

**Linguae Intergermanica: The Use of Low Saxon, English, Dutch, German, and
Receptive Multilingualism in Northern Dutch – Northern German Communication**

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Master Thesis Intercultural Communication

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1. Preface

When we were first asked to come up with a thesis subject, my choice was clear from the beginning. I was finally presented with the opportunity to add my share to improve the appreciation for the Low Saxon language group from an academic perspective.

I had previously attended a lecture on modes of communication in the Dutch-German border area by Roos Beerkens, during which my indignation was ignited by the frivolous manner in which the Dutch scholarly world seemed to dismiss the language of my daily dealings as a relict of yore. A language on the brink of extinction, not worthy of further attention, while I, and at least 7,5 million other speakers in the Netherlands and Germany, experience its liveliness and colourfulness every day. Many are proud of (their variety of) the language, while few openly dare voice this sentiment. After all, not so long ago, its use was discouraged by educational and governmental institutions, and it was branded as being merely an uncivilised variety of the national language. This conviction is now deeply entrenched in the beliefs of many, who have stopped passing on the language to their children, even though scholars have proven that being bilingual has many advantages. I have therefore become a passionate advocate of Low Saxon during my academic education at Utrecht University, as I was constantly confronted with a general lack of knowledge and appreciation for the language. Recent years have, however, seen an increase in interest for the language diversity in the Netherlands and Germany, which has improved the position of Low Saxon.

My wish is to lift Low Saxon from its seemingly eternal circle of sociolinguistics and dialectology, and instead convince the public of its status as a full-fledged language, as well as its potential as a mature language, fit for international communication.

1.1 Acknowledgements

I owe sincere and earnest thankfulness to several people. Firstly, I'd like to thank my supervisor Roselinde Supheert for her unrelenting enthusiasm during the research and writing process of this thesis, which inspired me to continue with a positive attitude. Secondly, I want to express my gratitude to my second reader Jan ten Thije, who's expertise on Receptive Multilingualism and his extensive professional network opened doors and gained access to very useful resources. Thirdly, I would like to thank the Goethe Institute, the University of Münster, Albert ter Harmsel of the Saxion Hogeschool Enschede, and the Haus der Niederlanden for their unprecedented cooperation in helping me find respondents. Fourthly, I would like to thank Bert Schouten for his patience in explaining the wonders of statistics to me. Fifthly, I owe thanks to Arne Waldemar Lentföhr and his relatives for helping with translations to German. It would have been impossible to write this thesis without the help of all these people.

On a more abstract level, I would also like to thank my parents for unknowingly and unintentionally raising me bilingually in Low Saxon and Dutch. Their attempts to keep me and my siblings from speaking Low Saxon while they themselves used it freely amongst themselves, merely sparked my curiosity, and my determination to speak it anyway. Last, but certainly not the least, I wish to thank Gerieke for her worries, patience and overall support over the last few months.

Daankenswaard.

Martin ter Denge

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2. Introduction

In an increasingly globalising world, many experience a sense of fading values, and start searching for their own identity. Often, this inspires a certain *regionalism*, with a specific focus on regional products, and local language and dialects. This trend is sometimes referred to as *glocalisation* (Robertson 26). This phenomenon may also be witnessed in the Dutch – German border areas. Recent years have seen an increase in interests in, and more positive attitudes towards, local and regional dialect varieties in the Dutch-German border area, which in scholarly articles are mostly referred to as either Low German or Low Saxon (Lenz, Gooskens, and Reker 12). The Low Saxon dialects together form a dialect continuum across the border, and geographically adjacent dialect varieties are often mutually intelligible, with only gradual shifts in pronunciation or lexicon.

