

# Low Saxon language attitudes

Research on language attitudes in the Netherlands

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## Abstract

This thesis research aims at understanding more about the Low Saxon language in the Netherlands, specifically about the language attitudes of native speakers. These language attitudes have been researched by hosting a survey based on previous research in Fryslân. A total of 158 respondents has been reached and all the data they provided has been analyzed in this paper. The different survey questions are analyzed separately and later statistically analyzed. Two correlation analyses have been performed, and two linear regression models have been developed. However, these analyses showed that the data was not statistically significant and thus did not provide a concrete answer to the research question “What are the language attitudes of native Low Saxon speakers in the Netherlands, and how are they shaped by factors such as regional identity, family background, and level of education?”. Therefore, further research is needed to be able to fully understand Low Saxon language attitudes, but this paper serves as a starting point for more research in the Low Saxon language and its native speakers’ language attitudes.

Keywords: Low Saxon, language attitudes, quantitative research, survey, SPSS, Nedersaksisch

# 1. Introduction

Low Saxon is a language spoken in northwest Europe, specifically in the east of the Netherlands, west Germany, and southern Denmark (Bloemhoff et al., 2019). In the Netherlands, Dutch Low Saxon is the language tied to the region in the east and northeast of the country. The scope of this paper will only include Low Saxon spoken in the Netherlands so that the research is not too broad. Dutch Low Saxon is an ‘umbrella language’ for seven regional dialects, namely: Gronings, Drents, Stellingwerfs, Sallands, Twents, Achterhoeks, and Veluws (Bloemhoff et al., 2019). These are considered the main varieties of Dutch Low Saxon, which in turn can have smaller dialects that are region-specific (Bloemhoff et al., 2019). Low Saxon has no standard variety, speakers of Low Saxon speak either Gronings, Drents, or Twents for instance (Bloemhoff et al., 2019). For the purpose of this paper, (Dutch) Low Saxon is used to address all the varieties of the language, without distinguishing any variety or dialect.

Next to Low Saxon, there are two other regional languages in the Netherlands that exist next to Dutch, namely: Frisian and Limburgs. These are mostly spoken in their respective provinces, while Low Saxon spans over 5 Dutch provinces, i.e. Groningen, Drenthe, Overijssel, Gelderland, and Flevoland (Bloemhoff & Streekstra, 2013). Frisian is considered an official language of the province of Fryslân (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2022), whereas Low Saxon and Limburgs are recognized as regional languages within the Netherlands (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2021b). This means that Frisian is a mandatory language in schools in Fryslân, while schools in the Low Saxon area or Limburg are not required to provide classes in the regional language (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2021b). In the survey conducted for this paper, one question was included on whether classes in Low Saxon should be mandatory for students in regional schools.

Far too little attention has been paid to the Low Saxon language in academia up to now, leading to a gap in research. A search of the literature revealed few studies which address the language and none that address Low Saxon language attitudes. There is some research on Frisian and Dutch in this respect,

however, no single study exists that covers Low Saxon and language attitudes. This study seeks to obtain data that will help to address these research gaps. It is my experience of living in the Low Saxon area and speaking the language as my mother tongue that has driven this research.

In this paper, research will be conducted to find an answer to the following research question: “What are the language attitudes of native Low Saxon speakers in the Netherlands, and how are they shaped by factors such as regional identity, family background, and level of education?”. This question aims to find correlations between language attitudes and demographic characteristics of people living in the Low Saxon region and speaking Low Saxon. The research was conducted through a survey hosted in the Netherlands and gathered data from a total of 158 participants. The survey and its results will be further explained in this paper, as well as the interesting findings and further research suggestions.

This paper starts with a brief overview of the history of Low Saxon in the Netherlands. This section aims at detailing the historical changes in the language to provide a solid background for conducting research on the language nowadays. The third section consists of the current status of Low Saxon in the Netherlands. It focuses on policies (e.g. a signed treaty (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2018)) that influence the preservation of the language. Next to that, there is an introduction to the concept of language attitudes in section four. It details the definition of language attitudes and provides information on research methods that are used for language attitudes research. These methods provide the foundation for the research conducted for this thesis, as it is based on a study conducted in Fryslân in 1980 detailing the Frisian language attitudes (Gorter & Fryske Akademy, 1984). The survey used in this study serves as the basis for the language attitude research of this paper. Section five details the specific methodology of this study and details the steps taken in the research. In the next section, the data retrieved from the survey is analyzed. The analysis is based on the Frisian study and uses statistical methods. Furthermore, there is a discussion section that aims at deriving meaning from the results presented in section six, which also includes future prospects for Low Saxon in the Netherlands. Lastly, the paper includes a section in which conclusions about the research are drawn and the research question will be answered.

## 2. A brief history of Low Saxon

Low Saxon is a language originating from the Indo-European language family, which is estimated to come into existence around 4000 BC (Bloemhoff & Streekstra, 2013). This language family was spread over most of the European continent and also parts of Asia. Nowadays, languages such as Irish, Portuguese, Polish, and Hindi-Urdu link back to this overarching language of Indo-European (Bloemhoff & Streekstra, 2013). The Indo-European language evolved and new varieties developed in different parts of the language area. This section will describe the evolution of the Indo-European language into what Low Saxon is today.

### 2.1. Timeline of Low Saxon in the Netherlands

#### 2.1.1. Pre-Germanic language: ± 1300 BC - 0

The oldest version of the Germanic language is called ‘Oergermaans’ in Dutch, which is the Germanic origin of what is nowadays known as Low Saxon (Bloemhoff et al., 2019). This language is a derivative of the Indo-European language family, which also explains that the Western European languages originate from the west of the Ural mountains (Scholtmeijer, n.d.). From 500 b.c. the Germanic language started to spread in the Dutch Low Saxon area. However, it is uncertain how the spread actually happened (Scholtmeijer, n.d.). It is possible that there was combat in the area and that Germanic speakers occupied the Low Saxon region. It could also be that the Germanic cultural values were considered more prestigious, which led to adopting the Germanic language out of societal and cultural beliefs (Scholtmeijer, n.d.) Since there are no sources left from this period, the later develop languages are used to source back to the original use and spelling of Pre-Germanic (Scholtmeijer, n.d.). Pre-Germanic existed from around 1300 BC until the start of the modern calendar (Bloemhoff et al., 2019). Around this time, three main varieties of Germanic were developing (Bloemhoff & Streekstra, 2013). These varieties are West Germanic (the foundation of Saxon languages), North Germanic (the foundation of Scandinavian

languages), and East Germanic, which is an extinct language nowadays (Bloemhoff et al., 2019; Scholtmeijer, n.d.).

### 2.1.2. West Germanic language: ± 0 - 500 AD

West Germanic is differentiating itself into North Sea Germanic and Intra Germanic, which is used to describe the language spoken in the inner regions of the Low Saxon area (Scholtmeijer, n.d.). North Sea Germanic is spoken in the coastal area of the Netherlands. Between the years of 400 AD and 800 AD, the area in the North of the 3 main rivers in the Netherlands remains to be a linguistic whole (Scholtmeijer, n.d.).

### 2.1.3. Old Saxon/Old Nederduits: ± 500 - 1150 AD

From around 500 AD, the West Germanic language evolved into four main languages: Old Franconian (or Old Dutch), Old High German, Old Frisian, and Old Saxon. From these four distinct languages, Old Saxon is the root of what is currently known as Low Saxon. (Bloemhoff et al., 2019; Scholtmeijer, n.d.) Old Saxon developed itself in the northwest of Germany and the east of the Netherlands from around 500 AD to 1150 AD (Bloemhoff & Streekstra, 2013; Bloemhoff et al., 2019). Early scripts from this time period are mostly from the Franks in the region, who are Catholic believers and able to write (Scholtmeijer, n.d.). The Frisians and the Saxons are unable to write and thus have no original scripts that are available to us today. Religion is a big reason for tension between the different groups in the Netherlands. The Franks are catholic and are desperately trying to convert the Saxons to their beliefs (Scholtmeijer, n.d.). It is believed that the languages of the Saxons and the Frisians are almost indistinguishable and very similar to each other, different from the Frisian language (Scholtmeijer, n.d.). Holland (which will turn into modern Dutch) is born in the West of the Netherlands, where they previously spoke North Sea Germanic. The language the Franks spoke is spreading to the east of the Netherlands (Scholtmeijer, n.d.). Similar to the influence of Germanic before Christ, it is unknown why



the influence of Franconian happened to the Saxons. There have been theories suggesting that this either happened because of cultural prestige or because of high officers settling and perhaps procreating with the Saxs (Scholtmeijer, n.d.). The mix of the Northern- and Southern languages spoken in the Netherlands can be considered Oudsaksisch.

#### 2.1.4. Middle Lower German: ± 1150 - 1600 AD

From 1150 to 1550 the language in the region of east Netherlands and northwest Germany was called Middle Lower German (Bloemhoff & Streekstra, 2013). After being influenced by the Francish language from the south of the Netherlands, eastern influences are making their way to the Low Saxon area (Scholtmeijer, n.d.). It is believed that the language in the eastern Netherlands is very similar to the German one at the time. Dialects in the eastern parts of the Netherlands are now referred to as Saxon or even Low Saxon. In terms of vowels, Low Saxon is related to German, but for consonants, Low Saxon relates to the Dutch language (Scholtmeijer, n.d.). Middle Lower German is mostly known as being the language that was used during the period of the 'Hanze' (Hanseatic League). It was a widely spoken language that even reached as far as Riga in Latvia (Bloemhoff et al., 2019). The language was used for communication within the Hanseatic League, and this league made for the widespread use of Middle Lower German. However, after a decline in the Hanseatic League and its economic strength, the importance of Middle Lower German started declining as well (Bloemhoff et al., 2019; Scholtmeijer, n.d.).

