % of growth from previous week	<b>Check point 3</b> # of letters identified/ % of growth from previous week	<b>Check point 4</b> # of letters identified/ % of growth from previous week	<b>Post-test</b> # of letters identified/ % of growth from previous week	Total letters identified	Total % of growth
Student 1								
Student 2								
Student 3								
								Mean % Growth overall

Appendix I  
**Experimental Group**  
*# Of Lowercase letters identified and % of growth*

	<b>Pre-test</b> # of letters identified	<b>Check point 1</b> # of letters identified/ % of growth from previous week	<b>Check point 2</b> # of letters identified/ % of growth from previous week	<b>Check point 3</b> # of letters identified/ % of growth from previous week	<b>Check point 4</b> # of letters identified/ % of growth from previous week	<b>Post-test</b> # of letters identified/ % of growth from previous week	Total letters identified	Total % of growth
Student 1								
Student 2								
Student 3								
								Mean % Growth overall

Appendix J  
**Control Group**  
 # Of *Capital* letters identified and % of growth

	Pre-test # of letters identified	Post-test # of letters identified	Total letters identified	Total % of growth	
Student 4					
Student 5					
Student 6					
Student 7					
				Men % growth overall	



Appendix K  
**Control Group**

# Of *Lowercase* letters identified and % of growth

	Pre-test # of letters identified	Post-test # of letters identified	Total letters identified	Total % of growth	
Student #4					
Student #5					
Student #6					
Student #7					
				Men % growth overall	

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