

Drop in and drop out

Zur Rolle von fremdsprachlicher Begabung
und Motivation
beim Studienerfolg von Englisch-
Lehramtsstudierenden

10. ÖZBF-Kongress, Salzburg, 15. 11.2019

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People often say that
motivation doesn't last.
Well, neither does bathing –
that's why we recommend it daily.

Zig Ziglar, 1926-2012

American author, salesman, and motivational speaker

Überblick

- Theoretischer Hintergrund
- Forschungsfrage & Methodologie
- Ergebnisse
- Diskussion & Fragen

Theoretischer Hintergrund

Begabung → Begeisterung → Bildungserfolg

Begabung ?



drop in

romance
with a topic or
discipline ?

(Renzulli, 2002, S. 36)

→ Begeisterung ? →

50 % Misserfolg



drop out

Haben wir „begabte“ Studierende
in unserem Studiengang ?

Theoretischer Hintergrund

Faktoren für Misserfolg begabter SchülerInnen

- Ambitionen
- Geschlecht (Schwangerschaft)
- Underachievement
- Sozioökonomischer Status (Eltern)
- [...]



Motivation sollte in den Forschungsdesigns berücksichtigt werden !

Renzulli & Park, 2000

Faktoren für Misserfolg begabter Studierender

- ?
- ?
- ?
- ?
- [...]



Diagnostic Screening Tools for
English Teachers at Tertiary Level



Theoretischer Hintergrund

fremdsprachliche **Fähigkeit**
fremdsprachliche **Begabung**
fremdsprachliche **Motivation**

? → Begeisterung → Erfolg



drop in

Theoretischer Hintergrund

- fremdsprachliche Begabung

- 4 (5) Komponenten

- **phonetische** Sensibilität – Wahrnehmung und Memorierung von **Sprachlauten** sowie den damit assoziierten Symbolen
- **grammatische** Sensibilität – Erkennen der **Funktion** lexikalischer Elemente in Sprachäußerungen
- **assoziative** Sensibilität – Erwerb und Speicherung von **Assoziationen** zwischen sprachlichen Einheiten und deren Bedeutungen
- **induktive** Sensibilität – Fähigkeit, Muster und **Regelhaftigkeiten** aus sprachlichen Einheiten abzuleiten


- **MLAT** (Carroll & Sapon, 1959; 2002)

- **PLAB** (Pimsleur, 1966; Pimsleur, Reed, & Stansfield, 2004)

Theoretischer Hintergrund

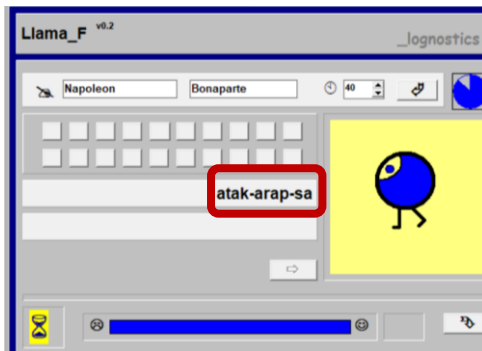
- fremdsprachliche Begabung
induktive Sensibilität (**PLAB**)

<i>gade</i>	‘ father, a father ‘
<i>shi</i>	‘ horse, a horse ‘
<i>gade shir le</i>	‘ father sees a horse ‘
<u><i>shi gader le</i></u>	‘ horse sees father ‘

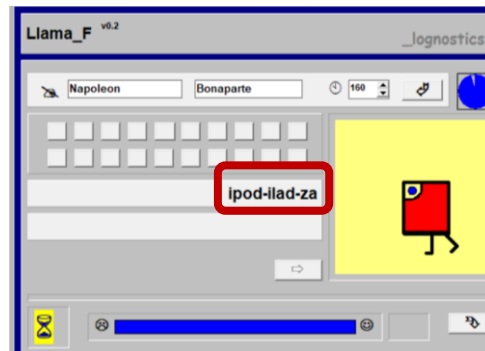


Theoretischer Hintergrund

- fremdsprachliche Begabung
induktive Sensibilität (**LLAMA-f**)



atak-arap-sa
ipod-ilad-za
inut-ek ipot-arap
inut-ek ipod-ilad



atak-arap-sa
ipod-ilad-za
inut-ek ipot-arap
inut-ek ipod-ilad



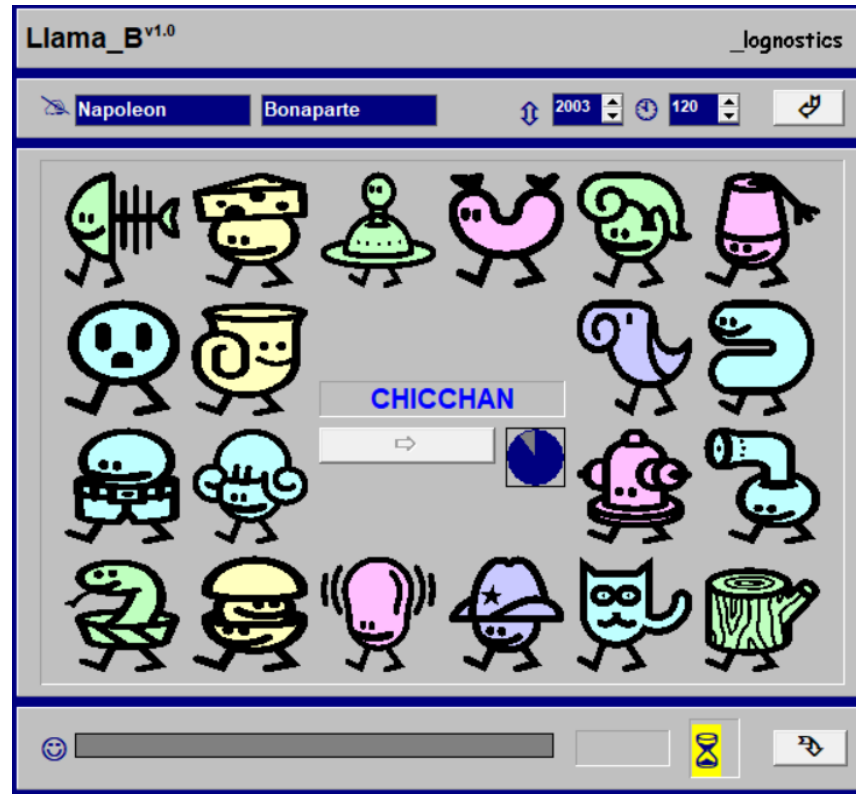
atak-arap-sa
ipod-ilad-za
inut-ek ipot-arap
inut-ek ipod-ilad



atak-arap-sa
ipod-ilad-za
inut-ek ipot-arap
inut-ek ipod-ilad

Theoretischer Hintergrund

- fremdsprachliche Begabung
assoziative Sensibilität – *symbol-meaning association* (**LLAMA-b**)



Theoretischer Hintergrund

- fremdsprachliche Begabung
phonetische Sensibilität – *sound discrimination* (**PLAB**)

1.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
2.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
3.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
4.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
5.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
6.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
7.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>
8.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
9.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
10.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
11.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
12.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
13.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
14.	boa <input type="checkbox"/>	friend <input type="checkbox"/>
15.	boa <input type="checkbox"/>	friend <input type="checkbox"/>

16.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
17.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
18.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
19.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
20.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
21.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
22.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
23.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
24.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
25.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
26.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
27.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
28.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
29.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>
30.	cabin <input type="checkbox"/>	boa <input type="checkbox"/>	friend <input type="checkbox"/>

Theoretischer Hintergrund

- fremdsprachliche Begabung
phonetische Sensibilität – *sound-symbol association* (**PLAB**)

⊕

Part 6 Sound-symbol association				
SAMPLE	1	2	3	4
trapled <input type="checkbox"/>	snosfen <input type="checkbox"/>	thurksle <input type="checkbox"/>	tiksgel <input type="checkbox"/>	Nimbril <input type="checkbox"/>
tarpled <input type="checkbox"/>	sonsfen <input type="checkbox"/>	thruksle <input type="checkbox"/>	tigskel <input type="checkbox"/>	minbir! <input type="checkbox"/>
tarpedel <input type="checkbox"/>	snosnef <input type="checkbox"/>	thruskle <input type="checkbox"/>	tiskgel <input type="checkbox"/>	nimbir! <input type="checkbox"/>
trapdel <input type="checkbox"/>	sonsnef <input type="checkbox"/>	thurskle <input type="checkbox"/>	tigksel <input type="checkbox"/>	minbril <input type="checkbox"/>
5	6	7	8	9
thorleg <input type="checkbox"/>	rostrag <input type="checkbox"/>	afrap <input type="checkbox"/>	culther <input type="checkbox"/>	wotner <input type="checkbox"/>
throgle <input type="checkbox"/>	rostkrag <input type="checkbox"/>	arfap <input type="checkbox"/>	cluther <input type="checkbox"/>	Wontner <input type="checkbox"/>
thorgle <input type="checkbox"/>	roskstrag <input type="checkbox"/>	afpar <input type="checkbox"/>	cuthler <input type="checkbox"/>	wonter <input type="checkbox"/>
throleg <input type="checkbox"/>	rotskrag <input type="checkbox"/>	arpaf <input type="checkbox"/>	cluthler <input type="checkbox"/>	wentnor <input type="checkbox"/>
10	11	12	13	14
rielig <input type="checkbox"/>	tronbleg <input type="checkbox"/>	clasket <input type="checkbox"/>	widnt <input type="checkbox"/>	nasperdor <input type="checkbox"/>
rigiel <input type="checkbox"/>	tombleg <input type="checkbox"/>	calsket <input type="checkbox"/>	windt <input type="checkbox"/>	napserdor <input type="checkbox"/>
riegiel <input type="checkbox"/>	tralbneg <input type="checkbox"/>	clakset <input type="checkbox"/>	witnd <input type="checkbox"/>	napserprod <input type="checkbox"/>
rieliel <input type="checkbox"/>	torlbneg <input type="checkbox"/>	calkset <input type="checkbox"/>	wintd <input type="checkbox"/>	nasperprod <input type="checkbox"/>
15	16	17	18	19
mazordli <input type="checkbox"/>	cheblogez <input type="checkbox"/>	filsanter <input type="checkbox"/>	krimsloder <input type="checkbox"/>	nasfoshun <input type="checkbox"/>
marzodli <input type="checkbox"/>	cheboglez <input type="checkbox"/>	fislantner <input type="checkbox"/>	krilsmoder <input type="checkbox"/>	nafsoshun <input type="checkbox"/>
madorzli <input type="checkbox"/>	chelbogezi <input type="checkbox"/>	fislantner <input type="checkbox"/>	klimsroder <input type="checkbox"/>	nashfosun <input type="checkbox"/>
marodzli <input type="checkbox"/>	chelgobezi <input type="checkbox"/>	filslatner <input type="checkbox"/>	klidsmoder <input type="checkbox"/>	nafshosun <input type="checkbox"/>

Theoretischer Hintergrund

- fremdsprachliche Motivation **1**
- AMTB – Attitude/Motivation Test Battery (Gardner, 2004)

In answering this question, you should have circled one alternative. Some people would have circled “Strongly Disagree”, others would have circled “Strongly Agree”, while others would have circled any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
2. My parents try to help me to learn English.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
3. I don't pay much attention to the feedback I receive in my English class.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree
4. I don't get anxious when I have to answer a question in my English class.
Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

Theoretischer Hintergrund

- fremdsprachliche Motivation **2**
- WTC McCroskey & Richmond, 2013

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate. (0 = Never to 100 = Always)

- _____ 1. Talk with a service station attendant.
- _____ 2. Talk with a physician.
- _____ 3. Present a talk to a group of strangers.
- _____ 4. Talk with an acquaintance while standing in line.
- _____ 5. Talk with a salesperson in a store.

Forschungsfrage & Methodologie

- **Begabungsindikatoren**

• schulische Ausgangsqualifikation	Note	B2+
• Hochschulischer Einstufungstest	LiU + RC	GRAMMATIK
• fremdsprachliche Begabung	LLAMA (130), PLAB (30)	BEGABUNG
• verbaler IQ, L1	MWT-B	IQ-ERSATZ
• Verarbeitungsgeschwindigkeit	mini-q	IQ-ERSATZ
• Vokabelbreite L2	X-Lex	VOKABELWISSEN