#### 2.1.5. New Low Saxon: ± 1600 AD - 1950

From 1400 to 1543, different provinces were subject to even more influences from the Dutch language. 1543 marks the year in which the Republic of the Seven United Netherlands was founded (Bloemhoff et al., 2019). From the beginning of the 17th century, the influence of the west of the Netherlands started to grow as Holland became the center of power and economy. In the West, a new and

cultivated language started to develop, which was more and more adopted by the Republic of the Seven United Netherlands (Bloemhoff et al., 2019). The ‘Dutch of the West’ became the more dominant language in the Republic, and Middelnederduits competed with the Hollandish language from the West (Bloemhoff et al., 2019). Hollands, spoken in the west of the Netherlands, is influencing the language to their east, Low Saxon. In the period of the VOC (1602-1798), cities in Holland became more economically strong, while the Hanseatic League from the east of the Netherlands was in a decline of economic superiority (Scholtmeijer, n.d.). Low Saxon was the main language of communication in the ‘Hanze’, which explains why Hollandish words and sounds are adopted into Low Saxon (Scholtmeijer, n.d.). The Hollandish expansion is based on one characteristic in Low Saxon, namely the change of *oe* to *uu* (Scholtmeijer, n.d.). In the older spoken versions of Low Saxon, words like house were pronounced *hoes* while after the Hollandish expansion, this goes to *huus*. In Holland, this *uu* later changed to *ui*, but this change was not adopted by Low Saxon (Scholtmeijer, n.d.).

Religion was also a motivator for the influence of the Hollandish language in the Saxon language since Calvinism was becoming more popular in Holland and some parts of the Saxon area (Scholtmeijer, n.d.). In 1618 and 1619 there was a strong urge for having a translation of the Bible, due to religious similarities and differences in the country. With all the different dialects in the Netherlands, there was a need for a standardized language in which this Bible translation will be written (Scholtmeijer, n.d.). While picking different words and spellings to use, a strong favor was given to the Hollandish words, due to the Hollandish economic, cultural, military, and religious superiority over the Saxon (Bloemhoff et al., 2019; Scholtmeijer, n.d.). Next to that, supervisors of the translation from Overijssel and Drenthe recanted from participating in the project (Scholtmeijer, n.d.). They felt that the language of the translation was too far from their language, and therefore they didn’t feel the need to participate anymore. The language that was used for the Bible translation was then also standardized for the Netherlands, which is the foundation of modern-day Dutch (Scholtmeijer, n.d.).

### 2.1.6. Modern-day Low Saxon: ± 1950 - present-day

Modern-day Dutch is still spoken in most of the Netherlands. Cultural differences that are related to language are coming into existence. The standard, country-wide, language of Dutch is regarded as civilized and lofty (Scholtmeijer, n.d.). The regional, Low Saxon, language is uncivilized and ‘flat’ (according to the general public and the speakers of Dutch) (Scholtmeijer, n.d.). First Dutch was only used as a written language, while the local dialects were vividly spoken, even in Holland. However, this changed in the early 1800s due to the industrial revolution. This urged the need for more educated citizens, which prompted a school for citizens in the Netherlands (Scholtmeijer, n.d.). In 1863, Dutch was first introduced in language classes, when there was no need for Latin and Greek anymore. The people attending these schools and learning Dutch used it more and more in their daily lives (Scholtmeijer, n.d.). For most of the nineteenth and twentieth centuries, Dutch was a language to learn in schools, but in the east and northeast of the Netherlands, Low Saxon was still the spoken language in that area. Nowadays, Dutch has almost completely taken over the Low Saxon area, where Dutch is spoken frequently (Scholtmeijer, n.d.).

## 3. Current status of Dutch Low Saxon

### 3.1. Literature on the current use and status of the language

Research or data on the current state of Low Saxon in the Netherlands is very scarce. There is no accurate data on the number of speakers of the language, only percentages from a survey conducted by the Central Bureau for Statistics (CBS). From the percentages in table 3.1.1 and the actual population number in 2021, 17,48 million people (Centraal Bureau voor De Statistiek, n.d.), the estimate for Low Saxon speakers is 839.040. The table also shows that Low Saxon (Nedersaksisch, third column) is mostly

spoken in the north and the east of the Netherlands, and increases in use the smaller the living area becomes (Schmeets & Cornips, 2021).

|                      | Nederlands | Dialect | Nedersaksisch | Fries | Limburgs | Andere taal |
|----------------------|------------|---------|---------------|-------|----------|-------------|
| Noord-Nederland      | 60,4       | 1,1     | 18,5          | 15,7  | 0,0      | 4,2         |
| Oost-Nederland       | 77,5       | 0,9     | 13,4          | 0,2   | 0,4      | 7,7         |
| West-Nederland       | 85,6       | 2,8     | 0,2           | 0,8   | 0,1      | 10,5        |
| Zuid-Nederland       | 61,6       | 17,4    | 0,1           | 0,1   | 15,2     | 5,5         |
| Zeer sterk stedelijk | 80,7       | 2,5     | 0,5           | 0,4   | 0,3      | 15,7        |
| Sterk stedelijk      | 82,5       | 3,7     | 2,3           | 0,8   | 3,0      | 7,8         |
| Matig stedelijk      | 76,6       | 7,7     | 5,0           | 2,1   | 4,0      | 4,6         |
| Weinig stedelijk     | 68,3       | 9,2     | 10,1          | 2,4   | 5,1      | 4,8         |
| Niet stedelijk       | 59,5       | 5,3     | 12,7          | 10,7  | 8,6      | 3,3         |
| Totaal               | 76,2       | 5,4     | 4,8           | 2,0   | 3,4      | 8,2         |

*Table 3.1.1: languages spoken in the Netherlands based on regions (Schmeets & Cornips, 2021)*

Low Saxon is the language mainly used at home, with 31, 26, and 24 percent respectively, in Drenthe, Groningen, and Overijssel (Schmeets & Cornips, 2021). In the other two provinces that fall in the Low Saxon language area in the Netherlands, this accounts for 10 percent in Gelderland, and 1 percent in Flevoland (Schmeets & Cornips, 2021). People communicating at home in Low Saxon decreases sharply with higher education (from 7.9 to 1.2 percent), whereas this variation is much smaller for Frisian and Limburgs. Therefore, Low Saxon is volatile to the education level of speakers and the use of the language decreases as people enjoy higher education.

|                  | Nederlands | Dialect | Nedersaksisch | Fries | Limburgs |
|------------------|------------|---------|---------------|-------|----------|
| Man              | 74,9       | 5,9     | 5,4           | 2,0   | 3,4      |
| Vrouw            | 77,4       | 4,9     | 4,2           | 2,1   | 3,4      |
| 15 tot 25 jaar   | 77,1       | 4,4     | 3,2           | 2,0   | 2,0      |
| 25 tot 35 jaar   | 76,4       | 4,3     | 2,9           | 1,2   | 2,5      |
| 35 tot 45 jaar   | 76,8       | 4,2     | 2,1           | 2,1   | 2,6      |
| 45 tot 55 jaar   | 79,2       | 4,9     | 5,0           | 1,4   | 2,8      |
| 55 tot 65 jaar   | 75,0       | 7,8     | 5,6           | 2,1   | 4,0      |
| 65 tot 75 jaar   | 73,9       | 5,9     | 7,6           | 3,4   | 4,8      |
| 75 jaar en ouder | 73,3       | 6,2     | 8,8           | 2,6   | 6,4      |

*Table 3.1.2: languages spoken in the Netherlands based on demographic information (Schmeets & Cornips, 2021) (Partial graph)*

Low Saxon spoken at home is used more by males than females according to table 3.1.2. The language decreases in use from 15 years old to 45-year-olds, whereas from 45 years onwards the use increases sharply. The elderly use Low Saxon and Limburgs more frequently than younger people. Schmeets and Cornips (2021) also researched in which locations different languages are used. Table 3.1.3. below shows which language is used in different locations, being work/school, institutions, shops/restaurants, city/village, and neighbors/friends. This table details the use of any other language than Dutch, when the participants preferred language is something else than Dutch. In this graph, Low Saxon is shown as being mostly used with friends and neighbors, and least used in institutions. For the other regional languages, Frisian and Limburgs, there is a smaller discrepancy between official and unofficial uses of their language.

|               | Werk /<br>school<br>(%) | Instanties<br>(%) | Winkels/horeca<br>(%) | Stad/dorp<br>(%) | Buren/vrienden<br>(%) |
|---------------|-------------------------|-------------------|-----------------------|------------------|-----------------------|
| Dialect       | 43,6                    | 30,7              | 61,7                  | 82,8             | 89,3                  |
| Nedersaksisch | 38,5                    | 15,6              | 44,7                  | 74,1             | 89,7                  |
| Fries         | 58,0                    | 54,5              | 77,6                  | 89,5             | 89,5                  |
| Limburgs      | 51,4                    | 42,7              | 81,5                  | 88,0             | 94,0                  |
| Andere taal   | 36,1                    | 10,4              | 15,2                  | 25,2             | 81,1                  |

*Table 3.1.3: use of non-Dutch according to locations (Schmeets & Cornips, 2021)*

### 3.2. Policies on the language in the Netherlands

As mentioned in the introduction, Low Saxon is officially recognized as a regional language in the Netherlands (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2021a). Next to that, five Dutch provinces, 2 municipalities, and the minister of the Interior and Kingdom Relations signed a covenant promoting the use of Low Saxon in the Netherlands (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2018). This covenant is not legally binding but does state the ambition of the parties working together and details their agreements. Low Saxon has received recognition through the covenant and is considered in country-wide politics by the Ministry of the Interior and Kingdom Relations (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2018). This suggests that the position of Low Saxon will improve in the Netherlands, but there is no actual research on how this covenant might have changed the use and status of the language.