Beerkens, in her 2010 study *Receptive Multilingualism as a Language Mode in the Dutch-German Border Area* found that in team meetings between officials of the Dutch province of Overijssel, and officials of the German state of North-Rhine Westphalia, local Saxon dialects were hardly used. This may either be attributed to ongoing stigmatisation of the language, which causes many people to believe that the dialects are inappropriate or unsuitable in more socially distinguished situations, or unawareness of each other's dialect backgrounds, or the possibility that a number of the interlocutors were from non-Low Saxon areas of the countries. Beerkens proceeded to assume that the use of these dialects will further decrease in the future (55), without providing evidence for this claim. Recent study, however, has shown that in the Dutch Twente region, between 61.6% and 76% of the inhabitants speak or understand Twents Low Saxon (Loeven 4). Numbers of speakers in the adjacent German area were not incorporated in the study, though a recent study by Steffen Persiel, *Wirtschaftliche Bedeutung der Niederdeutschen Sprache für Unternehmen*, showed that in The German states of Lower Saxony and Sleswig-Holstein, Low Saxon is deemed a valuable

mode of communication between companies and their customers (5). In light of the previously mentioned current regionalist trends, it may be interesting to investigate if these language varieties are suitable to serve as certain *Linguae Intergermanica* in communication between northern Dutch and northern German speakers, or as a third option in Receptive Multilingualism in addition to the more commonly used standard languages. Lenz, Gooskens, and Reker's research title *On the Low Saxon Dialect Continuum – Terminology and Research* shows that the Low Saxon area is a typical dialect continuum, in which mutual understanding between dialects may be commonly assumed. Moreover, research into the extent to which Receptive Multilingualism between Dutch and High German is useful in a region where a number of related, highly similar, mutually intelligible dialects are used, seems somewhat superfluous. It may be interesting to investigate to what extent Low Saxon may be used as a third option in communication between interlocutors who know Dutch, Low Saxon and German. Beerkens showed that Germans are becoming increasingly interested, and proficient in the Dutch and the English languages, while the Dutch are generally becoming less proficient in German, and use English instead. This makes the latter an increasingly important language in Dutch-German communication. It may therefore be interesting to investigate to what extent Low Saxon dialects are useful in Dutch-German interregional team meetings and to what extent English is employed, when interlocutors' command of each other's languages proves insufficient.

As this is a fairly new field of research, the general academic discussion is limited. Until recently, the main body of research on RM focussed on the language situation in Scandinavia, as the mainland Scandinavian languages are to a large extent mutually intelligible (Braunmüller). In the case of the usability of Low Saxon dialects, however, very little research has been carried out, or it has solely been incorporated as a side option, receiving only minor attention. This must be ascribed to the fact that this body of varieties has

been promoted to the status of a regional language fairly recently, and funds for investigation and promotion are limited. This research will broaden academic views on the actual usability of Low Saxon dialects in an interregional setting, and provides an alternative to the use of English as a Lingua Franca (ELF) in situations where typologically very similar languages are used.

The author of this paper is a speaker of Low Saxon from the Dutch Twente region, who is involved in preserving and promoting the use of Low Saxon, as well as improving its image as a useful language, both among speakers and non-speakers of the language. This may have been of influence on the interpretation or representation of the questionnaire results, and therefore on the overall conclusions. The author has, however, attempted to maintain a neutral approach to the execution of the research.

This thesis was structured in the following manner. Firstly, an inventory of past research on this subject was composed and discussed, after which a number of hypotheses were formed. These were then tested by means of a survey which was sent to a representative number of subjects in the Dutch-German Low Saxon border region. This is described in the method section. The data gathered from these were processed and discussed in the ensuing chapters, after which a number of conclusions, implementations and recommendations for further research followed.

3. Theoretical Framework

3.1. Low Saxon Situation

According to Herweijer and Jans in their work *Nedersaksisch Waar het Kan*, the Western Low Saxon language group is spoken in an area including the Dutch provinces of Gelderland (Veluws and Achterhoeks), Drenthe, Overijssel, Groningen, and a number of municipalities in Friesland, as well as the German regions of Ost-Friesland, Emsland, Münsterland and