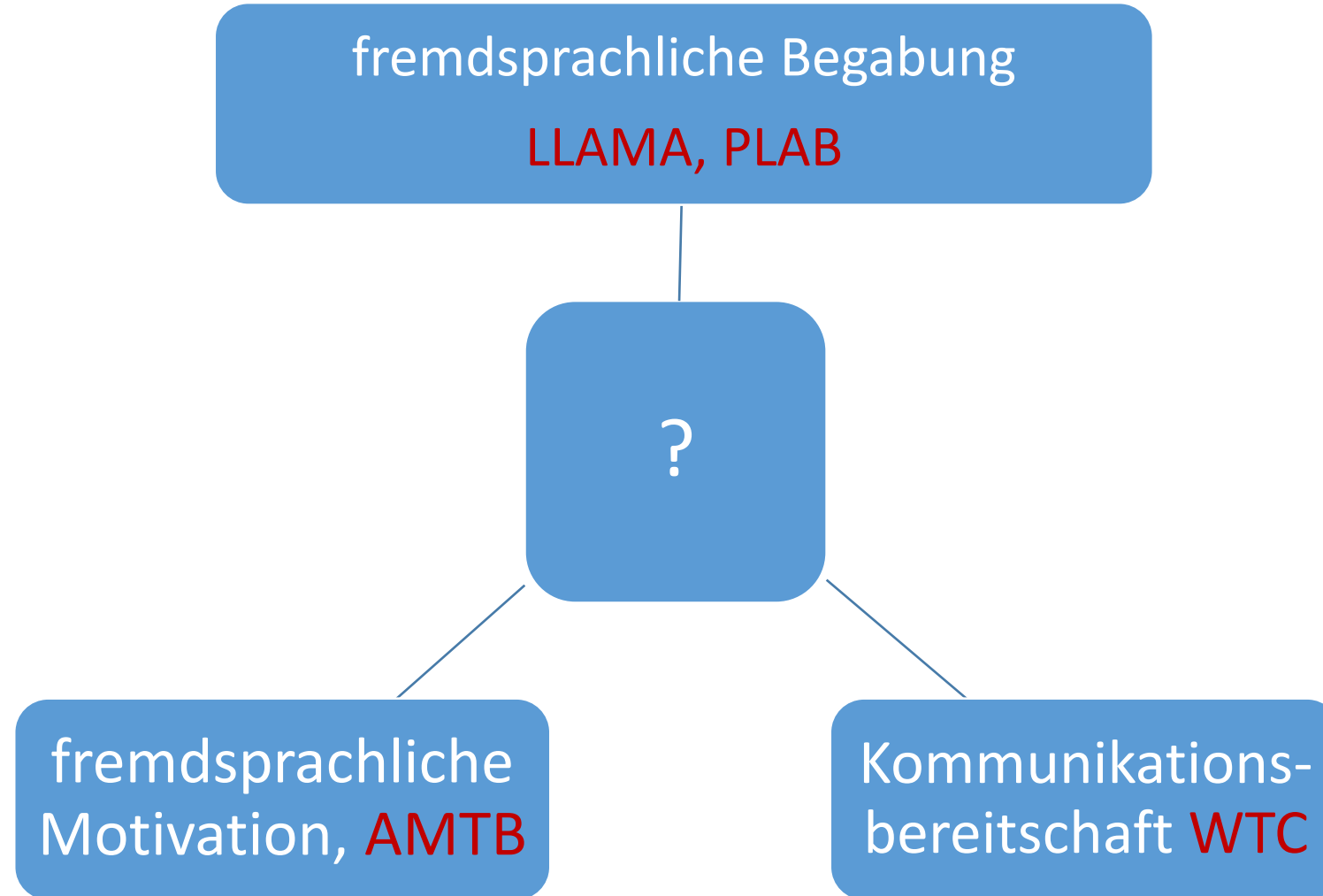
- **Motivationsindikatoren**

• fremdsprachliche Einstellung & Motivation	AMTB	
• Kommunikationsbereitschaft	WTC	MOTIVATION