## 4. Language attitudes

Language attitudes are the social meanings that people assign to a certain language and its users (Dragojevic et al., 2021). Research on language attitudes is rooted in social psychology relating to the

construct of attitudes, that are considered evaluative reactions to an object. Dragojevic et al. (2021) define language attitudes as ‘evaluative reactions to language’. Thus, the study of language attitudes rests on people’s evaluation and belief of a language. These general beliefs are combined through two main areas, namely: beliefs about language varieties, and beliefs about speakers of different language varieties (Dragojevic et al., 2021). Most research that is conducted on language attitudes focuses on beliefs about speakers of different languages. This research paper also aims to understand evaluative beliefs about speakers of a language variety: Dutch Low Saxon.

## 4.1. Research on language attitudes

### 4.1.1. Research methods in language attitudes studies

In order to conduct research on language attitudes, there are three main approaches identified. These approaches are societal treatment, indirect, or direct (Dragojevic et al., 2021; Kircher & Zipp, 2022). For societal treatment approaches, research is conducted based on either direct observation or analysis of pre-existing materials. Methods to do this include ethnographic research, discourse analysis, and content analysis (Dragojevic et al., 2021; Kircher & Zipp, 2022). These methods are qualitative in nature, meaning that they focus more on people’s experiences rather than statistical analysis of data. The second approach to conducting language attitudes research is through indirect measures. Using audio recordings, participants are presented with different language varieties, which they then need to evaluate (Dragojevic et al., 2021; Kircher & Zipp, 2022). The evaluation process can be based on open-ended questions, evaluative trait scales, or other methods (Dragojevic et al., 2021). Another method that is considered an indirect research approach to language attitudes is the implicit association test (Dragojevic et al., 2021; Kircher & Zipp, 2022). This tests subconscious associations people might have, which can also be used for language attitudes research. The direct approach to studying language attitudes is characterized by explicitly asking participants to indicate their attitudes and beliefs. Interviews, focus

groups, and surveys are commonly used in this direct approach to study language attitudes (Dragojevic et al., 2021; Kircher & Zipp, 2022). These surveys can be used to produce both qualitative and quantitative data or either one depending on the aim of the research (Kircher & Zipp, 2022). One language attitude study in the Netherlands that made use of the direct approach and conducted a survey was hosted in 1980, focusing on the Frisian language (Gorter & Fryske Akademy, 1984).

#### 4.1.2. Previous studies on language attitudes in the Netherlands

Many studies on language attitudes have been conducted in the Netherlands over the years. Van Hout & Knops (1988) have gathered many of the language attitudes studies in the Netherlands and bundled them together in one book for a coherent overview of studies in the Dutch language area. Many of the studies are about Frisian, as it is an official language of the province of Fryslân together with Dutch (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties (BZK), 2022). Two Frisian studies are mentioned in the book, one study was hosted in 1967 and the other in 1980 (Van Hout & Knops, 1988). The study from 1980 was a Fryslân wide study and provides the basis for the survey research conducted in this paper, which will be detailed in the following section (Gorter & Fryske Akademy, 1984).

## 5. Methodology

The research elaborated upon in this paper, for which ethical approval has been given, was conducted with a survey that focused on native Low Saxon speakers living in the Netherlands. The aim of this survey was to try and find an answer to the research question central in this paper, “What are the language attitudes of native Low Saxon speakers in the Netherlands, and how are they shaped by factors such as regional identity, family background, and level of education?”. This was also reflected in the introduction of the survey, providing this and other vital information to the participants of this research. Participant recruitment was based on the network, family, and friends of the researcher, and their



respective networks in turn. This method has been successful in recruiting enough participants for the research and has led to 158 valid responses to the survey.

The survey consisted of 26 questions, divided into three sections, that aim to understand the language attitudes of the participants. It started with three questions for general information on the participants. The second part aimed at understanding participants' experience with the language. This section included questions about language acquisition and the use of language. Lastly, the experience of participants with the language was researched, as well as their general language attitude. The full version of the survey can be found in Appendix 10.1.

The questionnaire is based on a study that was conducted in Fryslân in 1980 (Gorter & Fryske Akademy, 1984). This study also aimed at finding the language attitudes of Frisian speakers and used a survey to do so. Therefore, it provided a good example of sample questions and was used as a guideline for this study. All of the questions in the survey used in this research were based on the 1980 study. However, some questions were slightly altered to better fit current times and the Low Saxon audience. Translation from Frisian to Dutch happened through a native Frisian speaker that is fully capable in Dutch as well. The survey was conducted in Dutch and translated into English for the purpose of this research paper.

The data that was collected from the survey will be analyzed in the next section of the paper. This analysis was based on the analysis used in the Frisian study, which uses statistics to infer meanings from the data (Gorter & Fryske Akademy, 1984). The analysis has been done using SPSS, a statistics program available at the University of Groningen. Frequency tables were used to generate an overview of the survey answers and to get an overall idea of what participants have experienced and also what they believed about certain topics (Field, 2009). These tables can be found in section 6.2 with a detailed description of all the relevant questions and figures. Finally, two statistical analyses were conducted. In section 6.3.1. the correlation analyses are detailed, combined with a small discussion of the results that are

depicted. Lastly, a regression analysis has been conducted, which is shown in section 6.3.2. giving insight into the ability and accuracy of the model to predict the language attitudes of participants (Field, 2009).

## 6. Data analysis

### 6.1. Demographic information about the participants

In total, 184 responses to the survey were collected, of which 158 respondents finished the questionnaire. 91 respondents identified themselves as female, and 62 participants indicated that they identify as male. Thus, 153 people indicated their gender, which means that there are 5 people who skipped to the next question. There were 154 responses to the question about their age, which were given in 4 ranges. In the first age range, 18 to 25 years old, there were 44 participants indicating they fall in this group. Secondly, there were 43 respondents that belong to the age range of 26 to 45 years old. In the third group, ages ranging from 46 to 65 years old, there were 49 participants. Lastly, there were 18 respondents that indicate that their age is above 65 years old. 155 responses were recorded for the last demographic question which aimed at understanding the education level of the respondents. 2 people have an educational level of primary school, whereas there are 16 respondents that completed secondary education. For MBO, there are 57 responses indicating that they have done secondary vocational education. 53 participants achieved HBO, higher professional education. There are 27 respondents who have a university degree, or completed WO. Therefore, most participants have completed at least some sort of further education.

## 6.2. General analysis of survey data

### 6.2.1. Place of birth and residence area of participants

Out of all the participants, 150 indicated that they grew up in the Low Saxon language area. 3 respondents did not grow up in the area, and 5 people did not answer the question. In table 6.2.1.1, the description of the place participants grew up in is detailed. The black and bold title of the graph is the translation of ‘How would you describe the area in which you grew up?’ since the survey was conducted in Dutch (see Appendix 10.1). It is important to note that the answers presented in the table are also shown in Dutch, translating from top to bottom to ‘a small village’ ‘a large village’ ‘a small city’ ‘a large city’ respectively. This table shows that most people grew up in a small village, and the bigger the town, the fewer participants grew up there.

**Hoe zou u de plaats omschrijven waar u bent opgegroeid?**

|         |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid   | Een klein dorp  | 101       | 63,9    | 65,6          | 65,6               |
|         | Een groot dorp  | 27        | 17,1    | 17,5          | 83,1               |
|         | Een kleine stad | 19        | 12,0    | 12,3          | 95,5               |
|         | Een grote stad  | 7         | 4,4     | 4,5           | 100,0              |
|         | Total           | 154       | 97,5    | 100,0         |                    |
| Missing | System          | 4         | 2,5     |               |                    |
| Total   |                 | 158       | 100,0   |               |                    |

*Table 6.2.1.1: participants' perception of their birthplace*

153 people indicated they have lived in the Low Saxon language area as an adult (18+), whereas one person has not lived in the region and 4 participants have not answered the question. Similarly to the previous table, table 6.2.1.2 following this paragraph shows the answers to the question ‘How would you describe the area in which you live now?’. In this table, the numbers reflect a similar trend as the table above, namely the larger the area, the fewer participants have lived there. However, fewer people have

lived in a small village, indicating that they might have moved to a bigger area of residence while becoming an adult or being in their adult life.

