

Supplement 1

Article Title: Stereotype threat in learning situations? An investigation among language minority students

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Authors & Affiliations: Sabrina König^a, Justine Stang-Rabrig^a, Bettina Hannover^b, Lysann Zander^c, and Nele McElvany^a

^aCenter for Research on Education and School Development (IFS), TU Dortmund University, Dortmund, Germany; ^bDepartment of Educational Science and Psychology, Freie Universität Berlin, Berlin; ^cInstitute of Education, Leibniz Universität Hannover, Hannover, Germany

Table A

Means and standard deviations separated according to experimental conditions and parameters of multivariate analysis of variance or χ^2 -analysis (F , χ^2 , df , p)

	Implicit threat condition ($n = 50$)		Explicit threat condition without removal ($n = 61$)		Explicit threat condition with removal ($n = 53$)		Control condition without threat ($n = 50$)			
	M	SD	M	SD	M	SD	M	SD	$F(df)/\chi^2(df)$	p
Vocabulary pretest ^a	4.68	2.96	5.16	3.03	4.75	2.59	3.88	2.25	2.06 (3,210)	.107
Vocabulary posttest ^a	8.54	3.59	9.16	3.54	9.04	3.40	7.78	3.99	1.58 (3,210)	.195
Gender ^b	0.40	0.50	0.53	0.50	0.50	0.50	0.55	0.50	2.98 (3,239)	.394
Age	9.80	0.45	9.93	0.79	10.06	0.60	9.90	0.65	1.40 (3,210)	.245
Books at home ^c	2.42	1.18	2.77	1.31	2.79	1.04	2.68	1.02	1.14 (3,210)	.334
Cognitive abilities (KFT) ^d	15.52	6.24	14.00	7.06	13.02	6.88	14.22	6.91	1.18 (3,210)	.319
Identification with culture of residence (Germany) ^e	3.04	0.71	2.88	0.70	2.94	0.70	3.02	0.66	0.60 (3,210)	.616
Identification with culture of origin ^e	3.25	0.70	3.32	0.69	3.15	0.75	3.39	0.55	1.19 (3,210)	.316
Identification with the domain of reading ^e	3.62	0.50	3.60	0.44	3.67	0.51	3.69	0.42	0.46 (3,210)	.712

Note. $N = 214$.

^a Vocabulary pre- und posttest: 0 – 18 points could be achieved. ^b 0 = boys, 1 = girls. ^c 1 = none or very few (0 – 10 books) to 5 = enough to fill three or more shelves (200 books).

^d 0 – 25 points could be achieved. ^e 4-point Likert scale ranging from 1 = strongly disagree to 4 = strongly agree.