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Taalvariatie en onderwijsprestaties van autochtone basisschoolleerlingen

Abstract

Language variety and educational achievement of indigenous primary school pupils

This article explores the relations between language and arithmetic test performance and a range of language related family characteristics. The sample consists of 7,730 pupils from nearly 700 Dutch primary schools. The variables analyzed are: the language variety the child chooses in conversations with their father, mother, siblings and friends; the language the parents communicate in; the importance the parents attach to the learning of their home language; the parents' mastery level of the Dutch language; the parents' educational level; the child's sex; the part of the country/province. The main question is whether pupils who are oriented on using standard Dutch perform better than pupils who generally speak another language variety, i.e. a Dutch dialect or Frisian. The results show that there are only two characteristics of relevance in explaining differences in language and arithmetic test results, viz the parents' educational level and the province. Most remarkable are the results of the pupils from two provinces, one in the north and one in the south. On average the children from Limburg as well as those from Friesland speak non-Dutch (i.e. a Limburg dialect or Frisian) in 47% of the language domains; for the Netherlands as a whole this is only 13%. Still, the pupils from Limburg perform best and the pupils from Friesland worst on the language and arithmetic test, even after controlling for the family characteristics. Also, within the group pupils from Limburg and Friesland there are no differences between the pupils who generally speak Dutch and the pupils who generally speak a Limburg dialect or Frisian.