**Hoe zou u de plaats omschrijven waar u nu woont?**

|         |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid   | Een klein dorp  | 88        | 55,7    | 57,5          | 57,5               |
|         | Een groot dorp  | 27        | 17,1    | 17,6          | 75,2               |
|         | Een kleine stad | 23        | 14,6    | 15,0          | 90,2               |
|         | Een grote stad  | 15        | 9,5     | 9,8           | 100,0              |
|         | Total           | 153       | 96,8    | 100,0         |                    |
| Missing | System          | 5         | 3,2     |               |                    |
| Total   |                 | 158       | 100,0   |               |                    |

*Table 6.2.1.2: participants' perception of their living place*

This data on birthplace and area of residence could also be divided according to gender, for this research that means a division between males and females. In table 6.2.1.3 below, four variables are shown and described according to their mean, number of cases, and standard deviation. The mean for these variables is depicted in a numeric value between 1 and 4, where 1 indicates a small village and 4 is the number for a large city. The variable `man_geboorteplaats` indicates the birthplace of males, and `vrouw_geboorteplaats` corresponds to the birthplace of females. Similarly, `man_woonplaats` indicates the area of residence for males, and `vrouw_woonplaats` is the variable used for women. In these tables, there is a slightly higher mean for women and their birthplace as well as their current place of living. This means that female respondents generally grew up in a larger area and also live in a bigger town than males. These tables also report the same trend as tables 6.2.1.1 and 6.2.1.2, suggesting there is a general move towards bigger areas of residence as participants grow up. This is shown through the increased means for both genders in the right table, depicting the current living place.

|                | Man_geboorte<br>plaats | Vrouw_geboort<br>eplaats |                | Man_woonplaa<br>ts | Vrouw_woonpl<br>aats |
|----------------|------------------------|--------------------------|----------------|--------------------|----------------------|
| Mean           | 1,4918                 | 1,6154                   | Mean           | 1,6667             | 1,8352               |
| N              | 61                     | 91                       | N              | 60                 | 91                   |
| Std. Deviation | ,86839                 | ,89156                   | Std. Deviation | 1,00282            | 1,05687              |

Table 6.2.1.3: gender-specific perception of participants' birth and living place

Another interesting question that provides insight into the survey participants is how many years they have lived in the Low Saxon language area. The corresponding survey question is ‘If yes, for how many years?’ (see Appendix 10.1) following directly after the question if they have ever lived in the Low Saxon area as an adult. The result for this question is pictured in table 6.2.1.4 this paragraph. 150 answers were recorded for this question, which is shown in the N column. The average amount of time all participants have lived in the region is around 34.5 years, with a standard deviation of approximately 19.5 years. The minimum amount of years a participant has lived in the Low Saxon language area is 1, and the most time someone has lived in the area is 85 years. This indicates that the amount of time a participant has lived in the region varies greatly, suggesting that there is a diverse group of participants.

|  | N   | Minimum | Maximum | Mean  | Std. Deviation |
|--|-----|---------|---------|-------|----------------|
| Zo ja, voor hoeveel jaar heeft u hier gewoond? | 150 | 1       | 85      | 34,56 | 19,604         |
| Valid N (listwise)                             | 150 |         |         |       |                |

Table 6.2.1.4: number of years participants lived in the Low Saxon language area

## 6.2.2. Data on language acquisition and understanding of the language

In table 6.2.2.1 the answers to the question ‘Where did you learn Low Saxon?’ are depicted. Participants were allowed to select multiple answers in order to get an overview that is as complete as possible of the locations where Low Saxon is learned. The columns each represent one answer ordered

from left to right starting with ‘at home’, ‘through family (outside your home)’, ‘at school’, ‘through friends’, ‘at an association or club’, and ‘other, namely: ...’ (see Appendix 10.1). The table shows that most participants have learned Low Saxon at home, with 138 responses. The second most influential place where people indicated to have learned the language is through family outside of their homes. This indicates that family is very important in transferring a language to children and other relatives. Thirdly, friends are considered a significant factor in learning the Low Saxon language since 69 participants indicated to have learned Low Saxon through them. Schools and associations are the least influential out of the answer options in Low Saxon language acquisition. The participants that suggested another location in which they have learned the language mostly suggested that their language acquisition process happened in their surroundings or at work. This might indicate that the people who learned Low Saxon at work also started at a later age with acquiring the language. All in all, participants’ households and families have had the most influence on learning Low Saxon, followed by their friends and lastly their schools, associations/clubs, and work environment.

|   |         | Waar heeft u Nedersaksisch geleerd? - Selected Choice Thuis | Waar heeft u Nedersaksisch geleerd? - Selected Choice Door familie (buiten het gezin) | Waar heeft u Nedersaksisch geleerd? - Selected Choice Op school | Waar heeft u Nedersaksisch geleerd? - Selected Choice Door vrienden | Waar heeft u Nedersaksisch geleerd? - Selected Choice Op een vereniging | Waar heeft u Nedersaksisch geleerd? - Selected Choice Anders, namelijk: | Waar heeft u Nedersaksisch geleerd? - Anders, namelijk: - tekst |
|---|---------|---|---|---|---|---|---|---|
| N | Valid   | 138   | 79  | 34  | 69  | 21  | 7   | 158   |
|   | Missing | 20  | 79  | 124   | 89  | 137   | 151   | 0   |

*Table 6.2.2.1: place of language acquisition*

Interestingly, most participants indicated that they find Dutch easier to speak and understand than Low Saxon, as shown in table 6.2.2.2. The table underneath, table 6.2.2.3, shows the difference in the age that participants learned Low Saxon in relation to what language they find easier to speak. In table 6.2.2.3, ‘Nlmakkelijker’ refers to the people who find that Dutch is easier, and the column ‘LSmakkelijker’ indicates the participants who think Low Saxon is easier. In this table, there is a clear difference between when people started learning Low Saxon and which language is easier for them. The

younger people started learning Low Saxon, the easier they find it to speak the language as well. As people started to acquire Low Saxon at a later age, they tend to find Dutch an easier language to speak.

**Welke taal is gemakkelijker voor u (om te spreken, begrijpen),  
Nedersaksisch of Nederlands?**

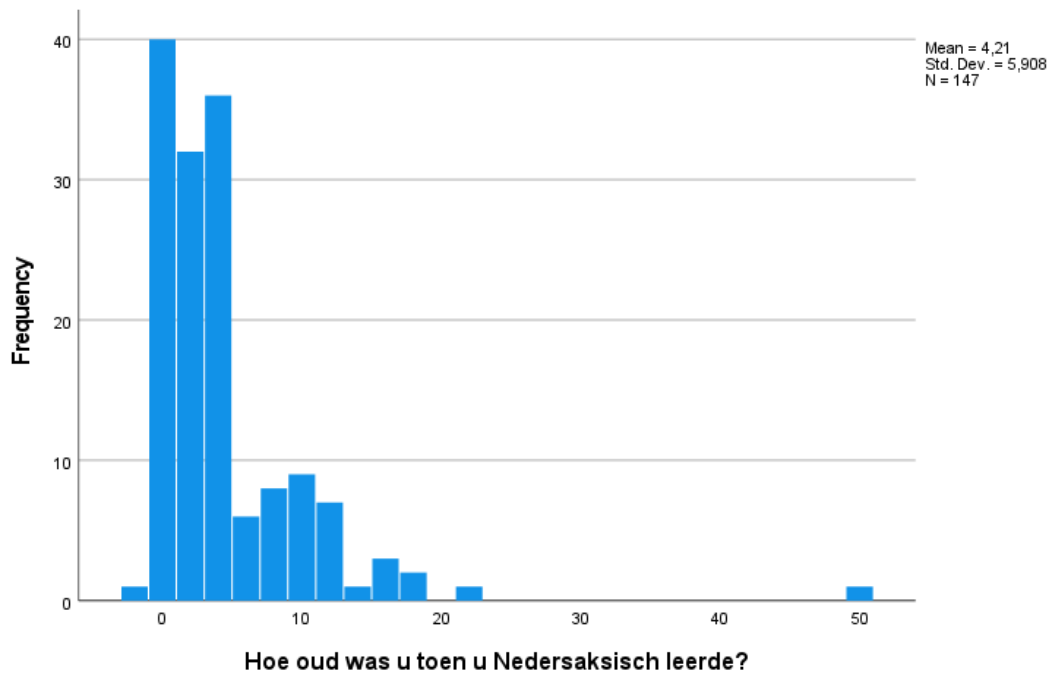
|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | Nedersaksisch | 65        | 41,1    | 42,8          | 42,8               |
|         | Nederlands    | 87        | 55,1    | 57,2          | 100,0              |
|         | Total         | 152       | 96,2    | 100,0         |                    |
| Missing | System        | 6         | 3,8     |               |                    |
| Total   |               | 158       | 100,0   |               |                    |

Table 6.2.2.2: perception of ease (speaking, understanding) of Low Saxon compared to Dutch

|                | NLmakkelijker | LSmakkelijker |
|----------------|---------------|---------------|
| Mean           | 5,1446        | 3,0806        |
| N              | 83            | 62            |
| Std. Deviation | 6,79155       | 4,31277       |

Table 6.2.2.3: means of Low Saxon and Dutch derived from table 6.2.2.2

In general, the age at which participants started to learn Low Saxon varies slightly since most participants indicated that they have learned the language either from their birth or from a very young age, which can be seen in the histogram, figure 6.2.2.1 below. On average, people started to learn Low Saxon from the age of 4 onwards as shown in the information next to the figure. One participant gave the intriguing answer that they learned Low Saxon from the age of -2, which could be an indication that both their parents speak the same language and therefore the participant believes they have acquired the language even before they were born. Another interesting remark is that one participant started learning Low Saxon at the age of 50, which shows that acquiring a new language is something that could be done by all people of all ages.



*Figure 6.2.2.1: age of language acquisition*

The participants' general understanding of Low Saxon is relatively high, as shown in table 6.2.2.4. The corresponding question 'how well do you understand Nedersaksisch?' (see Appendix 10.1) and its responses are shown below. 154 responses were collected for this question and all of the answers were given in the top three best understanding levels of all the options. The first option, 'Perfectly - I can understand all Nedersaksisch' had the most recorded responses with 74 in total. Secondly, 58 participants indicated that they understand Low Saxon very well, as shown in the second row 'Very well - I can understand most Nedersaksisch, but there may be some words/phrases which are unfamiliar to me.'. The rest of the answers were categorized as 'Adequately - I can understand most Nedersaksisch, but there are frequently some words/phrases which I don't know'. This indicates that all the participants are very familiar with the language and have the ability to understand most, if not all, of Low Saxon and converse in the language.