Westphalia (2-3). There is no standard variety of Low Saxon. Based on lexical and syntactical features, however, a number of general subdivisions may be made, which in turn may be narrowed down to (very) local levels and minor pronunciation differences. Scholars use a variety of terms to name the group of languages, and, confusingly, sometimes homogenous terms are used to describe varying dialect notions. The majority of studies uses the term Low German, which is a literal translation of the German word *Plattdeutsch*. Platt means *flat* or *low*, which is a geographical denomination, referring to the low lying, generally flat grounds of the area, as opposed to *Hochdeutsch* (High German), in which the word *high* refers to the more alpine regions of Germany. The majority of its speakers live in Germany, leaving the impression that it is indeed a German language. Perhaps surprisingly, the Dutch speakers of Low German also often refer to their language as *plat*, with a single –t, based on Dutch orthography. They do not, however, generally add the suffix *-deutsch/duuts*. This appears for instance in Versteeg’s 2010 dissertation *A’j Plat Kunt Proaten, Mo’j ‘t Neet Loaten* (1). Moreover, most speakers prefer to refer to their variety by local dialect names such as Twents or Gronings, as knowledge of shared features with other varieties is limited (Herweijer and Jans 2) or otherwise unacknowledged, due to the fact that the language is not taught in schools, and the use of it was long discouraged. The umbrella term *Nedersaksisch* (Low Saxon), therefore, is a rather scholarly construct, and refers to the historical background of the language, namely its ancestor language Old Saxon, and emphasises its difference from High German. As Lenz, Gooskens, and Reker indicate in their study *On the Low Saxon Dialect Continuum*, the term was used from 1952 onwards, when the chair of “Nedersaksische Taalen Letterkunde” was established at the University of Groningen (11). The term may be confusing, as the name is identical to the demonym of the German state of Lower Saxony, which is a considerable part of the Low Saxon language area, and hence may lead people to believe that the term refers to speakers from that area exclusively.

As the language area is rather vast, and funds are generally low due to limited recognition by the national governments, the body of previous research is marginal, and focuses mainly on parts of the language area on one side of the national border, without, or with only minor reference to the existence of the language beyond the border. A considerable number of studies fail to classify the varieties as one language, or refer to the language exclusively by the term “(local) dialect(s)” without any further indication as to what language, or what dialects. Many studies incorporate language maps containing very detailed isogloss indications. In most cases, however, researchers have restricted their efforts to one side of the border, with little or no data gathered on the other side, magnifying the impression that the language is not spoken beyond the border (Lenz, Gooskens, and Reker 15-16). This may have contributed to the decline of the conviction that the Low Saxon language straddles the border over a large area. German researchers, additionally, commonly favour the term *Plattdeutsch* (Low German) over Low Saxon, enhancing the idea that it is a language spoken in Germany exclusively, or that it is a variety of High German, rather than a collection of related language varieties in their own right.

Markku Filppula et al.'s 2005 study *Dialects Across Borders* voices the currently prevailing assumption that due to the prevalence of the countries' official languages (Standard Dutch in the Netherlands, and High German in Germany respectively), the dialects on either side of the border have diverged from each other, the varieties in the Netherlands adopting traits of Standard Dutch, and the varieties in Germany featuring traits of High German (19). Gooskens and Kürschner, in their research *Cross-border Intelligibility: On the Intelligibility of Low German Among Speakers of Dutch and Danish* tested this claim by investigating to what extent speakers from the Dutch provinces of Groningen and Drenthe, and people from the border regions in Denmark, understand lexical items from the Low Saxon varieties across the border. The research proved that there was still a greater lexical mutual intelligibility

between German and Dutch interlocutors, than between German and Danish interlocutors (291), and therefore that the divergence between Dutch and German Low Saxon is currently still less extreme than often implied. This is confirmed by H. Wiggers in his work *Reevaluating Diglossia: Data from Low German*, in which he states that “[w]hatever the numbers of contemporary Platt speakers are, it needs to be pointed out, that in spite of the hundreds of local dialects, mutual comprehension between speakers of different Low German varieties - with the possible exception of *Ostfriesisch* due to its Frisian substrate - remains relatively easy” (48).