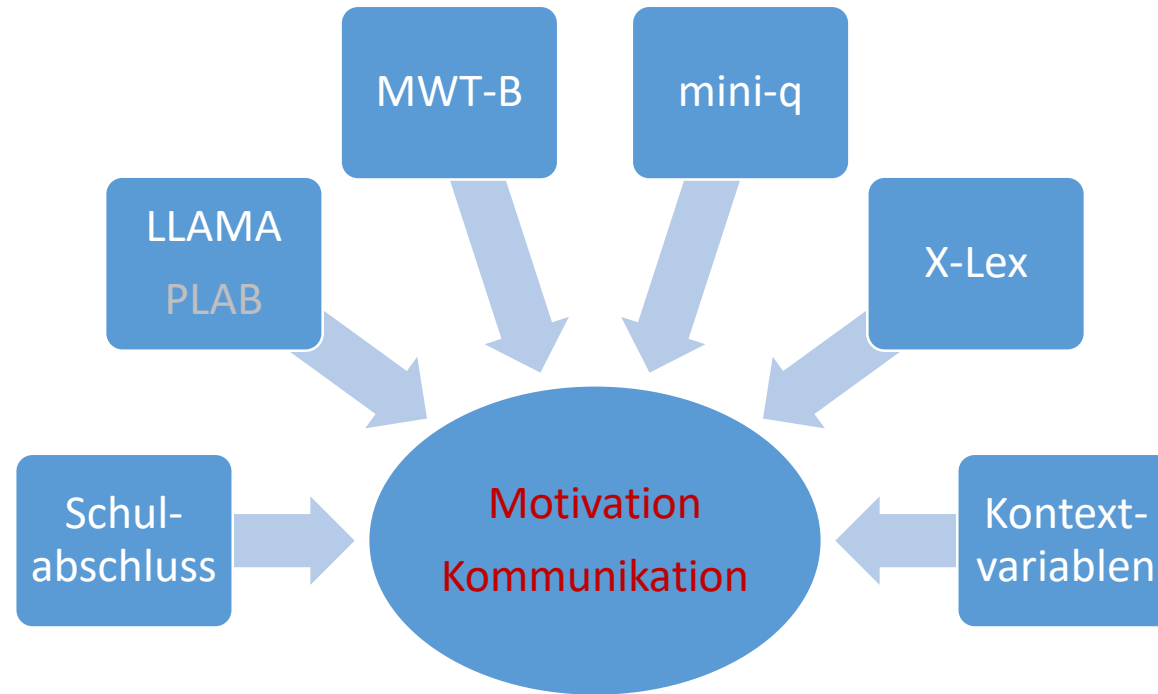
- **Erfolgsindikatoren**

- C1-Test, 4. / 5. Semester
- drop-out- / survival-rate

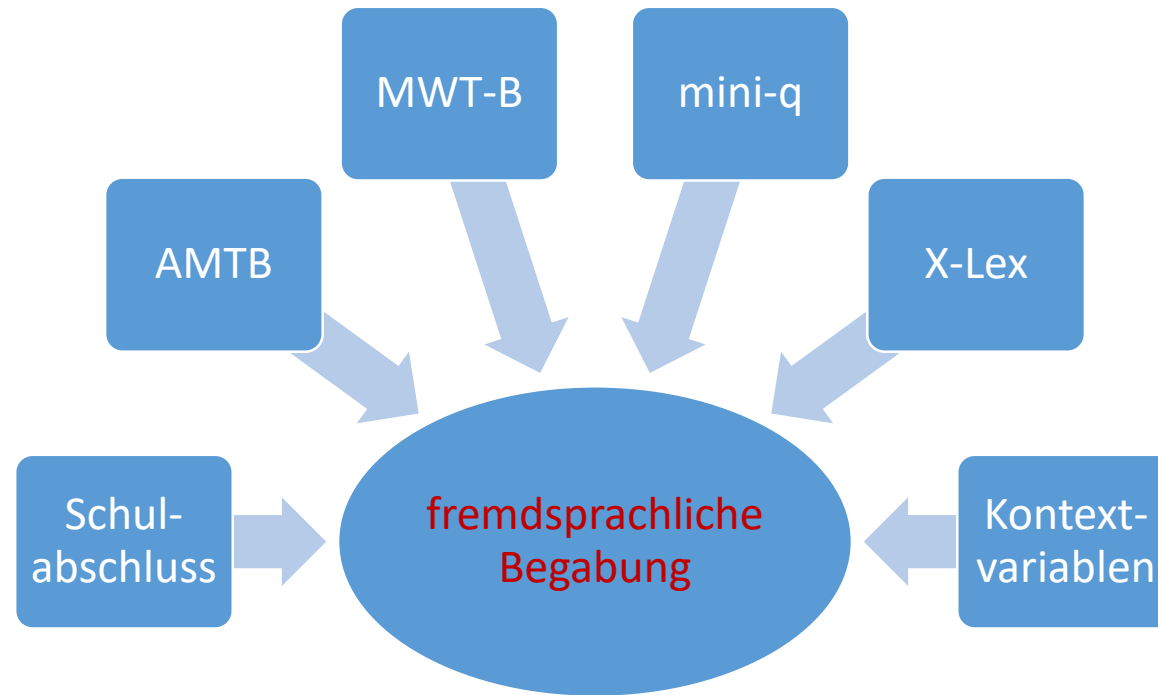
Forschungsfrage & Methodologie



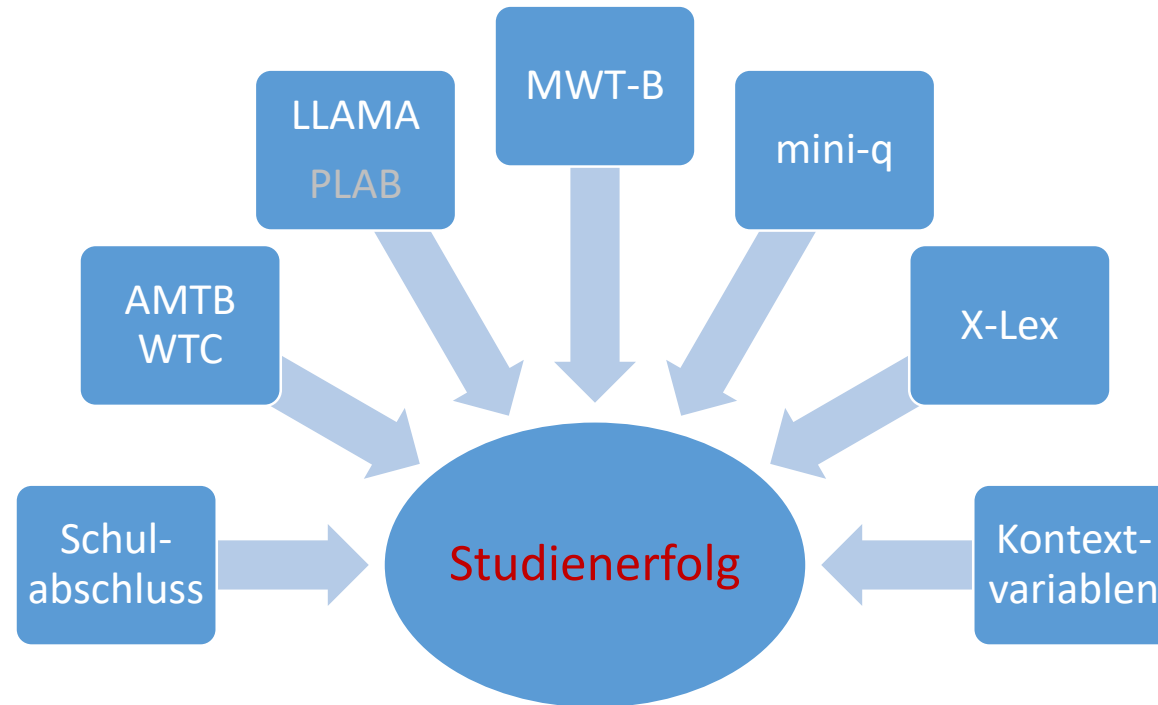
Forschungsfrage & Methodologie



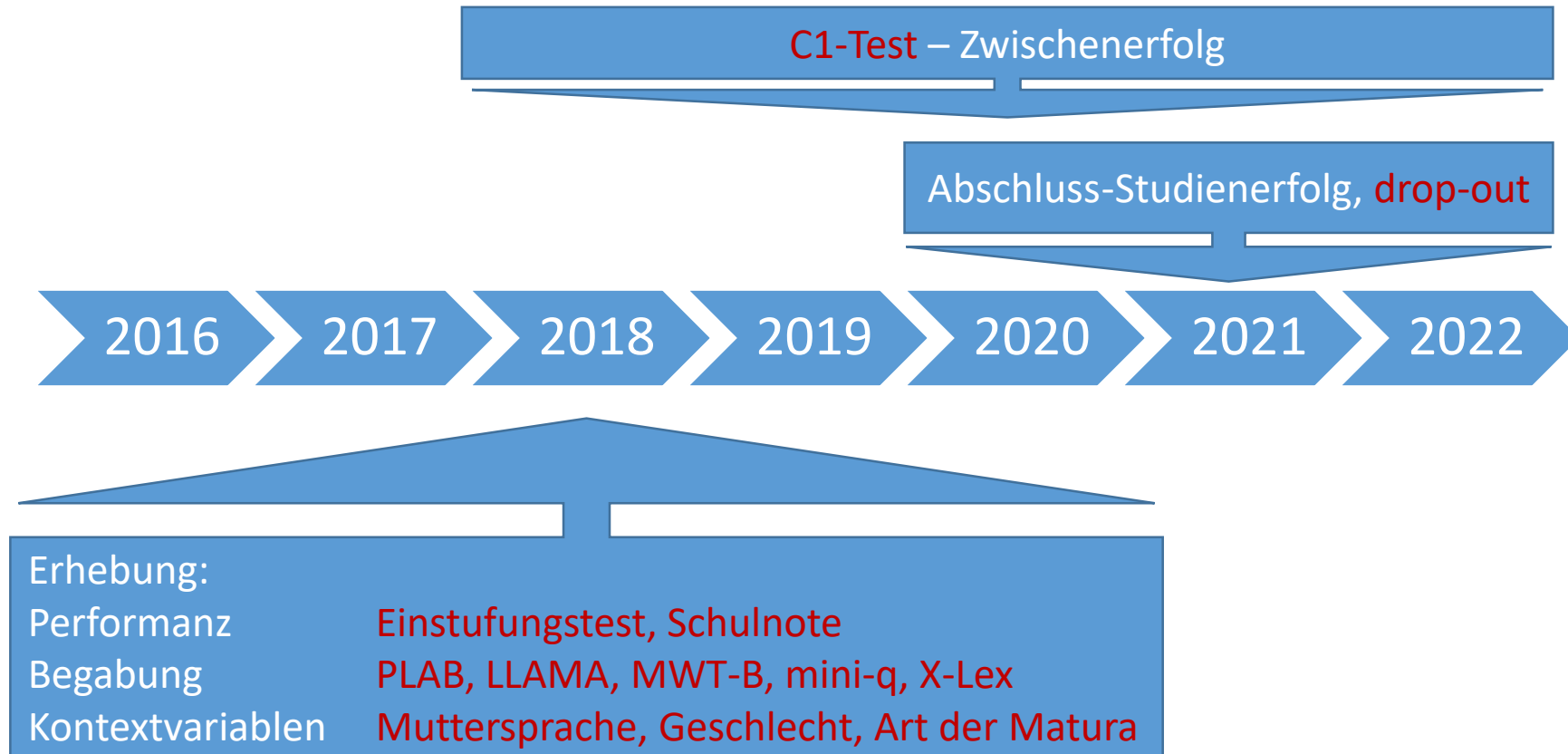
Forschungsfrage & Methodologie



Forschungsfrage & Methodologie



Forschungsfrage & Methodologie

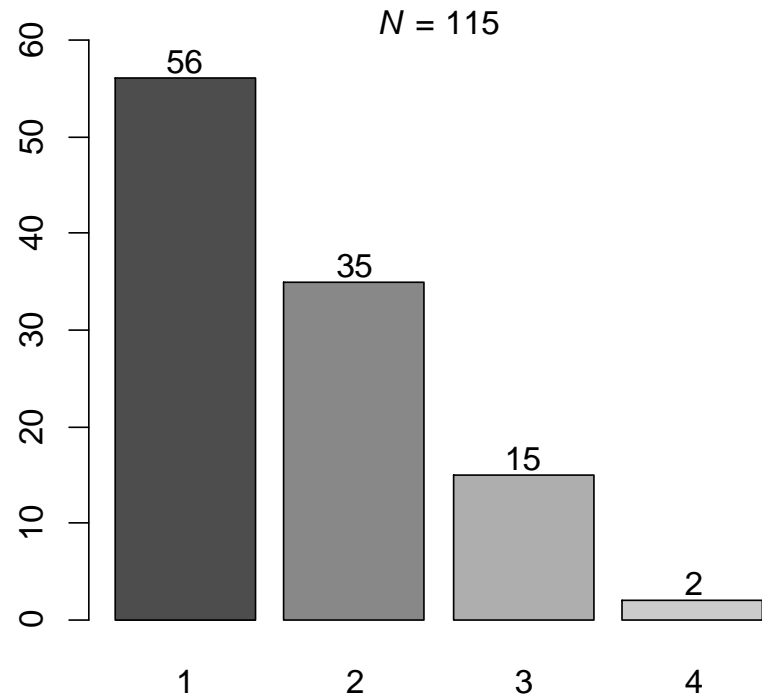


Ausgewählte

und zum Teil schwer erklärbare

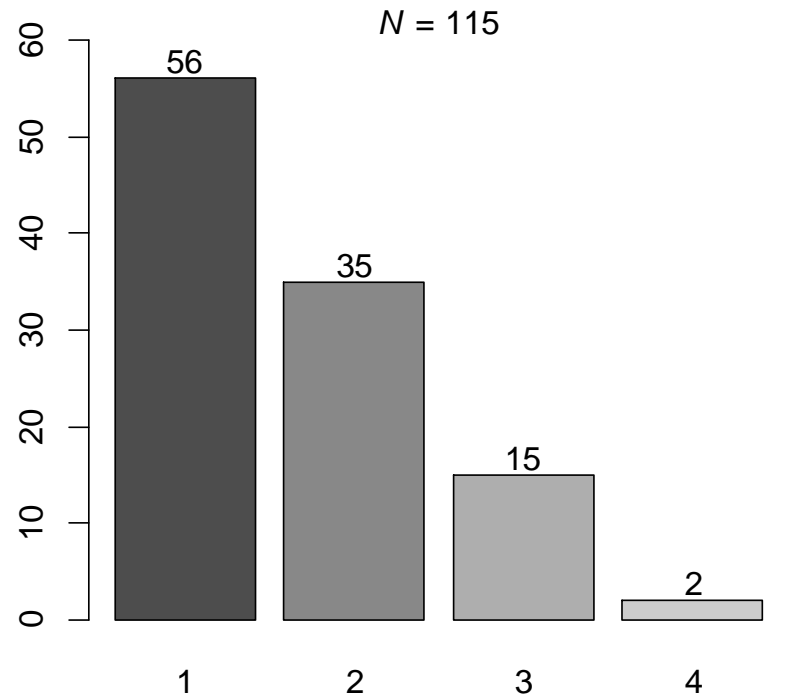
Zwischenergebnisse

Ergebnisse Schulnoten & Einstufungstest

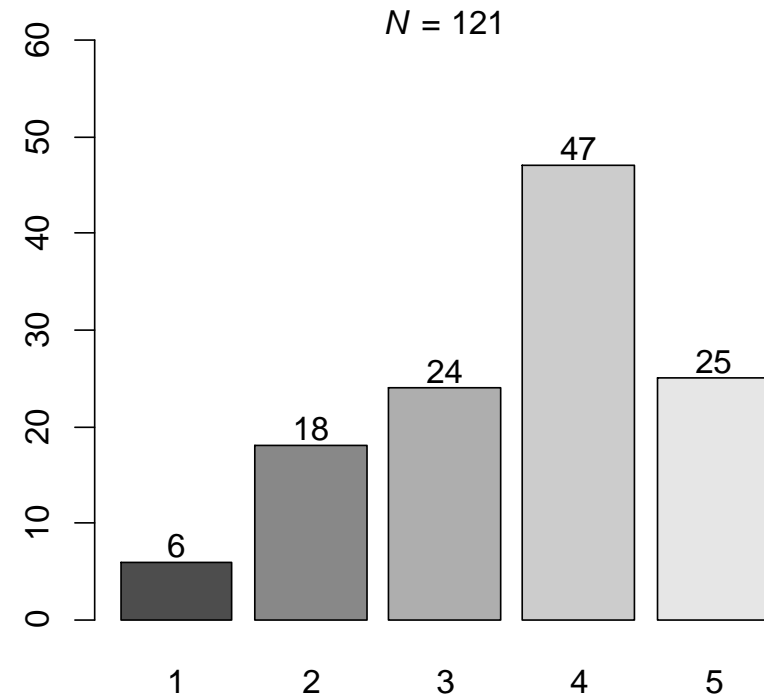


Balkendiagramm für die Schulnotennoten Englisch

Ergebnisse Schulnoten & Einstufungstest

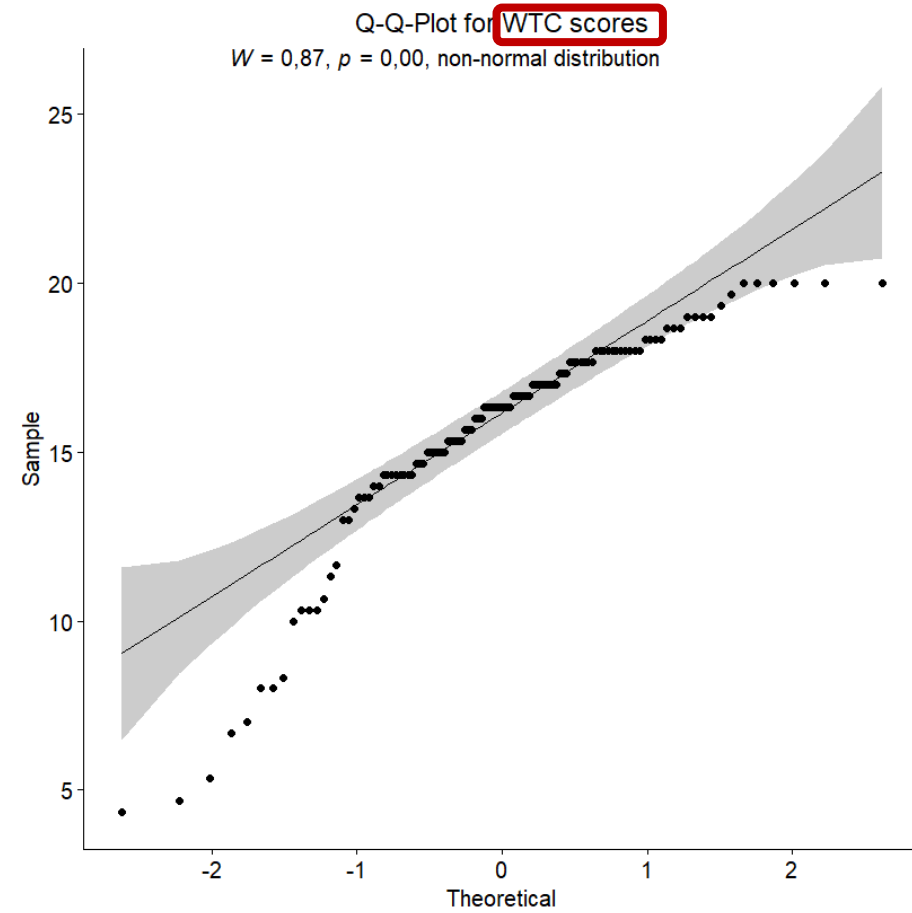
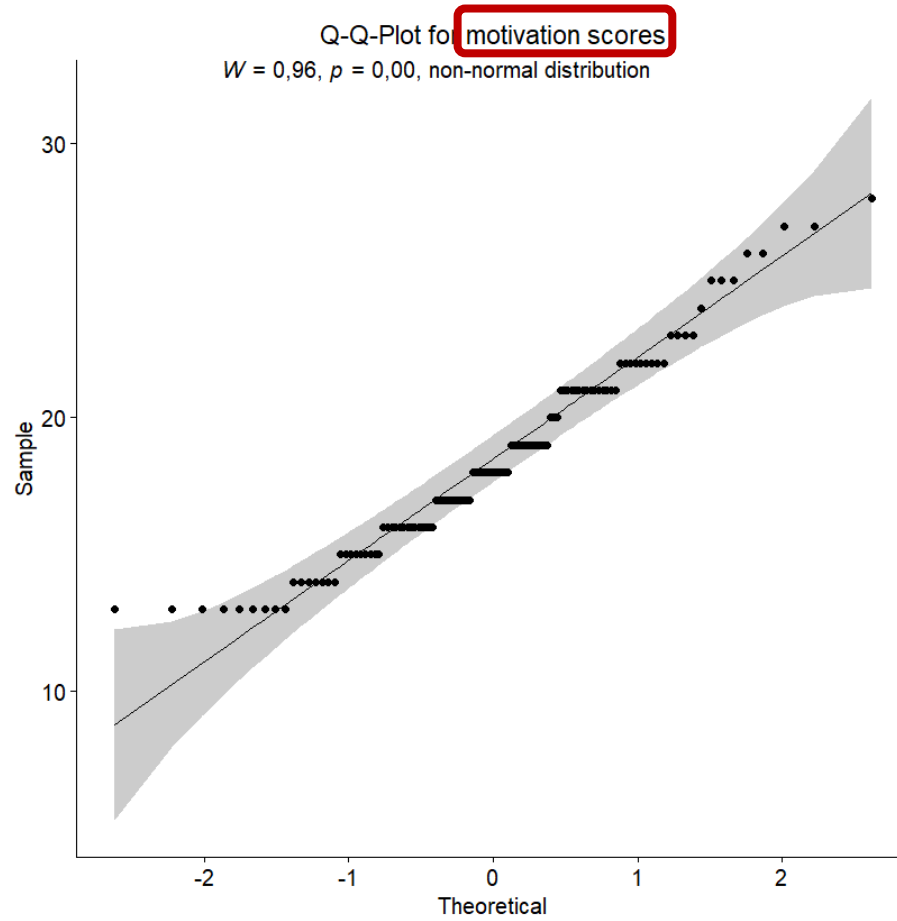


Balkendiagramm für die Schulnotennoten Englisch



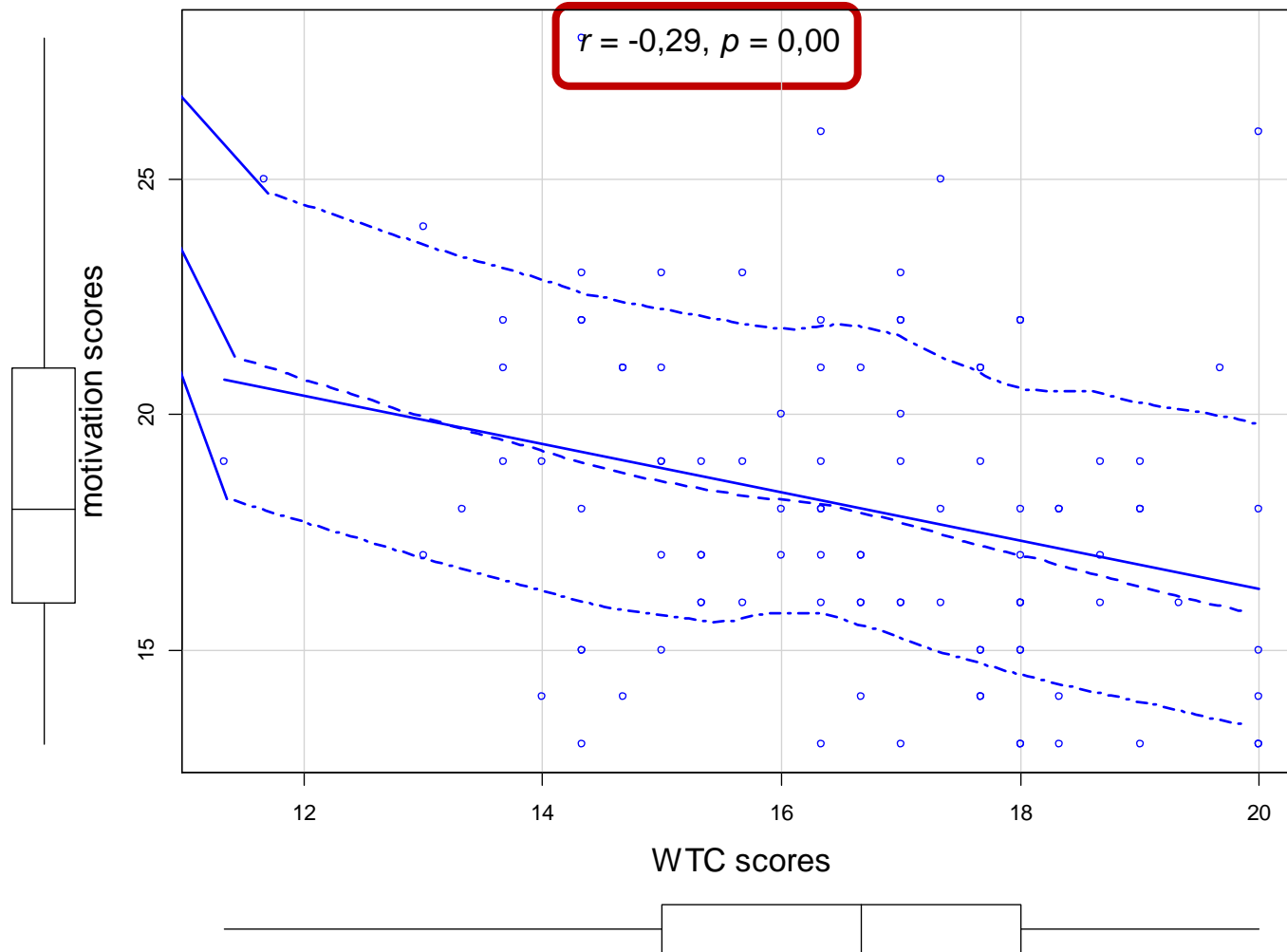
Balkendiagramm für die Noten im Einstufungstest