**Hoe goed begrijpt u Nedersaksisch?**

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Perfect - ik begrijp het Nedersaksisch volledig   | 74        | 46,8    | 48,1          | 48,1               |
|         | Zeer goed - ik begrijp het meeste Nedersaksisch, maar er zijn soms woorden/zinnen die ik niet begrijp | 58        | 36,7    | 37,7          | 85,7               |
|         | Voldoende - ik begrijp het meeste Nedersaksisch, maar er zijn vaak woorden/zinnen die ik niet begrijp | 22        | 13,9    | 14,3          | 100,0              |
|         | Total   | 154       | 97,5    | 100,0         |                    |
| Missing | System  | 4         | 2,5     |               |                    |
| Total   |   | 158       | 100,0   |               |                    |

*Table 6.2.2.4: general understanding of Low Saxo*

6.2.3. Use of language in a home environment

The language that the participants usually speak at home is almost split between Low Saxon and Dutch, as shown in table 6.2.3.1 below. However, most participants use Dutch as their daily language at home. There also were 16 participants who suggested that they speak something other than Low Saxon or Dutch at home, but all of these people indicated that they use both languages simultaneously and switch between them. Even though there is a slight preference for using Dutch at home, both languages are used frequently and concurrently.

**Welke taal spreekt u meestal thuis? - Selected Choice**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Nedersaksisch     | 63        | 39,9    | 41,4          | 41,4               |
|         | Nederlands        | 73        | 46,2    | 48,0          | 89,5               |
|         | Anders, namelijk: | 16        | 10,1    | 10,5          | 100,0              |
|         | Total             | 152       | 96,2    | 100,0         |                    |
| Missing | System            | 6         | 3,8     |               |                    |
| Total   |                   | 158       | 100,0   |               |                    |

*Table 6.2.3.1: language used at home*

Next to that, the survey also included a question about whether or not participants' parents were able to speak Low Saxon. Answer options to this question were ranging from fluent Low Saxon speakers, capable Low Saxon speakers to non-Low Saxon speakers (see Appendix 10.1). Most people, 100 participants, grew up with parents that fluently spoke the language, and only 5 participants recorded that they did not have Low Saxon-speaking parents. Even though most parents were able to speak Low Saxon, participants recorded that the use of Low Saxon was comparable to the use of Dutch. The people that indicated that they spoke another language at home mostly responded that they used both languages interchangeably. Some participants indicated that they spoke Low Saxon with one parent, but Dutch with the other parent, and one participant spoke Frisian with their parents. This suggests that participants grew up speaking both languages simultaneously, but also still use them both in their own homes.

A similar trend can be seen in the lists of answers to the question 'Which language do you use for speaking with your children?'. In table 6.2.3.2, it is observed that Dutch is used more frequently than Low Saxon, relating to the language participants speak in their own homes, where Dutch is also the predominant language. All 8 respondents that indicated that they speak another language stated that the language they speak with their children is a mixture of both Low Saxon and Dutch. This can also be observed in the previous questions where participants mostly responded that they use both languages to communicate with their surroundings.

**Welke taal spreekt u meestal met uw kinderen? - Selected Choice**

|         |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------|---------------|--------------------|
| Valid   | Nedersaksisch                              | 24        | 15,2    | 15,6          | 15,6               |
|         | Nederlands                                 | 63        | 39,9    | 40,9          | 56,5               |
|         | Anders, namelijk:                          | 8         | 5,1     | 5,2           | 61,7               |
|         | Geen van bovenstaande/ik heb geen kinderen | 59        | 37,3    | 38,3          | 100,0              |
|         | Total                                      | 154       | 97,5    | 100,0         |                    |
| Missing | System                                     | 4         | 2,5     |               |                    |
| Total   |  | 158       | 100,0   |               |                    |

*Table 6.2.3.2: language used to speak with children*

#### 6.2.4. Data on language attitudes and views on the use of Low Saxon

In table 6.2.4.1, the answers of participants are depicted in regard to the question ‘What is your general perception of Low Saxon?’ (see Appendix 10.1). A vast majority of participants reported being (very) positive about the language in general, indicating that they care, to some extent, about their regional language. 18 respondents indicate that they have a neutral attitude towards Low Saxon, and one person has a negative connotation with the language. Therefore, most participants have a (very) positive attitude towards the Low Saxon language.

**Hoe staat u in het algemeen tegenover het Nedersaksisch?**

|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | Zeer positief | 77        | 48,7    | 50,0          | 50,0               |
|         | Positief      | 58        | 36,7    | 37,7          | 87,7               |
|         | Neutraal      | 18        | 11,4    | 11,7          | 99,4               |
|         | Negatief      | 1         | ,6      | ,6            | 100,0              |
|         | Total         | 154       | 97,5    | 100,0         |                    |
| Missing | System        | 4         | 2,5     |               |                    |
| Total   |               | 158       | 100,0   |               |                    |

*Table 6.2.4.1: general attitude towards Low Saxon*

These impressions are also reflected in table 6.2.4.2 below, showing the feelings of participants when they speak Low Saxon. The majority of people indicated that they feel (very) positive when speaking the language and feel some sense of pride when they use Low Saxon. The largest count of respondents is shown in the neutral answer option, suggesting that they do not have a strong feeling for the language. They indicated that their feelings when using Low Saxon are similar to those using any other language, and the use of Low Saxon is mainly practical for them. A relatively small group of respondents state that they have negative feelings when speaking Low Saxon and thus try to avoid the use of the language. There were also participants who do not use the language themselves, adding to the total of 154 responses to this question.

**Hoe voelt u zich als u Nedersaksisch spreekt?**

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Zeer positief - ik hou ervan om de taal te spreken. Het geeft me een trots gevoel en ik vind het fijn klinken                       | 41        | 25,9    | 26,6          | 26,6               |
|         | Positief - ik spreek de taal graag. Het maakt me trots en ik vind het fijn klinken  | 44        | 27,8    | 28,6          | 55,2               |
|         | Neutraal - ik spreek de taal op dezelfde manier als een andere taal. Voor mij is het gebruik van het Nedersaksisch vooral praktisch | 52        | 32,9    | 33,8          | 89,0               |
|         | Negatief - ik probeer het spreken van deze taal te vermijden omdat ik er niet van houd  | 9         | 5,7     | 5,8           | 94,8               |
|         | Niet van toepassing   | 8         | 5,1     | 5,2           | 100,0              |
|         | Total   | 154       | 97,5    | 100,0         |                    |
| Missing | System  | 4         | 2,5     |               |                    |
|         | Total   | 158       | 100,0   |               |                    |

*Table 6.2.4.2: participants' feelings when speaking Low Saxon*

Likewise, in table 6.2.4.3, most of the participants recorded a positive response to being approached in Low Saxon. The question is aimed at understanding whether or not people enjoy being

talked to in their regional language, which in this table is shown as being a positive manner of approach. Here it is also visible that there is a large group of participants that are neutral and have no strong preference for having someone approach them in Low Saxon or, for example, Dutch. Two participants indicated that they prefer to not be approached in Low Saxon and in one case that they get annoyed by people who approach them in Low Saxon. Therefore, this shows that for most participants it is important to them that their regional language is used when starting a conversation with them, while others have no preference for a specific language, and a minority indicated that they prefer not to be approached in Low Saxon.

**Waardeert u het wanneer iemand Nedersaksisch tegen u praat (ook als u het niet volledig verstaat)?**

|         |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------|---------------|--------------------|
| Valid   | Absoluut - de taal is erg belangrijk voor me   | 36        | 22,8    | 23,2          | 23,2               |
|         | Ja - ik vind het fijn wanneer mensen Nedersaksisch praten met mij  | 60        | 38,0    | 38,7          | 61,9               |
|         | Neutraal - ik heb geen sterke gevoelens en geen voorkeur voor deze taal of, bijvoorbeeld, het Nederlands | 56        | 35,4    | 36,1          | 98,1               |
|         | Nee - ik heb liever dat mensen niet in het Nedersaksisch praten met mij                                  | 2         | 1,3     | 1,3           | 99,4               |
|         | Absoluut niet - ik vind het vervelend wanneer mensen Nedersaksisch praten met mij                        | 1         | ,6      | ,6            | 100,0              |
|         | Total  | 155       | 98,1    | 100,0         |                    |
| Missing | System   | 3         | 1,9     |               |                    |
| Total   |  | 158       | 100,0   |               |                    |

*Table 6.2.4.3: appreciation of starting a conversation in Low Saxon*

The following table, table 6.2.4.4 shows the answers to the question ‘Do you think Nedersaksisch is a language in the same way that Dutch is a language?’ (see Appendix 10.1), for which 154 responses were recorded. The majority of participants stated that they believe both are languages in the same way.

Interestingly, a considerable group indicated that Dutch is a superior language to Low Saxon, and vice versa only a minority of people feel that way. 14 people responded that they believe in the superiority of Low Saxon compared to the Dutch language. Objectively, both languages are comparable in nature, the only difference being that Dutch is the official language of the Netherlands, whereas Low Saxon is only officially recognized as a regional language as stated in the introduction. In the linguistics field, both languages are considered similar as they stem from the same basis and developed at the same time, however in a different region (Bloemhoff & Streekstra, 2013; Scholtmeijer, n.d.), which was elaborated upon in the timeline of Low Saxon.