The most recent survey of Low Saxon speakers, focussing on the Dutch side of the border exclusively, was held in 2005, by Bloemhoff et al. The *Taaltelling Nedersaksisch* survey found that a considerable number of people used one of the Low Saxon varieties on a regular basis, Twents topping the list with approximately 62% of the test subjects speaking Twents daily, and 75% claiming a high proficiency (40-41). As H. Wiggers in his *Reevaluating Diglossia* states, “these numbers, however, do not conceal the fact that the use of Twents too, is diminishing” (46). Wiggers, however, does not include speaker percentages from past research, and neglects to add the statistical nuance that there has been a considerable influx of guest workers (ACB Kenniscentrum 2), and university students to the region over the last four decades, adding to the overall number of inhabitants of the region, and therefore automatically decreasing the percentage of Low Saxon speakers. The population of Twente grew from 612,000 inhabitants in 2002 to 626,000 in 2011 (cbs.nl). The possibility exists, therefore, that the number of Low Saxon speakers neither increased nor decreased dramatically, and that instead, the number of non-speakers merely has grown. This is hard to verify, as no statistical data on speaker numbers prior to the 1980s was found. Statements concerning a decrease in speaker numbers, therefore, often seem to be based on an

assumption that, prior to the Second World War, 100% of the inhabitants of Twente spoke Twents, although Dutch is very likely to have been present in the region for several centuries.

In short, Low Saxon is a language which is spoken in a large area. Apart from the fields of dialectology and linguistics, it has, however, previously received only minor scholarly attention. Statements about its decline in use are often based on the assumption that it has always been the sole language in the area and is currently gradually being replaced by the national languages. This leads many to believe that the language is unsuitable for professional use in Dutch-German communication. It may therefore be interesting to investigate to what extent Low Saxon is a useful addition to other modes of communication.

3.2. Receptive Multilingualism in Dutch-German Communication

Receptive Multilingualism is a communication mode in which speakers of different languages may opt for speaking their first languages when communicating with each other, applying several speaking and understanding strategies, depending on the typological distance and intelligibility between the languages (Braunmüller, Middle Ages 25-49; Zeevaert, Interskandinavische Kommunikation; Ten Thije and Zeevaert). Although the concept itself may be as old as human language use, research concerning the subject is limited, especially in the Dutch-German area (Beerkens 50). Most research on RM was carried out in Scandinavia, as the concept is relatively widespread in the Scandinavian countries, where mutual intelligibility is relatively commonly assumed. As Beerkens states: “[t]he phenomenon of ‘Scandinavism’ that kept Scandinavia bounded together with the mutual intelligibility between the languages provides a solid ground for the natural use of receptive multilingualism. The fundamental basis that Scandinavia has developed throughout the years for the commonly accepted use of receptive multilingualism is only beginning to develop in the Dutch-German constellation (Strüver)” (38). As Décsy indicated, Dutch and German are

typologically very closely related (qtd. in Beerkens 38), and Roelands and Ten Thije show that “[d]espite [many cultural] differences between the Dutch and German culture, the language mode of receptive multilingualism is however a plausible mode of communication in a Dutch-German constellation (qtd. in Beerkens 40)”. As German is a part of the Dutch secondary school curriculum, and an increasing number of German students opt for Dutch language courses (Beerkens 42), the use of the RM mode may be a valuable means of communication.

In short, Receptive Multilingualism in Dutch-German communication is a fairly new field of research. It may, therefore, be interesting to investigate to what extent it is useful in the Dutch-German border area, and how Low Saxon can be employed as an extra option in Receptive Multilingualism, in addition to the more commonly used national languages.

3.3. Use of English and Low Saxon in Dutch-German Communication

Beerkens also finds that instead of Receptive Multilingualism, interlocutors in Dutch-German meetings increasingly resort to the more neutral English language. This is partly due to the fact that the Dutch generally have become less fluent in German, whereas in Germany, Dutch has never been in the national school curriculum, resulting in a generally low proficiency. Ribbert and Ten Thije found, however, that “Dutch is getting more and more popular among German high school and university students, whereas German has lost its strong position in the Netherlands, resulting in a change in the language constellation between Germany and the Netherlands” (qtd. in Beerkens 42). This provides a language environment in which English may be regarded a safe and neutral option by both parties. The use of English also provides equality, as both parties are required to consider their phrasing, wording, and cultural markers. Downsides to using English, however, may be that interlocutors feel that they cannot express themselves in the manner they wish to, or may feel