Ergebnisse Motivation



Ergebnisse Motivation und Kommunikation

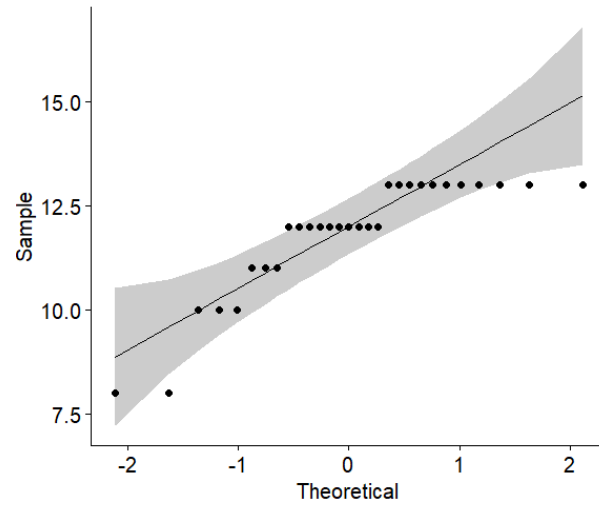
Scatterplot for motivation and WTC scores



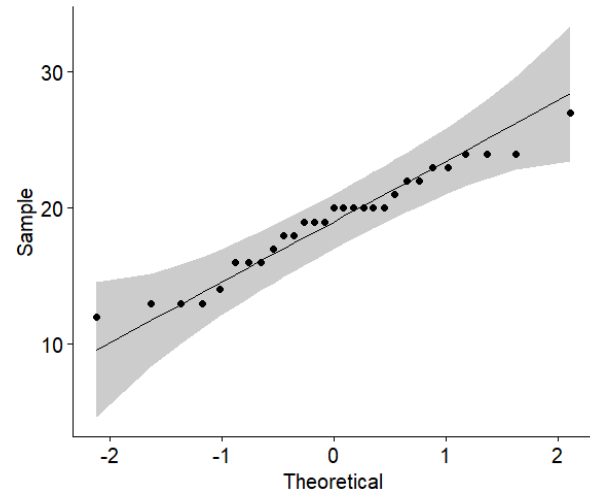
Motivation und
Kommunikations-
bereitschaft korrelieren
schwach aber signifikant
negativ !

Ergebnisse Begabung

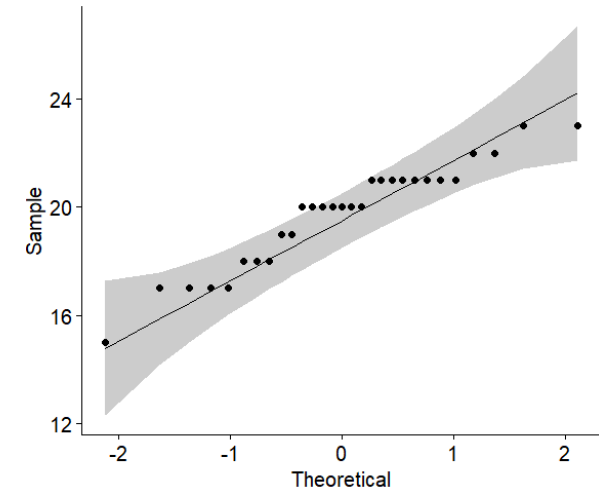
Q-Q-Plot for PLAB-LA



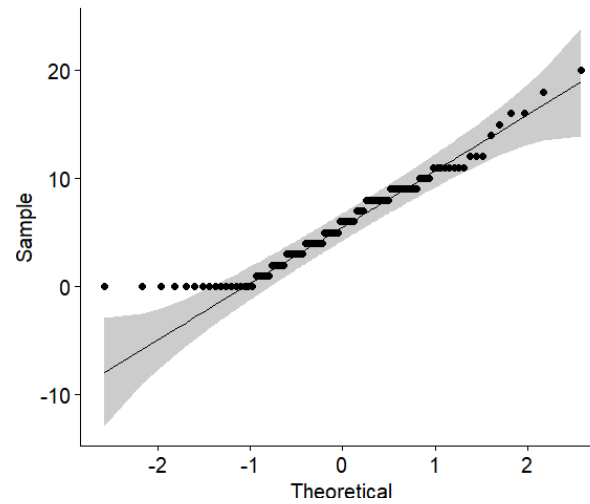
Q-Q-Plot for PLAB-SD



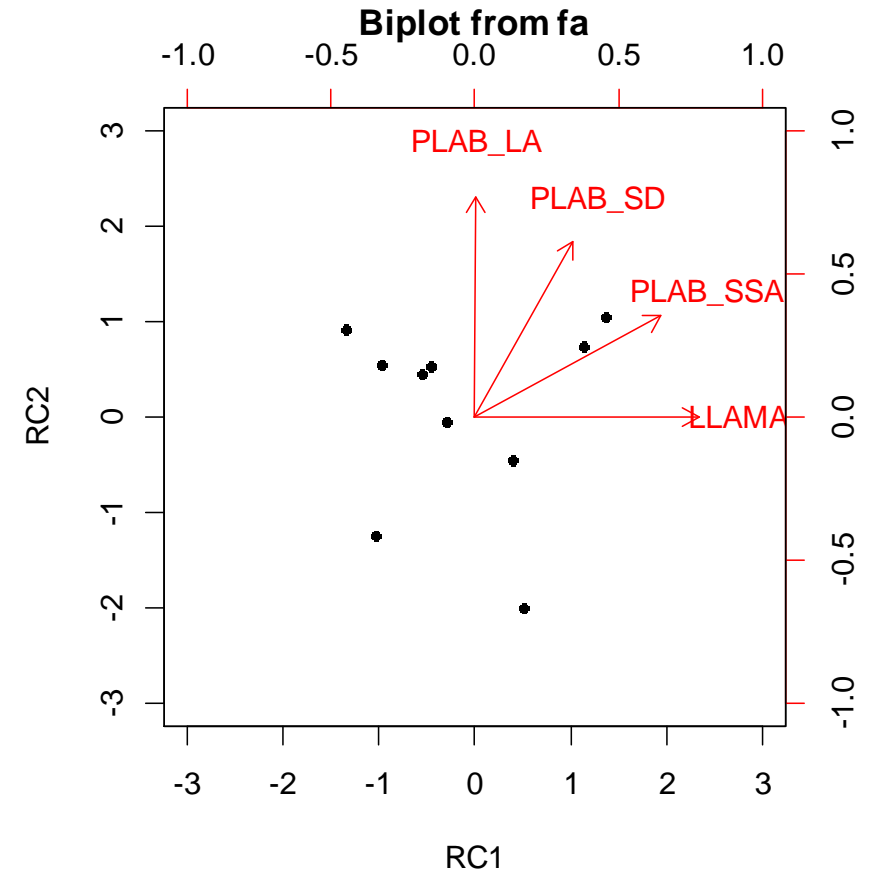
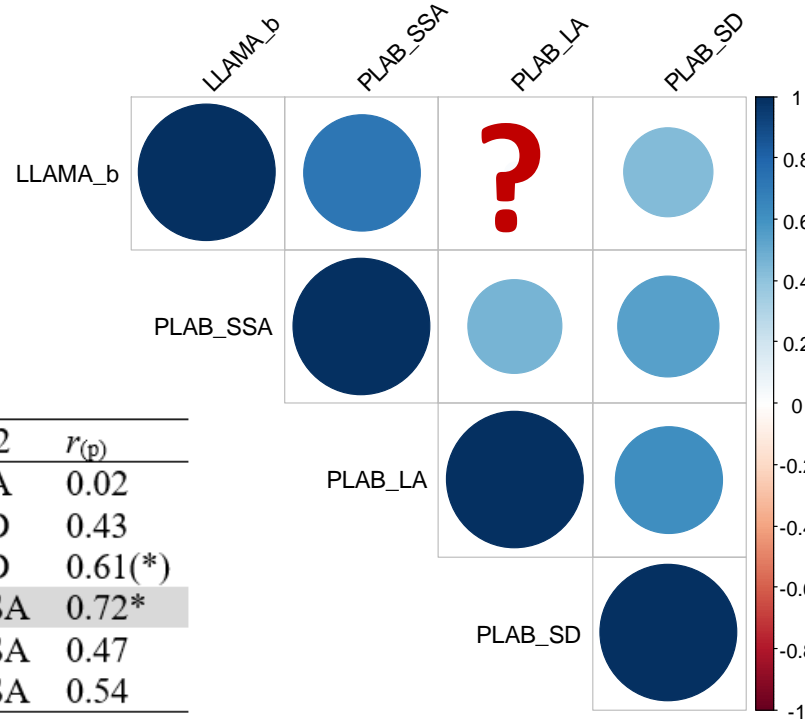
Q-Q-Plot for PLAB-SSA