**Denkt u dat Nedersaksisch een taal is zoals Nederlands een taal is?**

|         |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------|---------------|--------------------|
| Valid   | Ja, beide zijn talen op dezelfde/soortgelijke manier | 100       | 63,3    | 64,9          | 64,9               |
|         | Nee, Nedersaksisch is een superieure taal            | 14        | 8,9     | 9,1           | 74,0               |
|         | Nee, Nederlands is een superieure taal               | 40        | 25,3    | 26,0          | 100,0              |
|         | Total  | 154       | 97,5    | 100,0         |                    |
| Missing | System   | 4         | 2,5     |               |                    |
| Total   |  | 158       | 100,0   |               |                    |

*Table 6.2.4.4: comparison of Low Saxon and Dutch as a language*

Table 6.2.4.5 details whether or not there should be classes in or about Low Saxon in regional schools. Approximately half of the participants believe that children should learn to speak Low Saxon, and a smaller group disagrees with the statement. They believe that Low Saxon should not be taught at schools. Most respondents that indicated they have another opinion on the question believe that there should be an opportunity for children to learn the language, but it should not be a compulsory course in schools. One respondent thinks that it is necessary to make children aware of the fact that Low Saxon is an official language and that it is older than standard Dutch, and another participant states that schools should only use Dutch, regional languages such as Frisian and Low Saxon should be kept at home.

Additionally, one respondent is concerned with the differences in the language since the northern dialect, Gronings, varies greatly from a southern dialect such as Achterhoeks, which can cause problems in the education system. Therefore, it is difficult to find a concrete answer as to whether or not regional schools should teach in or about Low Saxon, since the answers vary.

**Ik vind dat er lessen in of over Nedersaksisch moeten zijn in regionale scholen - Selected Choice**

|         |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---|-----------|---------|---------------|--------------------|
| Valid   | Ja, kinderen zouden Nedersaksisch moeten leren spreken          | 81        | 51,3    | 52,3          | 52,3               |
|         | Nee, Nedersaksisch zou niet op scholen moeten worden aangeleerd | 60        | 38,0    | 38,7          | 91,0               |
|         | Anders, namelijk:   | 14        | 8,9     | 9,0           | 100,0              |
|         | Total   | 155       | 98,1    | 100,0         |                    |
| Missing | System  | 3         | 1,9     |               |                    |
| Total   |   | 158       | 100,0   |               |                    |

*Table 6.2.4.5: indications on if regional schools should have classes in or about Low Saxon*

### 6.2.5. Perceptions of Low Saxon and future prospects

The following two tables, tables 6.2.5.1 and 6.2.5.2 fittingly depict what perceptions Low Saxon speakers have of their own language and region. The first table shows whether or not participants agree with the statement ‘I believe that generally speaking, in the Netherlands, people look down on the Low Saxon language.’, while the second table details the answers given to ‘The Low Saxon area is being disregarded compared to the Randstad (or the rest of the Netherlands)’ (see Appendix 10.1). For both statements, a vast majority of participants agree that people look down on the speakers as well as that the Low Saxon is disregarded compared to the rest of the Netherlands. This means that even though participants were reportedly positive about their own language, they feel that the general Dutch population is less optimistic about the Low Saxon language (area). Native Low Saxon speakers have a sense of pride or positive feelings when speaking the language, whereas they believe that it is not

appreciated or even frowned upon by non-Low Saxon speakers. Disregard of the Low Saxon area is also a prevalent feeling among the participants, which could imply that they feel less association with the rest of the Netherlands.

**In Nederland kijkt men over het algemeen neer op de mensen die Nedersaksisch spreken**

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | Ja, eens    | 121       | 76,6    | 79,1          | 79,1               |
|         | Nee, oneens | 32        | 20,3    | 20,9          | 100,0              |
|         | Total       | 153       | 96,8    | 100,0         |                    |
| Missing | System      | 5         | 3,2     |               |                    |
| Total   |             | 158       | 100,0   |               |                    |

*Table 6.2.5.1: perception of people looking down on native Low Saxon speakers*

**Het Nedersaksische gebied wordt achtergesteld ten opzichte van de Randstad (of de rest van Nederland)**

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | Ja, eens    | 125       | 79,1    | 82,2          | 82,2               |
|         | Nee, oneens | 27        | 17,1    | 17,8          | 100,0              |
|         | Total       | 152       | 96,2    | 100,0         |                    |
| Missing | System      | 6         | 3,8     |               |                    |
| Total   |             | 158       | 100,0   |               |                    |

*Table 6.2.5.2: perception of the disregard of the Low Saxon language area*

In the final table, 6.2.5.3, future prospects of the Low Saxon language are detailed according to the answers of participants. Respondents were given three answer options, either an increase or decrease in the use of the language or that the use of Low Saxon will remain the same as it is now. Two people were optimistic about the future of the language, indicating that they believe the use of Low Saxon will gradually increase over time. A considerable group of participants indicated that they think the language will be used similarly compared to its use nowadays, which implies that the number of speakers and the language itself will not change drastically but be kept at a steady state. However, the majority of



participants believe that the use of Low Saxon will gradually decrease over time, being more pessimistic about the future of their language. This could suggest that the language will be spoken by fewer and fewer people, potentially meaning that Low Saxon would become an extinct language.

**Hoe denkt u over de toekomst van het Nedersaksisch?**

|         |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------|---------------|--------------------|
| Valid   | Het gebruik van de taal zal langzaam groeien     | 2         | 1,3     | 1,3           | 1,3                |
|         | De taal blijft gesproken zoals het nu is         | 50        | 31,6    | 32,5          | 33,8               |
|         | Het gebruik van de taal zal langzaam verminderen | 102       | 64,6    | 66,2          | 100,0              |
|         | Total  | 154       | 97,5    | 100,0         |                    |
| Missing | System   | 4         | 2,5     |               |                    |
| Total   |  | 158       | 100,0   |               |                    |

*Table 6.2.5.3: future prospects of Low Saxon*

### 6.3. Statistical analysis of survey data

Statistical analysis of the data gathered through the survey provides helpful insights into certain trends and patterns within the collected data (Field, 2009). In this section, these trends and patterns are investigated and reflected upon. Tables that detail different analyses are presented, divided into correlation and regression analysis. All the correlations and regression coefficients that are statistically significant are marked with one asterisk if it is significant at the 0.05 level, and two asterisks indicate that the correlation is compatible with the 0.01 level of significance (Field, 2009).

#### 6.3.1. Correlation analysis

In order to derive meaning from the collected data, a correlation analysis was carried out. This details the correlations between the variables, the survey questions, which were depicted in the tables presented in this section. This correlation analysis provides insight into if the variables relate to each other

and if so in what way (Field, 2009). In table 6.3.1.1, all the correlations that are statistically significant are marked with either one or two asterisks (Field, 2009).

The main thing that stands out is the lack of significance for most variables, indicating that these variables do not have a significant relationship with each other. The only variable that is depicted with an asterisk is the participants’ place of residence, having a significant relationship to participants’ birthplace and whether or not they have lived in the Low Saxon language area in their adult life. Both correlation coefficients are positive, meaning that there is a positive relationship between the variables so that as one variable increases, the other tends to increase as well (Field, 2009). The correlation coefficient of birth- and living place suggests that there is moderate strength of correlation, whereas the relationship between living place and living area is much smaller. This means that the place in which a participant grew up and lived in the Low Saxon language area as an adult (18+) has some influence on a participant’s place of residence and vice versa.

|   |                     | Wat is uw geslacht? | Bent u opgegroeid in het Nedersaksische gebied (zie kaart)? | Hoe zou u de plaats omschrijven waar u bent opgegroeid? | Heeft u als volwassene (18+) ooit in het Nedersaksische gebied gewoond? | Zo ja, voor hoeveel jaar heeft u hier gewoond? |
|---|---------------------|---------------------|---|---|---|--|
| Bent u opgegroeid in het Nedersaksische gebied (zie kaart)?             | Pearson Correlation |                     | ,078  |   |   |  |
|   | Sig. (2-tailed)     |                     | ,339  |   |   |  |
|   | N                   |                     | 151   |   |   |  |
| Hoe zou u de plaats omschrijven waar u bent opgegroeid?                 | Pearson Correlation |                     | -,069   | ,071  |   |  |
|   | Sig. (2-tailed)     |                     | ,399  | ,386  |   |  |
|   | N                   |                     | 152   | 153   |   |  |
| Heeft u als volwassene (18+) ooit in het Nedersaksische gebied gewoond? | Pearson Correlation |                     | -,067   | -,011   | ,133  |  |
|   | Sig. (2-tailed)     |                     | ,415  | ,888  | ,100  |  |
|   | N                   |                     | 152   | 153   | 154   |  |
| Zo ja, voor hoeveel jaar heeft u hier gewoond?                          | Pearson Correlation |                     | -,017   | -,103   | -,111   | <sup>b</sup>                                   |
|   | Sig. (2-tailed)     |                     | ,840  | ,210  | ,178  | .  |
|   | N                   |                     | 148   | 149   | 150   | 150  |
| Hoe zou u de plaats omschrijven waar u nu woont?                        | Pearson Correlation |                     | -,080   | -,105   | ,458**  | ,175*  |
|   | Sig. (2-tailed)     |                     | ,330  | ,197  | <,001   | ,030   |
|   | N                   |                     | 151   | 152   | 153   | 153  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
 \* . Correlation is significant at the 0.05 level (2-tailed).  
 b . Cannot be computed because at least one of the variables is constant.

Table 6.3.1.1: correlation coefficients of regional data

A second correlation analysis has been conducted, with all the survey questions combined into one analysis (see Appendix 10.2). This table has been thoroughly analyzed in SPSS, and for the purpose of this paper, only a small portion of the relevant correlations that are significant at the 0.01 level are discussed.