a sense of reserve, as they are afraid to make language mistakes. Other problems with using English may be that the interlocutors do not possess a sufficient command of English, and therefore rather use other modes of communication. Dewaele, Petrides, and Furnham in their 2008 research *Effects of Trait Emotional Intelligence and Sociobiographical Variables on Communicative Anxiety and Foreign Language Anxiety Among Adult Multilinguals* proved that self-perceived low-proficiency speakers of a language felt anxious to use it, while those with a self-perceived high proficiency felt less anxious to use it (952). This may increase their inhibition for using a foreign language and their preference for using Receptive Multilingualism, or a language which they believe they can employ more confidently.

The use of Low Saxon dialects has become rather uncommon in Dutch-German business meetings, as due to stigmatisation and neglect, many people feel the use of dialects may be regarded as inappropriate. Additionally, the idea that the dialects have lost their mutual intelligibility prevails. If Low Saxon is still used by Germans, it is mainly in private spheres, with relatives and acquaintances, rather than with potential business partners (Beerkens 55-56). Berns and Daller indicate, however, that the decline of dialects has been greater on the German side of the border than on the Dutch side, as a result of a generally more negative attitude towards the language in Germany (qtd. in Beerkens 55).

In short, English is increasingly being employed as a neutral means of communication in Dutch-German communication, as the Dutch are becoming less proficient in German, and the Germans generally have a low proficiency in Dutch. Low Saxon is hardly used in formal communication, as the Germans, more so than the Dutch, are less appreciative of the language.

3.4. Use of Low Saxon in Academic Writing

Harzing in her study *Does Language Influence Response Styles?* stated that “a decision on the language of the questionnaire should be a key aspect of any cross-cultural study design” (par. 34). During compilation of this theoretical framework, however, no study was found in which Low Saxon was used actively, or applied to ask respondents’ opinions on this language. Due to general stigmatisation of the Low Saxon language, its speakers tend to hide their positive attitude towards it, and may give socially desirable answers instead. This was described as the Accommodation Theory by Giles, Coupland, and Coupland in their 1991 book *Contexts of Accommodation*: “[A]ccommodation strategies can [characterise] wholesale realignments of [...] language selection, [...] related to underlying beliefs, attitudes, and [socio-structural] conditions”(2). The omission of Low Saxon may therefore be regarded as influencing the answers of its speakers. These statements render previous questionnaires concerning Low Saxon apt for reconsideration.

In short, research suggests that the language used in questionnaires influences the answers. It may therefore be interesting to see whether the option of having a questionnaire in Low Saxon elicits different answers from respondents in the Dutch-German border area than previous questionnaires have.

3.5. Switching Between Several Modes of Communication

According to *A Toolkit for Multilingual Communication in Europe: Dealing with Linguistic Diversity* by Backus, Marácz, and Ten Thije, interlocutors have several language modes at their disposal, whereby one mode may complement the other. Interlocutors may, for instance, incorporate words and phrases from the other language into their own utterances (nonce-borrowing or code-switching), while alternating this mode with Receptive Multilingualism, to enhance their message. This circumvents the need for full proficiency in a language, as well

as enhances the neutrality between interlocutors, under the precondition, however, that both speakers agree to this mode of communication, be it explicitly or implicitly.

In light of the current revival of, and appreciation for the Low Saxon language group, it may be interesting to investigate what respondents' opinions are on using these strategies with Low Saxon.