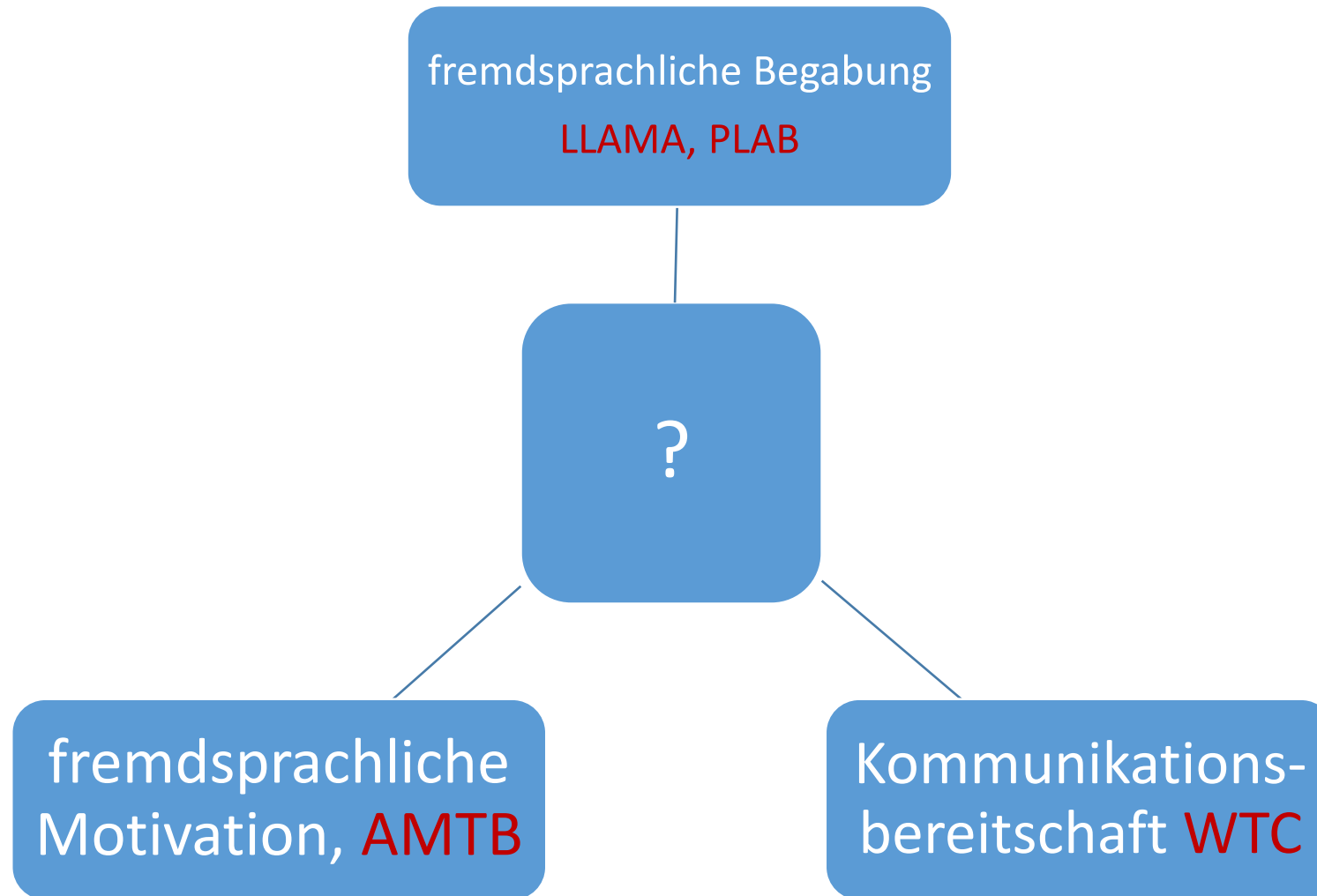
Q-Q-Plot for LLAMA-b scores



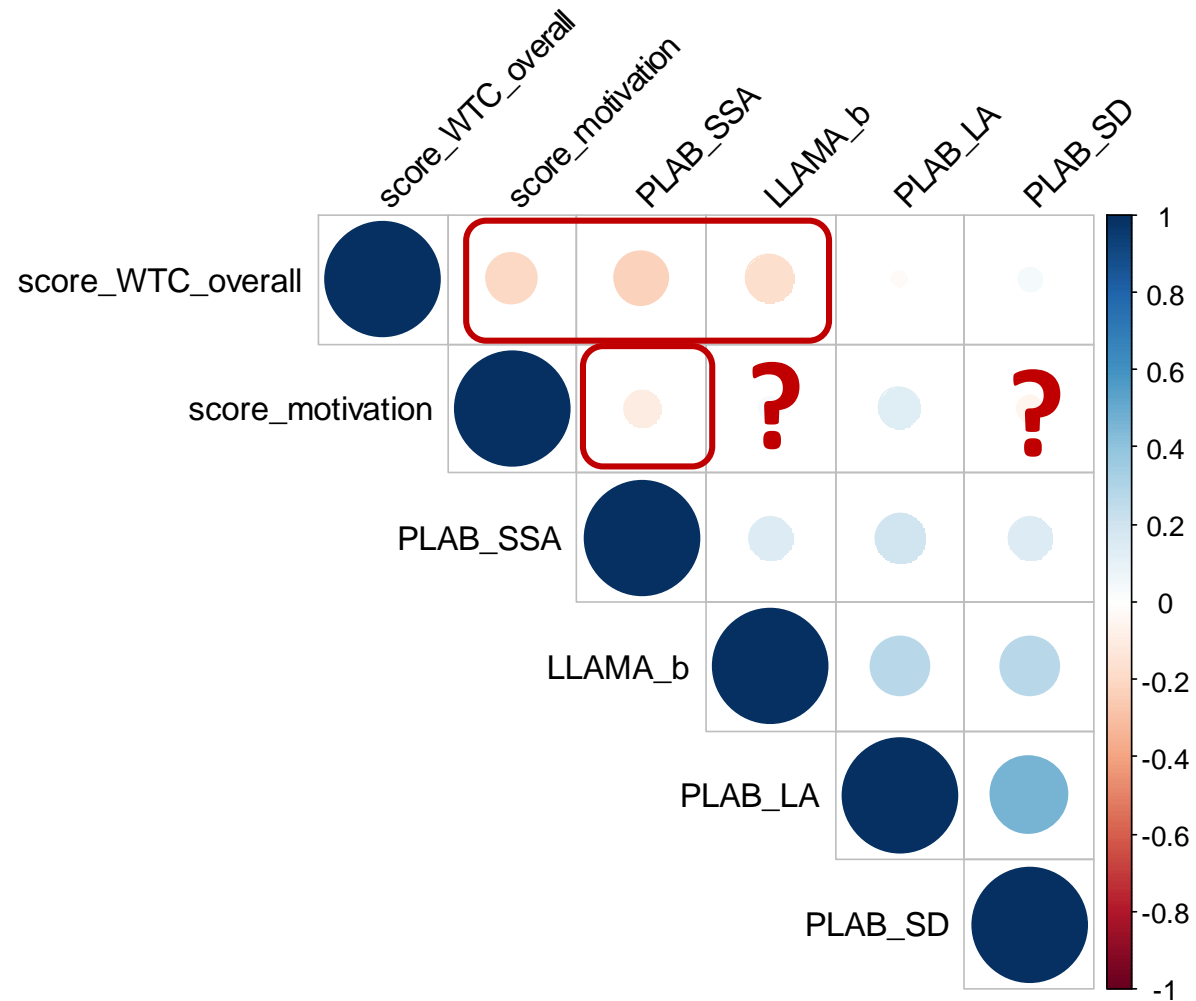
Ergebnisse Begabung



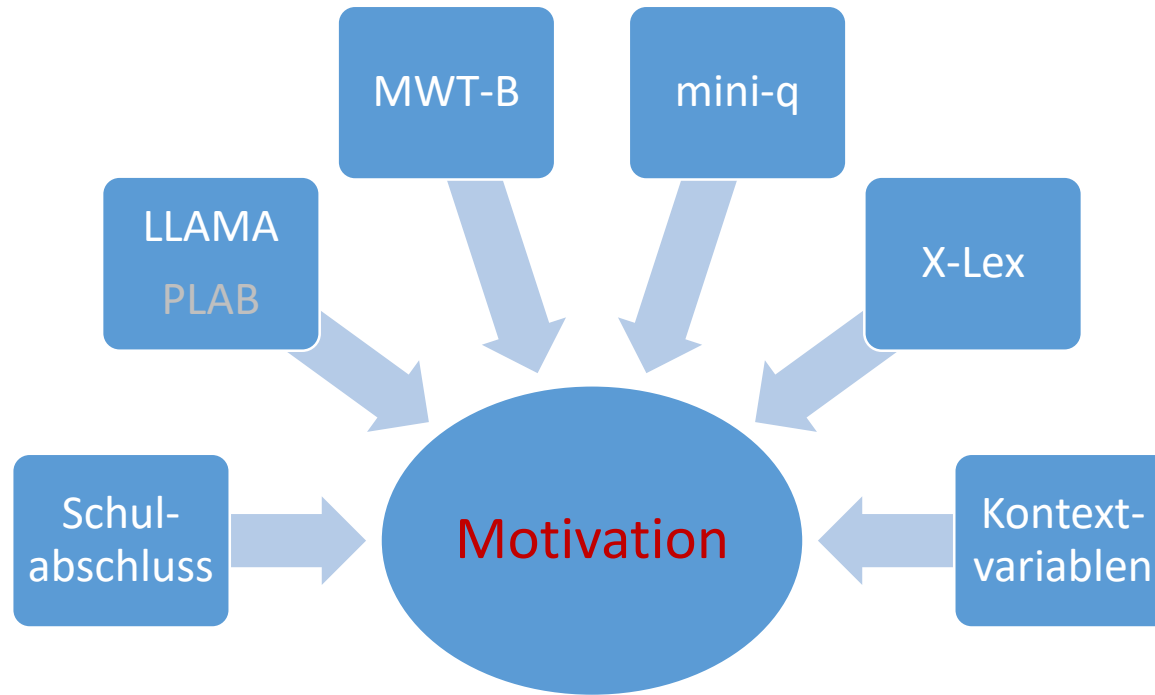
Ergebnisse Begabung und Motivation



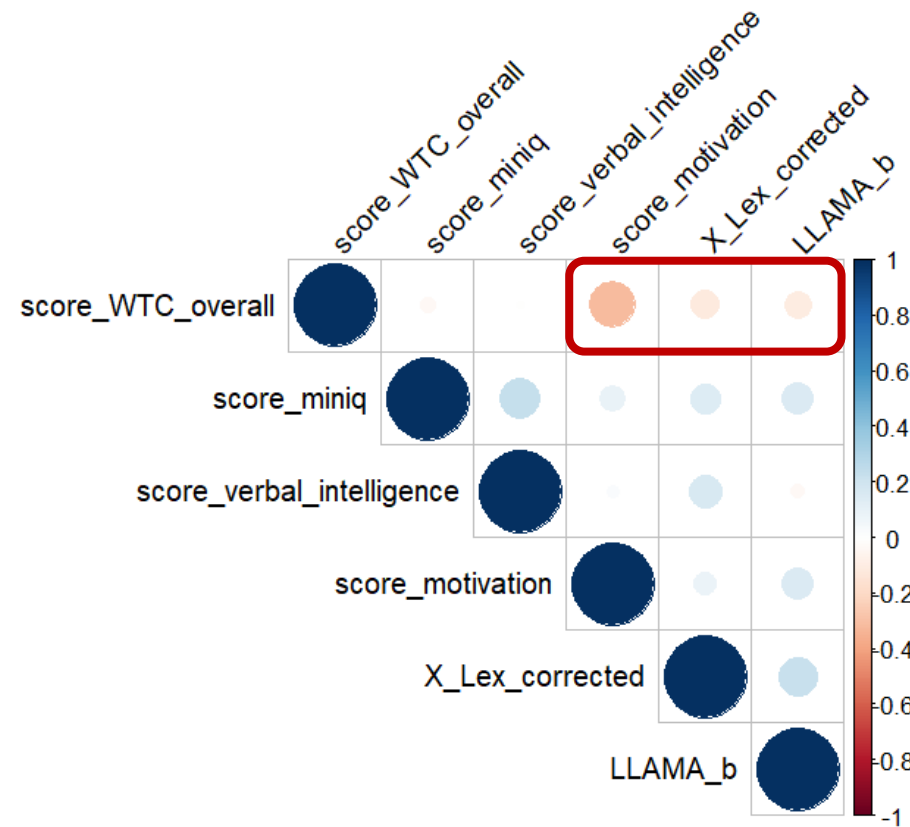
Ergebnisse Begabung und Motivation



Ergebnisse Prädiktoren von Motivation



Ergebnisse Prädiktoren für Motivation



Weitere Modelle ohne
die Variable
KOMMUNIKATION

Ergebnisse Prädiktoren für Motivation

Koeffizienten					
Variablen	Koeffizienten	SE	t-Wert	Signifikanz	η^2_p
Intercept	17.16	5.64	3.04	0.00 **	
Geschlecht (m)	1.27	0.81	1.56	0.12	0.031
Note 2	-1.62	0.86	-1.89	0.06.	0.050
Note ≥ 3	-0.05	1.13	-0.04	0.97	0.050
mini-q	-0.00	0.05	-0.08	0.93	0.000
MWT-B	0.10	0.19	0.52	0.60	0.003
X-Lex	-0.00	0.00	-0.59	0.56	0.005
LLAMA-b	0.15	0.08	1.80	0.08.	0.040

$F(7;76) = 1.12$, $p = 0,36$, $R^2 = 0.01$

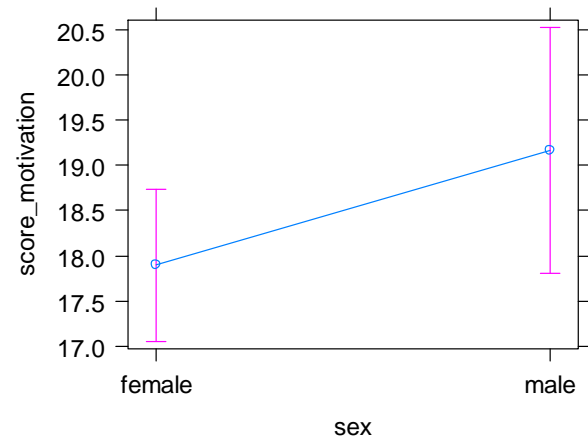
check on skewness, kurtosis, heteroscedasticity

no variance inflation

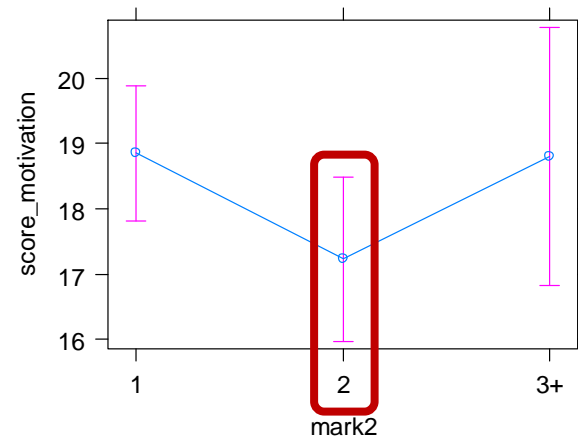
stepwise AIC = LLAMA-b*, $\eta^2_p = 0.04$