The first variable that has multiple significant relationships is the education level of participants (see Appendix 10.2). It correlates with the age of language acquisition, which language is easier for participants to speak, Low Saxon or Dutch, and the general understanding of Low Saxon. The first two have a positive correlation, indicating that with an increase in education level, the age of language acquisition also increases, as well as their capability to speak Dutch and perceive it as easier to speak. These relationships are moderate in strength, meaning that they are not highly influenced by education level and vice versa (see Appendix 10.2). The last correlation of education level is their understanding of Low Saxon, which is negatively and moderately correlated. This means that when participants increase their level of education, their general understanding of the language might decrease slightly.

Another variable that yields a significant relationship is whether or not participants' parents could speak Low Saxon. This variable has a moderate, but positive relationship with participants' general understanding of the language, indicating that the better parents could speak Low Saxon the better a participant's general understanding of the language would be (see Appendix 10.2).

Lastly, participants' feelings when speaking Low Saxon correlate with three other variables, being an appreciation of starting a conversation in Low Saxon, whether participants believe that Low Saxon and Dutch are languages of the same nature, and if participants believe there should be classes in or about Low Saxon on regional schools (see Appendix 10.2). The first two variables have a positive correlation with participants' feelings, indicating that the more positive people are about speaking Low Saxon, the more appreciation they have for having a conversation in the language, and the more they believe Dutch is a superior language. The latter is negatively associated with feelings about speaking Low Saxon, meaning that participants who feel more positive when speaking the language also believe that classes in or about Low Saxon might be important.

### 6.3.2. Linear regression model

A linear regression model has been developed to perform an analysis of the predictability of participants' general attitudes towards the language based on the other variables, the other survey questions (Field, 2009). In table 6.3.2.1 all the coefficients are depicted, and interestingly only four variables are statistically significant in the regression model. These variables are participants' general understanding of Low Saxon, appreciation of having a conversation in the language, the comparison between Low Saxon and Dutch, and if there should be classes in or about Low Saxon in regional schools. After analyzing the R-square value for this model, depicted in table 6.3.2.2 it can be concluded that this regression model does not accurately explain the variance in the dependent variable, general attitudes. One way to try and resolve this problem is to reduce the noise in the model and only run a regression analysis with the variables that were statistically significant (Field, 2009). After removing the non-significant variables, the R-square value decreased even more, suggesting that overall the model does not fit the variance in the data and thus is not relevant in analyzing the general attitudes of the participants.

**Coefficients<sup>a</sup>**

| Model |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|-------|---|-----------------------------|------------|---------------------------|--------|-------|
|       |   | B                           | Std. Error | Beta                      |        |       |
| 1     | (Constant)  | ,317                        | ,707       |                           | ,449   | ,654  |
|       | Wat is uw geslacht?   | ,063                        | ,101       | ,044                      | ,618   | ,538  |
|       | Hoe oud bent u?   | -,123                       | ,092       | -,173                     | -1,341 | ,183  |
|       | Wat is uw opleidingsniveau?   | ,000                        | ,071       | ,000                      | ,002   | ,998  |
|       | Bent u opgegroeid in het Nedersaksische gebied (zie kaart)?   | -,561                       | ,352       | -,119                     | -1,594 | ,114  |
|       | Hoe zou u de plaats omschrijven waar u bent opgegroeid?   | -,085                       | ,062       | -,105                     | -1,355 | ,178  |
|       | Zo ja, voor hoeveel jaar heeft u hier gewoond?  | ,004                        | ,005       | ,099                      | ,788   | ,432  |
|       | Hoe zou u de plaats omschrijven waar u nu woont?  | ,107                        | ,057       | ,154                      | 1,867  | ,065  |
|       | Hoe oud was u toen u Nedersaksisch leerde?  | 9,594E-5                    | ,009       | ,001                      | ,011   | ,991  |
|       | Hoe goed begrijpt u Nedersaksisch?  | ,255                        | ,077       | ,254                      | 3,309  | ,001  |
|       | Welke taal is gemakkelijker voor u (om te spreken, begrijpen), Nedersaksisch of Nederlands?           | -,133                       | ,135       | -,094                     | -,987  | ,326  |
|       | Konden/kunnen uw ouders Nedersaksisch spreken?  | ,092                        | ,075       | ,091                      | 1,218  | ,226  |
|       | Welke taal spreekt u meestal thuis? - Selected Choice   | ,099                        | ,087       | ,093                      | 1,132  | ,260  |
|       | Welke taal sprak u als kind met uw ouders? - Selected Choice  | -,069                       | ,096       | -,063                     | -,716  | ,476  |
|       | Welke taal spreekt u meestal met uw kinderen? - Selected Choice                                       | -,029                       | ,056       | -,048                     | -,528  | ,599  |
|       | Hoe voelt u zich als u Nedersaksisch spreekt?   | ,103                        | ,057       | ,171                      | 1,819  | ,072  |
|       | Waardeert u het wanneer iemand Nedersaksisch tegen u praat (ook als u het niet volledig verstaat)?    | ,292                        | ,080       | ,327                      | 3,668  | <,001 |
|       | Denkt u dat Nedersaksisch een taal is zoals Nederlands een taal is?                                   | ,129                        | ,061       | ,158                      | 2,123  | ,036  |
|       | Ik vind dat er lessen in of over Nedersaksisch moeten zijn in regionale scholen - Selected Choice     | ,210                        | ,078       | ,190                      | 2,713  | ,008  |
|       | Ik vind dat Nedersaksisch sprekende ouders alleen Nederlands tegen hun kinderen mogen spreken         | ,070                        | ,155       | ,031                      | ,448   | ,655  |
|       | In Nederland kijkt men over het algemeen neer op de mensen die Nedersaksisch spreken                  | -,041                       | ,133       | -,023                     | -,305  | ,761  |
|       | Het Nedersaksische gebied wordt achtergesteld ten opzichte van de Randstad (of de rest van Nederland) | -,195                       | ,143       | -,105                     | -1,366 | ,175  |
|       | Hoe denkt u over de toekomst van het Nedersaksisch?   | ,121                        | ,100       | ,087                      | 1,218  | ,226  |

a. Dependent Variable: Hoe staat u in het algemeen tegenover het Nedersaksisch?

*Table 6.3.2.1: Linear regression model and its coefficients*

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|-------|-------------------|----------|-------------------|----------------------------|
| 1     | ,739 <sup>a</sup> | ,546     | ,456              | ,518                       | 1     | ,646 <sup>a</sup> | ,418     | ,402              | ,552                       |

*Table 6.3.2.2: Model statistics and R-square values for first and second linear regression model*

## 7. Discussion

### 7.1. Future prospects of Low Saxon in the Netherlands

For the future of Low Saxon, the results gained from the survey are most important. The majority of participants in this research indicated that they believe the use of the language will decrease gradually. This pessimistic view could also imply that the Low Saxon language might go extinct in the coming decades. The actual preservation of the language is certainly based on more factors than people’s perceptions alone, but in the scope of this research, this is the only concrete variable that indicates a prospect for Low Saxon in the future.

### 7.2. Limitations

The biggest limitation of this research is the lack of statistical significance of the data that was collected through the survey. This limits the possibility of deriving important conclusions from the dataset and the correlation and regression analysis that were performed. Therefore, a larger sample size might be beneficial to this research and thus potentially produce statistically significant results. Next to that, the data that was collected through the open questions, ‘If yes, for how many years’ (relating to the number of years a participant has lived in the Low Saxon language area) and ‘How old were you when you learned Nedersaksisch?’ had to be altered to fit the model. This resulted in the manipulation of several answers that were given by participants, which could have led to an inaccurate representation of the actual sample

population. This could have been prevented by clearly stating that only numerical values were allowed as an answer to the question. Respondents that indicated that they have lived their whole life in the area, were assigned the lowest number of their age range as the corresponding years they have actually lived in the area (e.g. participants in the age range of 26-45 indicating to have lived their whole life in the area, the number of years was changed to 26). All in all, the research could benefit from a larger sample size as well as a different approach to hosting the survey.

### 7.3. Suggestions for further research

Further research on Low Saxon language attitudes could be aimed at gathering a greater number of participants. This could improve the correlation and regression models, which then increases the overall quality of the research. Another interesting field to research within the Low Saxon language might be the future prospects of the language in the Netherlands. The research conducted in this thesis is not providing a clear overview of what Low Saxon would look like in the future, which can be interesting to research further. Next to that, it could be insightful to conduct this research on different areas that have speakers of the Low Saxon language, for instance in western Germany. This research could also enhance the overall global knowledge of the local Low Saxon language within academia, add to which would be a great addition to the field.

## 8. Conclusion

Dutch Low Saxon has changed drastically over the years, originally stemming from the Germanic languages and developing into a modern-day language with influences from the Franks and later the Hollandish/Dutch language. Low Saxon has become an officially recognized language in the Netherlands and is spoken throughout the northeast of the country. Several Dutch provinces have stated their ambitions to promote the use of Low Saxon, which will hopefully positively influence the use of the

language soon. For this paper, language attitudes research was conducted by hosting a survey among native Low Saxon speakers in the Netherlands, based on previous research conducted in the province of Fryslân. The data has been analyzed firstly by examining the different survey questions separately and later running correlations and regression analyses. However, the latter did not provide any statistically significant or conclusive results for the research. The research question: “What are the language attitudes of native Low Saxon speakers in the Netherlands, and how are they shaped by factors such as regional identity, family background, and level of education?” is therefore also difficult to answer without any statistically relevant results. Generally, native Low Saxon speakers take pride in their language and have positive attitudes toward the language, but it is uncertain how these feelings, perceptions, and attitudes are shaped by variables such as regional identity, family background, and education level. All in all, it can be concluded there native speakers have several positive attitudes toward Low Saxon, but more research is needed on the topic of Low Saxon language attitudes to answer the research question fully.