Ergebnisse Prädiktoren für Motivation

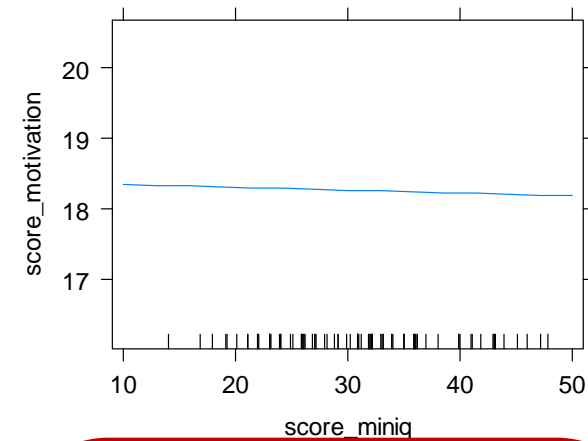
sex effect plot



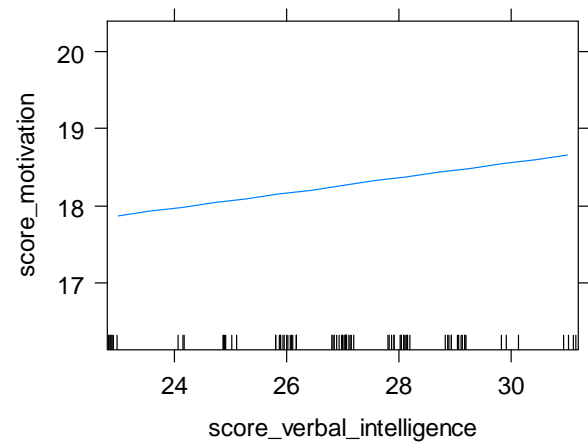
mark2 effect plot



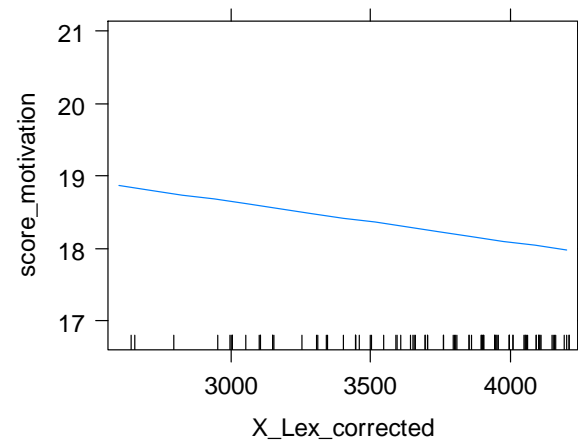
score_miniq effect plot



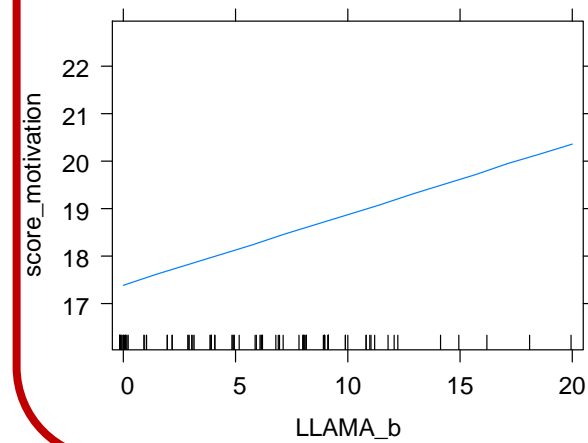
score_verbal_intelligence effect plot



X_Lex_corrected effect plot

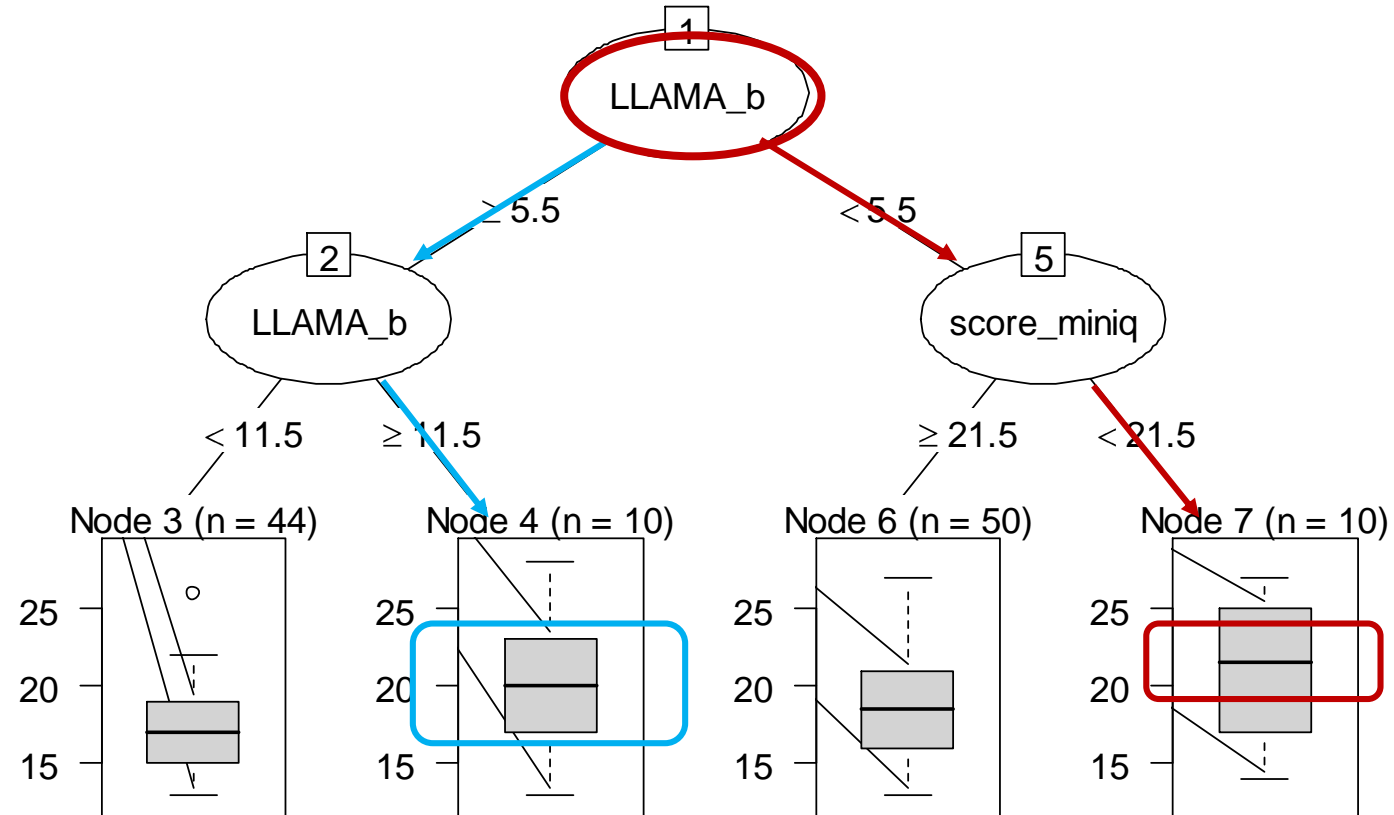


LLAMA_b effect plot

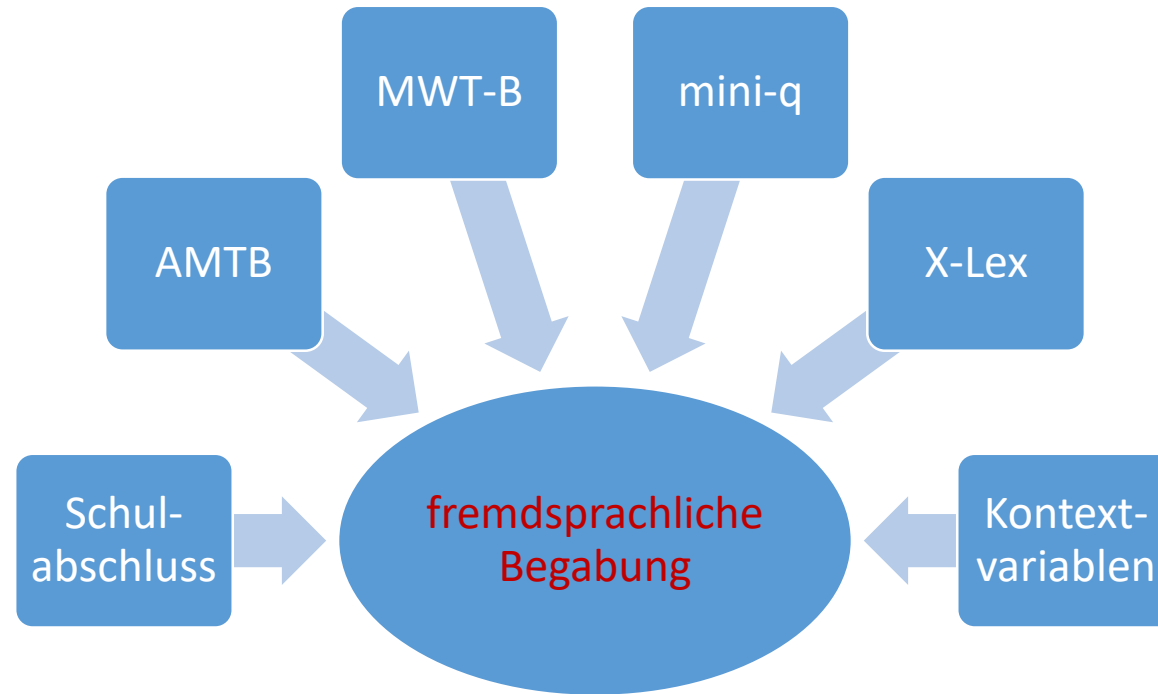


Ergebnisse Prädiktoren für Motivation

Conditional inference tree for motivation scores



Ergebnisse Prädiktoren für Begabung



Ergebnisse Prädiktoren für Begabung

Koeffizienten					
Variablen	Koeffizienten	SE	t-Wert	Signifikanz	η^2_p
Intercept	-7.45	8.043	-0.93	0.36	
Geschlecht (m)	0.10	1.12	0.08	0.93	0.00
Note (2)	3.06	1.14	2.69	0.01**	0.08
Note ≥ 3	1.08	1.52	0.71	0.48	0.08
mini-q	0.11	0.07	1.63	0.11	0.03
MWT-B	-0.24	0.25	-0.96	0.34	0.01
X-Lex	0.00	0.00	2.23	0.02*	0.06
Motivation	0.27	0.15	1.79	0.08	0.04

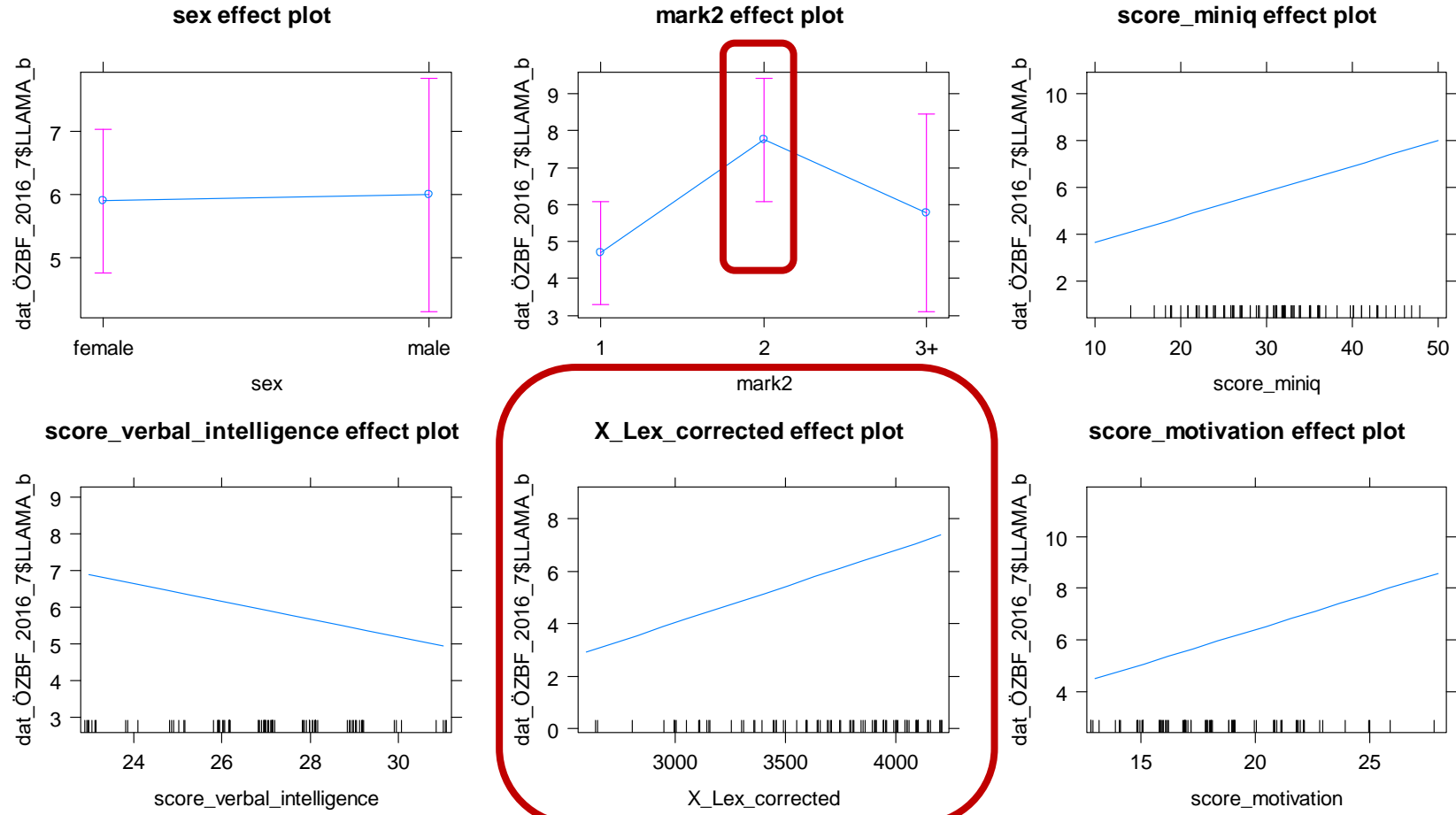
$F(7;76) = 2.33$, $p = 0.03$, $R^2 = 0.10$

check on skewness, kurtosis, heteroscedasticity

no variance inflation

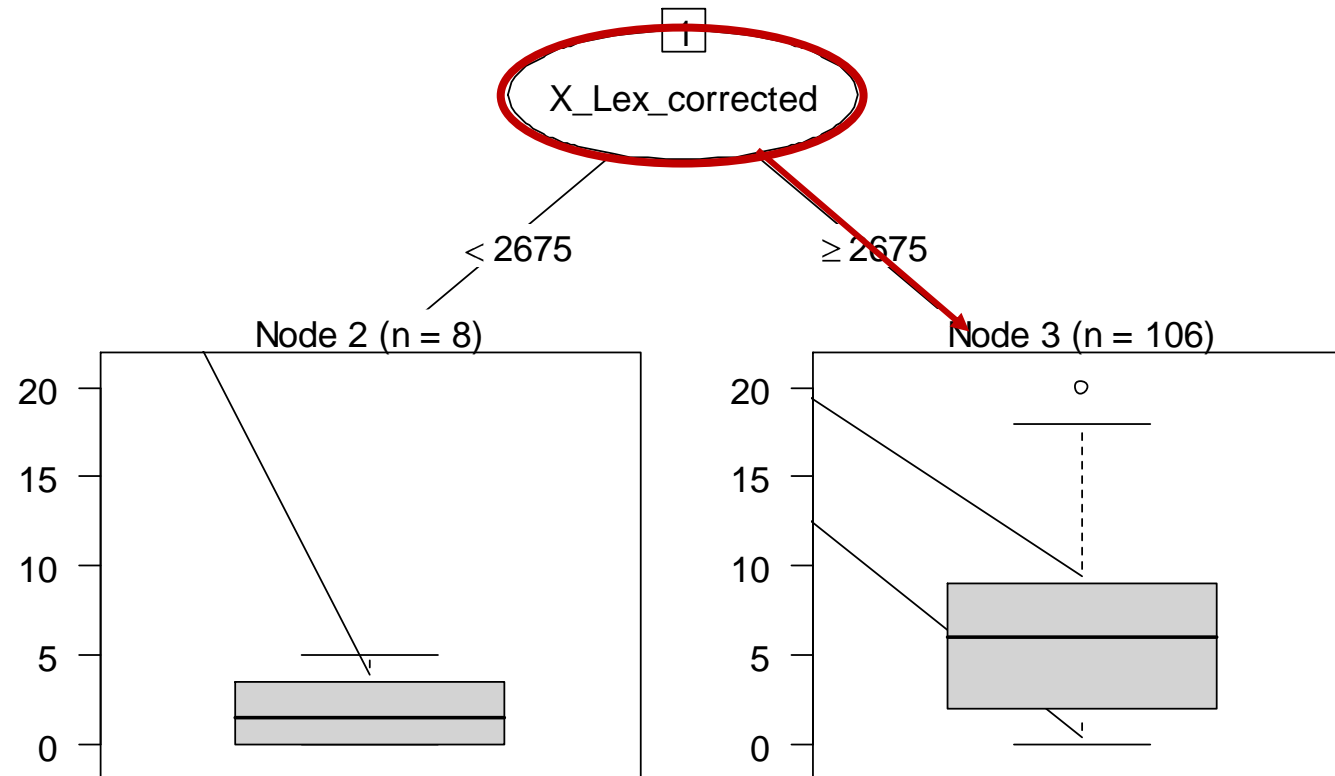
stepwise AIC = LLAMA-b*, $\eta^2_p = 0.04$

Ergebnisse Prädiktoren für Begabung

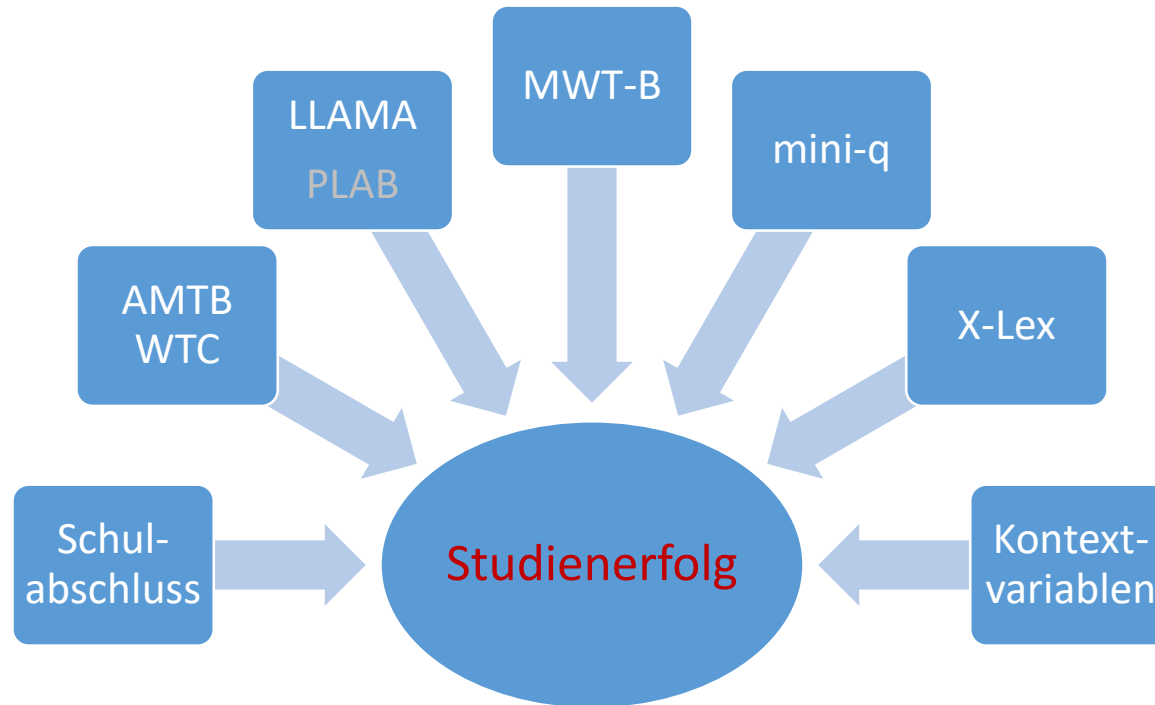


Ergebnisse Prädiktoren für Begabung

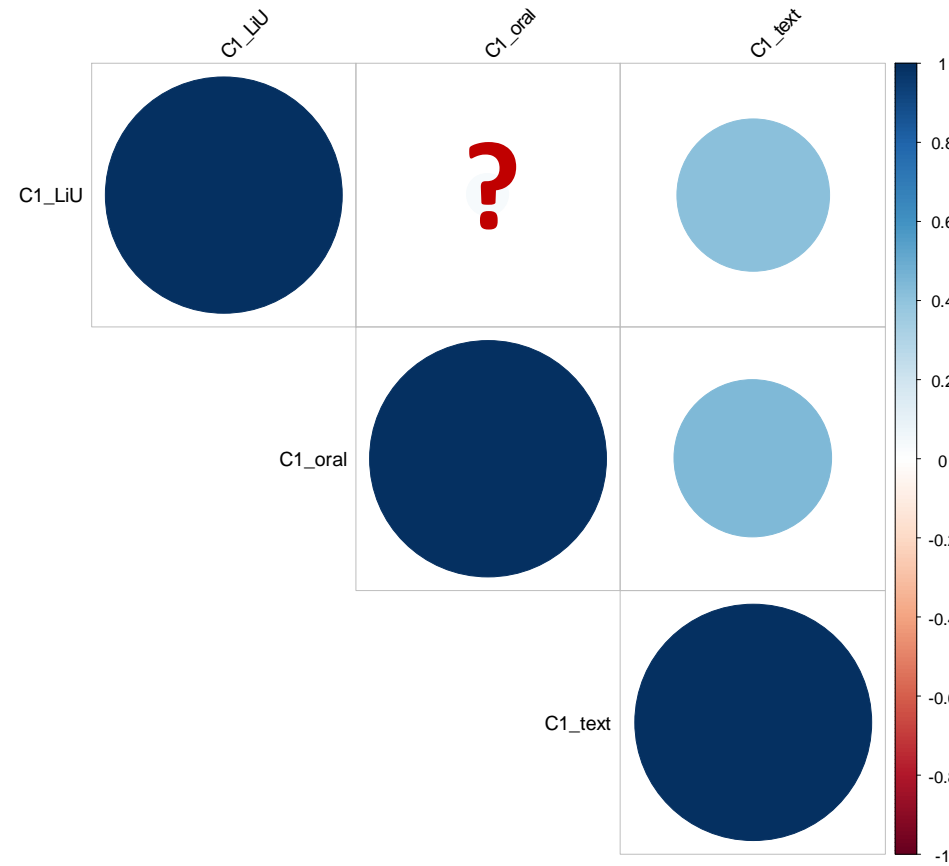
Conditional inference tree for LLAMA-b scores



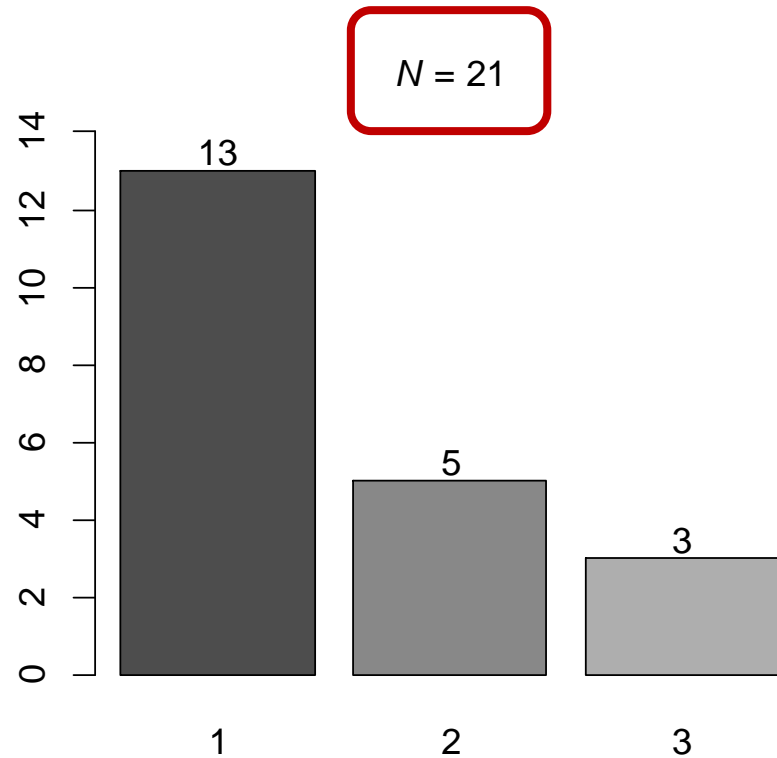
Ergebnisse Prädiktoren für Studienerfolg



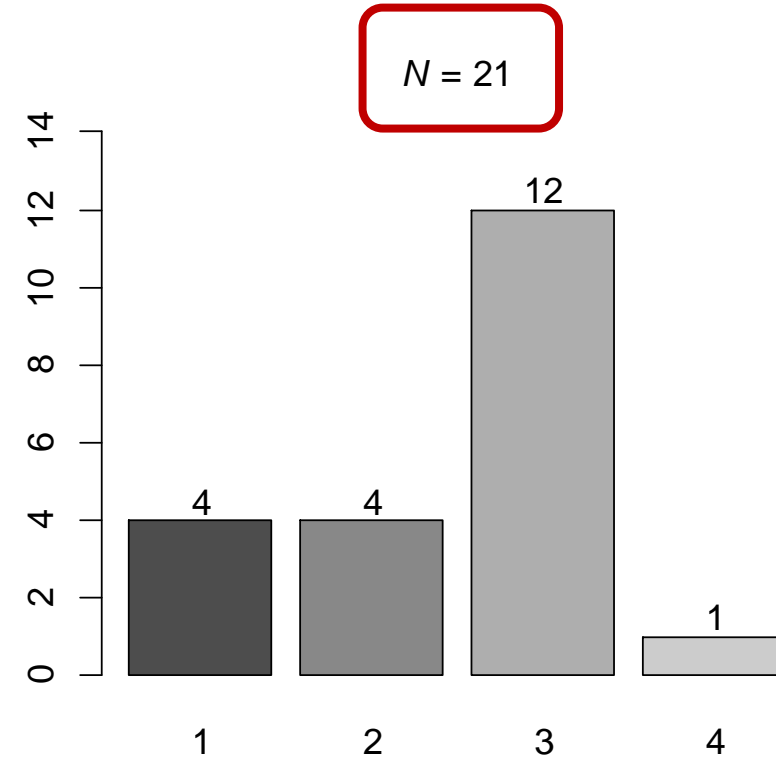
Ergebnisse Prädiktoren für Studienerfolg



Ergebnisse Prädiktoren für Studienerfolg

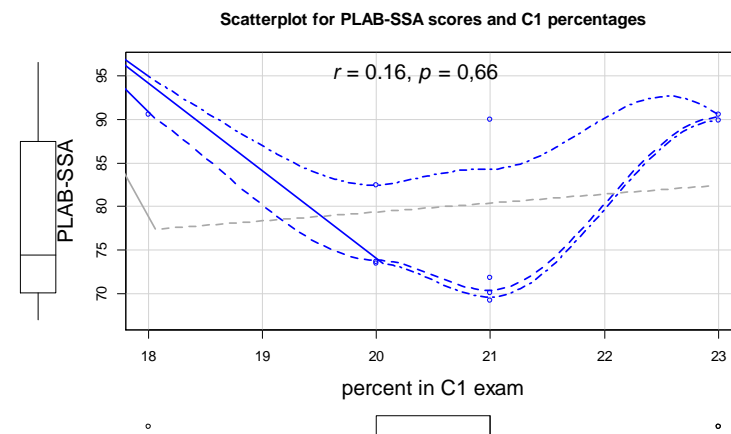
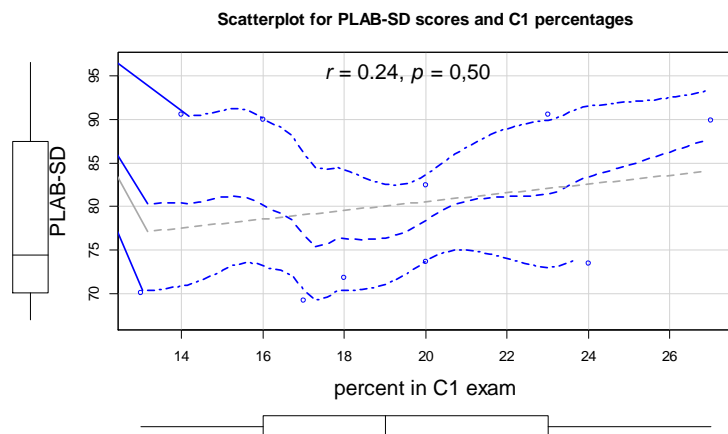
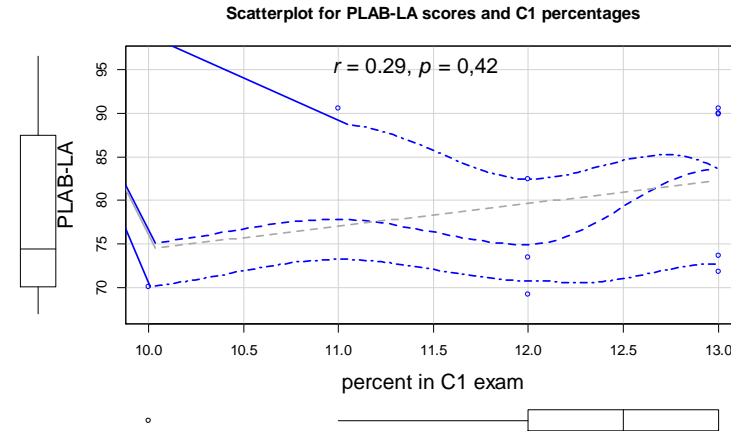
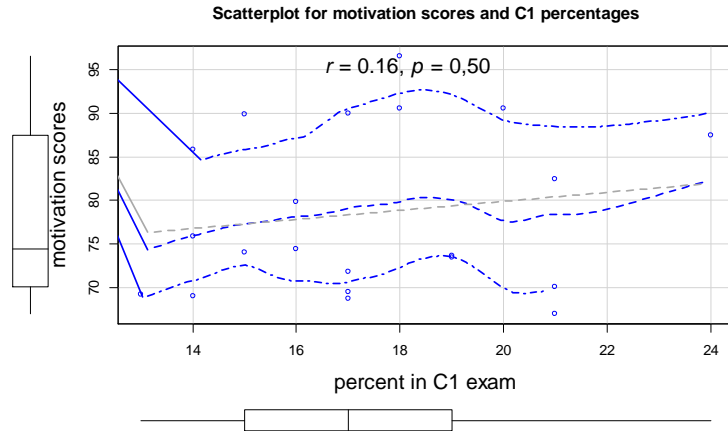