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## 10. Appendices

### 10.1. Appendix 1 - Language use and attitude survey

Dear participant,

Thank you for participating in this survey. The questionnaire consists of 26 questions and it will take a maximum of 10 minutes to complete everything. The purpose of this thesis research is to gain insights about the use and overall perception of Low Saxon. Your participation will give me a better idea about the overall use of the language, which will help me immensely in completing my thesis.



(Bloemhoff, n.d.)

Low Saxon is the umbrella name for the language and dialects spoken in the north-eastern part of the Netherlands (see map). This means that, for example, Gronings, Drents and Twents all fall under the same language. For my research, I am looking for people who speak Low Saxon or have some knowledge of the language. The questionnaire will use the term Low Saxon for all questions, valuing all dialects of each speaker, in order to get the broadest possible picture of the overall language.

Taking part in this survey is completely voluntary and non-binding and will automatically stop after answering this online questionnaire. You can withdraw your participation in this survey at any time or choose to skip a question. The research is conducted in accordance with the ethical guidelines and the AVG rules of the University of Groningen. The data will be processed completely anonymously in the thesis. There are no direct benefits for you as a participant to take part in the survey, but it can certainly contribute to knowledge and reflection on Low Saxon. The questionnaire can be completed on both a computer and mobile phone. In connection with the quality of the data, however, it is recommended to complete it on a computer. For other questions, please contact us at any time using the contact details shown below this text.

Contact person: Tessa Alexandra Hofman

Email: [t.a.hofman.1@student.rug.nl](mailto:t.a.hofman.1@student.rug.nl)

I hereby declare that I am of age (18+) and confirm that I have read and agree to the above notice.

- I consent
- I do not consent

1. What is your gender?

- a. Female
- b. Male
- c. Other

2. How old are you?

- a. 18 - 25 years old
- b. 26 - 45 years old
- c. 46 - 65 years old
- d. 65+ years old

3. What is your level of education?
  - a. Primary school
  - b. High school
  - c. MBO
  - d. HBO
  - e. WO (university)

The following 14 questions are about your general experience with Low Saxon.



(Bloemhoff, n.d.)

4. Did you grow up in the Nedersaksische language area (see map)?
  - a. Yes
  - b. No
5. How would you describe the area in which you grew up?
  - a. A small village
  - b. A large village
  - c. A small city
  - d. A large city

6. As an adult (18+) did you ever live in the Nedersaksische language area?
  - a. Yes
  - b. No
7. If yes, for how many years?
8. How would you describe the area in which you live now?
  - a. A small village
  - b. A large village
  - c. A small city
  - d. A large city
9. Where did you learn Nedersaksisch?
  - a. At home
  - b. Through family (outside your home)
  - c. At school
  - d. Through friends
  - e. At an association or club
  - f. Other, namely: ...
10. How old were you when you learned Nedersaksisch?
11. How well do you understand Nedersaksisch?
  - a. Perfectly - I can understand all Nedersaksisch.
  - b. Very well - I can understand most Nedersaksisch, but there may be some words/phrases which are unfamiliar to me.
  - c. Adequately - I can understand most Nedersaksisch, but there are frequently some words/phrases which I don't know
  - d. With some effort - I have a vague sense of what is being said, but I need to really focus and even guess sometimes
  - e. Not at all - I do not understand this language at all.

12. Which language is easier for you, Dutch or Nedersaksisch?
- Nedersaksisch
  - Dutch
13. Could/can your parents speak Nedersaksisch?
- Yes, fluently
  - Yes, very well
  - Yes, to a limited extent
  - No
14. Which language do you usually speak at home?
- Nedersaksisch
  - Dutch
  - Other, namely: ...
15. Which language did you speak as a child with your parents?
- Nedersaksisch
  - Dutch
  - Other, namely: ...
16. Which language do you use for speaking with your children?
- Nedersaksisch
  - Dutch
  - Other, namely: ...
  - None of the above / I don't have children
17. Have you ever had class or training in or about Nedersaksisch?
- Yes
  - No

The next 9 questions are about your general thoughts about and perception of Low Saxon. These are also the last questions in this survey.

18. What is your general perception of Nedersaksisch?

- a. Very positive
- b. Positive
- c. Neutral
- d. Negative
- e. Very negative

19. How do you feel when you speak Nedersaksisch?

- a. Very positive - I love speaking this language. It makes me feel very proud and I love how it sounds.
- b. Positive - I really like speaking this language. It makes me proud and I like how it sounds
- c. Neutral - I like speaking this language in the same way I like speaking another language. For me, the use of Nedersaskisch is mainly practical.
- d. Negative - I try to avoid speaking this language because I don't like it.
- e. Very negative - I never speak this language (even if I know how) because I dislike it.
- f. Not applicable

20. Do you appreciate it when someone tries to talk Nedersaksisch with you (even if you don't understand it)?

- a. Definitely yes - It is a very important language to me.
- b. Yes - I like it when people talk in Nedersaksisch with me
- c. Neutral - I have no strong feelings and no preference for this language or Dutch
- d. No - I prefer if people don't try to speak Nedersaksisch with me
- e. Absolutely not - I find it annoying when people speak Low Saxon to me

21. Do you think Nedersaksisch is a language in the same way that Dutch is a language?



- a. Yes, both are languages in the same way.
  - b. No, Nedersaksisch is a superior language.
  - c. No, Dutch is a superior language.
22. I believe that there should be classes in or about Nedersaksisch in regional schools
- a. Yes, children should learn to speak Nedersaksisch.
  - b. No, Nedersaksisch should not be taught at school
  - c. Other, namely: ...
23. I believe that Nedersaksisch-speaking parents should speak Dutch to their children only.
- a. Yes, I agree
  - b. No, I disagree
24. I believe that generally speaking, in the Netherlands, people look down on the Nedersaksisch language.
- a. Yes, I agree
  - b. No, I disagree
25. The Nedersaksische area is being disregarded compared to the Randstad (or the rest of the Netherlands)
- a. Yes, I agree
  - b. No, I disagree
26. What do you think the future of the Nedersaksisch language is?
- a. Its use will gradually grow
  - b. It will continue to be spoken in the same way it is today
  - c. Its use will gradually shrink

Thank you for your participation in my research! If you have any questions or are interested in the results, send me an email and I will answer your question or share my final thesis with you. I can be reached at:

[t.a.hofman.1@student.rug.nl](mailto:t.a.hofman.1@student.rug.nl)



10.2. Appendix 2 - Correlation coefficients

**Correlations**

|                                    | Writ us produkt? | Hoe out best of? | OMA us produkt? | Opplid us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? | Hoe out best of? | Writ us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? | Hoe out best of? | Writ us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? | Hoe out best of? | Writ us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? | Hoe out best of? | Writ us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? | Hoe out best of? | Writ us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? | Hoe out best of? | Writ us produkt? | Hoe utra de produkt an? | Hiert u alt (by starr) us produkt? | Zu ja us produkt an? | Hoe zu de produkt an? |  |  |  |  |  |  |  |  |  |  |  |  |
|------------------------------------|------------------|------------------|-----------------|--------------------|-------------------------|------------------------------------|----------------------|-----------------------|------------------|------------------|-------------------------|------------------------------------|----------------------|-----------------------|------------------|------------------|-------------------------|------------------------------------|----------------------|-----------------------|------------------|------------------|-------------------------|------------------------------------|----------------------|-----------------------|------------------|------------------|-------------------------|------------------------------------|----------------------|-----------------------|------------------|------------------|-------------------------|------------------------------------|----------------------|-----------------------|------------------|------------------|-------------------------|------------------------------------|----------------------|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Writ us produkt?                   | 153              |                  |                 |                    |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe out best of?                   | -.028            | 154              |                 |                    |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| OMA us produkt?                    | -.028            | -.001            | 155             |                    |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Opplid us produkt?                 | -.028            | -.001            | -.001           | 156                |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe utra de produkt an?            | -.028            | -.001            | -.001           | -.001              | 157                     |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hiert u alt (by starr) us produkt? | -.028            | -.001            | -.001           | -.001              | -.001                   | 158                                |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Zu ja us produkt an?               | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | 159                  |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe zu de produkt an?              | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | 160                   |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe out best of?                   | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | 161              |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Writ us produkt?                   | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | 162              |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe utra de produkt an?            | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | 163                     |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hiert u alt (by starr) us produkt? | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | 164                                |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Zu ja us produkt an?               | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | 165                  |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe zu de produkt an?              | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | 166                   |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe out best of?                   | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | 167              |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Writ us produkt?                   | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | 168              |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe utra de produkt an?            | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | 169                     |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hiert u alt (by starr) us produkt? | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | 170                     |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Zu ja us produkt an?               | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | 171                                |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe zu de produkt an?              | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | 172                  |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe out best of?                   | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | 173                   |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Writ us produkt?                   | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | 174              |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe utra de produkt an?            | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | 175              |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hiert u alt (by starr) us produkt? | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | 176                     |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Zu ja us produkt an?               | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | 177                                |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| Hoe zu de produkt an?              | -.028            | -.001            | -.001           | -.001              | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | -.001                | -.001                 | -.001            | -.001            | -.001                   | -.001                              | 178                  |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |                  |                  |                         |                                    |                      |                       |  |  |  |  |  |  |  |  |  |  |  |  |

\* Correlations significant at the .05 level (2-tailed).  
 \*\* Correlations significant at the .01 level (2-tailed).  
 \*\*\* Correlations significant at the .001 level (2-tailed).