Balkendiagramm für die Schulnotennoten Englisch



Balkendiagramm für die Noten im C1 Test

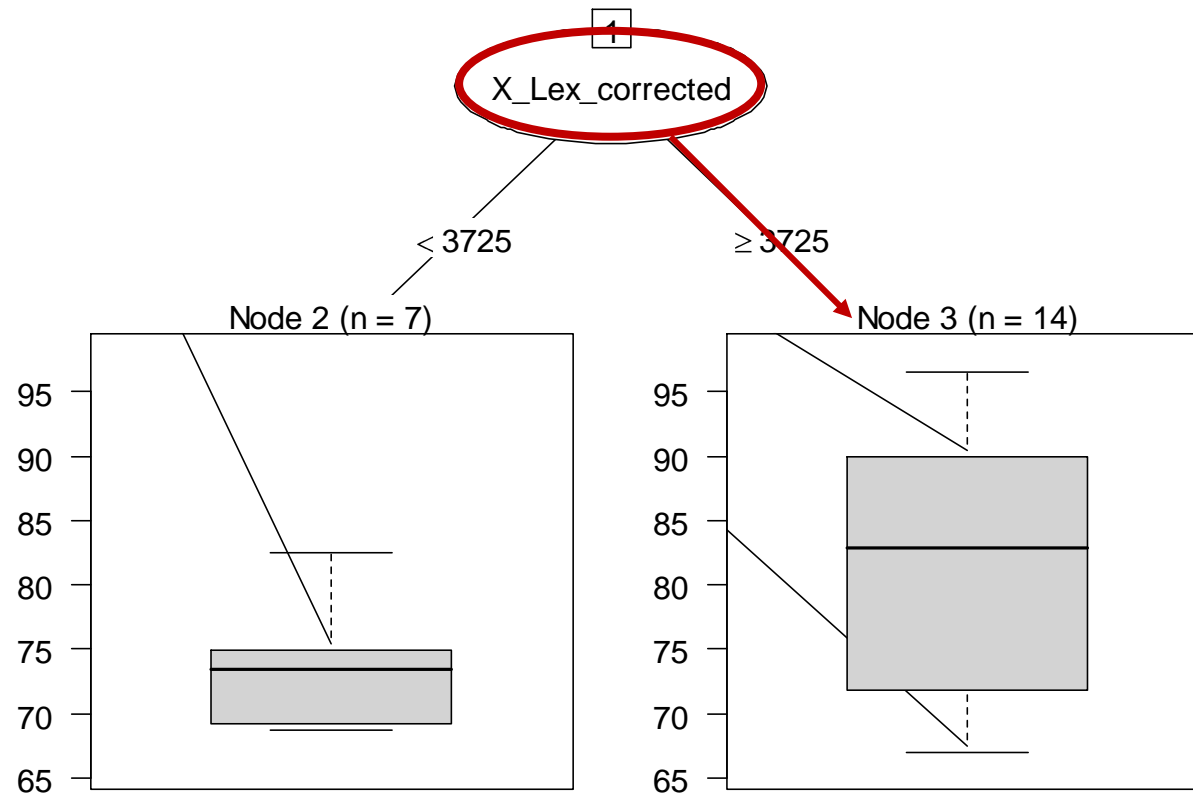
Ergebnisse Prädiktoren für Studienerfolg



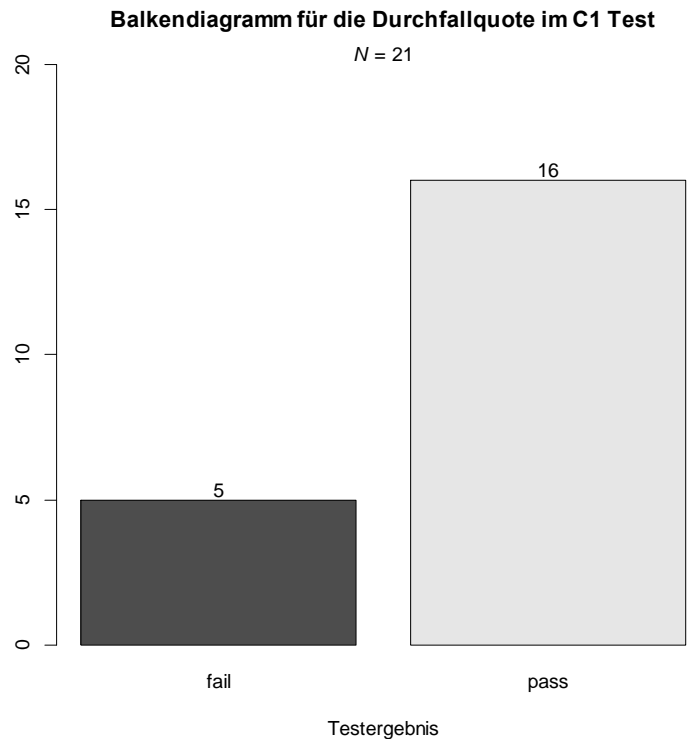
C1-Test-
erfolg und
Motivation
bzw.
Begabung

Ergebnisse Prädiktoren für Studienerfolg

Conditional inference tree for C1 results



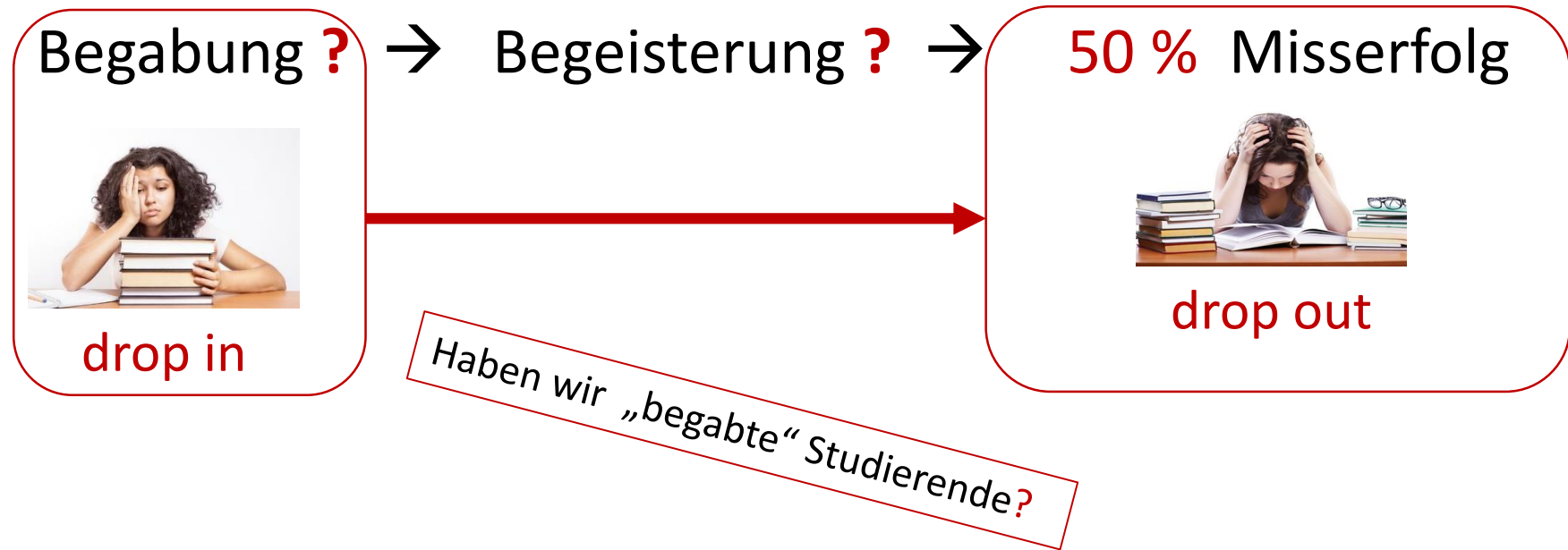
Ergebnisse Prädiktoren für Studienerfolg



Variable	DF	Deviance	R-DF	R-Deviance	Signifikanz
Geschlecht	1	2.46	19	20.56	0.12
Note	1	0.03	18	20.57	0.87
mini-q	1	1.40	17	19.17	0.24
MWT-B	1	0.06	16	19.11	0.81
X-Lex	1	2.75	15	16.36	0.09.
LLAMA-b	1	0.04	14	16.32	0.85
Motivation	1	0.68	13	15.65	0.41

MacFadden Pseudo- $R^2 = 0.32$

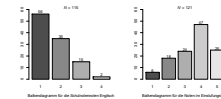
Diskussion & Fragen



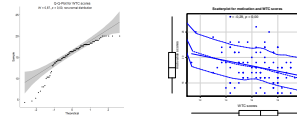
Diskussion & Fragen

- Zusammenfassung

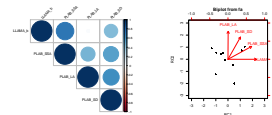
- Diskrepanz Schulabschluss und Studienbeginn ?



- Problem mit Konstruktvalidität und Messgenauigkeit ?



- Zusammenspiel der Begabungstests ?



Diskussion & Fragen

- Zusammenfassung

- Prädiktoren für Motivation (Note, **Vokabeln**) ?

- Prädiktoren für Begabung (Note, **Vokabeln**) ?

- Prädiktoren für Erfolg (**Vokabeln**) ?

Koeffizienten Variablen	Koeffizienten	SE	t-Wert	Signifikanz	η^2
Intercept	17.16	5.64	3.04	0.00**	
Geschlecht (m)	1.27	0.81	1.56	0.12	0.031
Note 2	-1.62	0.86	-1.89	0.06	0.050
Note 2-3	-0.05	1.13	-0.04	0.97	0.050
mini-q	-0.00	0.05	-0.08	0.93	0.000
MWT-B	0.10	0.19	0.52	0.60	0.003
X-Lex	-0.00	0.00	-0.59	0.56	0.005
LLAMA-b	0.15	0.08	1.80	0.08	0.040

Koeffizienten Variablen	Koeffizienten	SE	t-Wert	Signifikanz	η^2
Intercept	-7.45	8.043	-0.93	0.36	
Geschlecht (m)	0.10	1.12	0.08	0.93	0.00
Note (2)	3.06	1.14	2.69	0.01**	0.08
Note 2-3	1.08	1.52	0.71	0.48	0.08
mini-q	0.11	0.07	1.63	0.11	0.03
MWT-B	-0.24	0.25	-0.96	0.34	0.01
X-Lex	0.00	0.00	2.23	0.02*	0.06
Motivation	0.27	0.15	1.79	0.08	0.04

Variable	DF	Deviance	R-DF	R-Deviance	Signifikanz
Geschlecht	1	2.46	19	20.56	0.12
Note	1	0.03	18	20.57	0.87
mini-q	1	1.40	17	19.17	0.24
MWT-B	1	0.06	16	19.11	0.81
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LLAMA-b	1	0.04	14	16.32	0.85
Motivation	1	0.68	13	15.65	0.41

Diskussion & Fragen

- Zusammenfassung

- Mit welchen Begabungen kommen die Studierenden ?



- Was ist die Rolle von
fremdsprachlicher Begabung und Motivation ?



- Haben wir es mit *drop in* und *drop out* zu tun ?



Diskussion & Fragen

- Zusammenfassung

“ Gifted dropouts appear on a **self-actualizing quest**; the **wanderlust** is a means to an end that may not be fully understood, but is an affective and a cognitive component of **identity development** as they strive for their **niche** in the world. ”

Robertson, 1991, S. 67

Diskussion & Fragen

- Ausblick
 - Beforschung der Karrierewege der **AbsolventInnen**
 - Beforschung der Motivationen der **AbbrecherInnen**
 - Komplementierung der quantitative Daten mit **qualitativen** Daten
 - Verfeinerung der quantitativen **Methoden** und Modellierungen

Diskussion & Fragen

- Ausblick

- weitere Faktoren ?

- Lehrbegabung ?

Herzmann & König, 2016

- Begabung für Motivation ?

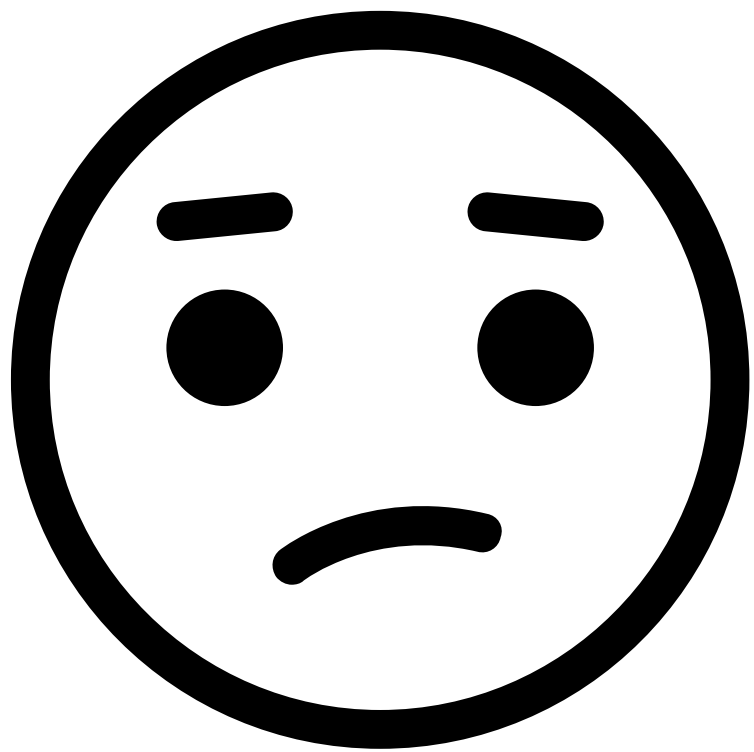
Gottfried & Gottfried, 2004

- individuals who are superior in their **strivings** and **determination** pertaining to an endeavor.

- **academic intrinsic** motivation

enjoyment of school learning characterized by an orientation toward **mastery, curiosity, persistence, task-endogeny**, and the learning of **challenging, difficult, and novel** tasks

- Renzulli's **task commitment** ?



Diskussion & Fragen

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