4. Research Questions and Hypotheses

As appears from the theory presented above, there is currently quite some uncertainty about who uses which communication mode in what situation. Varying sources additionally express different respondent opinions on several languages, and on modes of communication. Based on these findings, a number of questions emerge:

1. *Do speakers of Low Saxon and Dutch or German regard themselves as multilingual?*
2. *What language would people from the Low Saxon regions choose when offered questionnaires in both Low Saxon and the national language?*
3. *What is the self-perceived active and passive oral and written proficiency per language per respondent group?*
4. *What is the exposure to English, Dutch, German and Low Saxon in the Dutch-German border region at home, work, and in the media?*
5. *What are respondents' experiences with, and opinions on Receptive Multilingualism and related language strategies in Dutch-German professional communication?*
6. *What are respondents' attitudes towards these languages?*
7. *What are respondents' opinions on the use of Low Saxon in Dutch-German professional communication?*
8. *What are respondents' opinions on the use of English in Dutch-German professional communication?*

Based on the research presented above, and the research questions that emerge from this, the following main hypothesis is drawn:

People from the Low Saxon speaking regions of the Netherlands and Germany find Low Saxon a useful addition to northern Dutch and northern German communication on a professional level.

Since English has been found to be employed to an increasing degree in Dutch – German communication, the following sub-hypothesis will also be tested:

People from the Low Saxon speaking regions believe English is a valuable addition to Dutch – German professional communication.

As Receptive Multilingualism has been proven to be a valuable mode of communication, it would be interesting to see to what extent Low Saxon would be a useful addition to the equation of High German and Standard Dutch in the Receptive Multilingualism language mode when communication between northern Dutch and northern German interlocutors is concerned. The final sub-hypothesis, therefore, is:

Low Saxon is a useful language for the Receptive Multilingualism mode of communication in northern Dutch and northern German communication, in addition to the more commonly used High German and Standard Dutch.

5. Method of Research

As mentioned earlier, the fact that Low Saxon is hardly used in Dutch-German professional communication may partly be attributed to both parties' unawareness of the counterpart's dialect knowledge, and the similarities and differences between them, as well as their usability. Through means of questionnaires, which may be found in appendices one to four, German respondents were asked for their self-perceived competence in Dutch, Low Saxon and English, and Dutch respondents were asked for their self-perceived competence in High-

German, Low Saxon and English. Self-perception is important, as the theory suggests that this defines what language choice interlocutors make in international communication. Dutch respondents, for instance, with a self-perceived low competence in High-German and a self-perceived high competence in English are hypothesised to rather revert to English than to High-German, as they feel more comfortable using that language, and vice versa. The use of questionnaires was favourable over other means of investigation, as it could be sent to respondents by e-mail, providing a time- and cost-effective means of inquiry. It additionally allowed respondents to meditate on their answers longer than during personal interviews.

The first part of the questionnaires asked respondents whether they considered themselves mono- or multilingual, and which languages they considered their native tongues; Dutch, German, or Low Saxon, or a combination of these. This was done to establish the recognition of Low Saxon as a language in its own right, and to explicate attitudes to the several languages and modes of communication.

The second part of the questionnaires inquired about respondents' active and passive oral and written proficiency in the four languages. This was done to establish to what extent these languages may be applied in both oral and written communication in northern Dutch – northern German communication.

The questionnaires furthermore tested respondents' attitudes towards the four languages, including statements about the perceived beauty of the language, and the usefulness of knowing the languages. Other questions inquired to what extent nonce-borrowing was applied by Dutch and German interlocutors, and the frequency of using loan words per language. This gave insight in the actual application of the four languages in Receptive Multilingual strategies.

Additionally, the questionnaires asked subjects whether they felt receptive multilingualism is a valuable and useful language mode, and to what extent they think the

shared Low Saxon language might be a useful addition in Dutch-German professional communication, and how it may be used in several communication strategies, such as nonce-borrowing.

As English is increasingly becoming an important language in interregional meetings, since the Dutch are more inclined to choose that language over German, and the Germans' proficiency in, and attitude towards English has improved, the questionnaires addressed respondents' opinions on these developments, for instance in the question *English would be a valuable addition in Dutch-German communication*, to which respondents may answer choosing from a scale ranging from *completely agree* to *completely disagree*. The full questionnaires are enclosed in appendixes 1 to 4.

The questionnaires were available in German, Dutch, Twents Low Saxon, and Low Saxon with German orthography. The latter two provided speakers of these stigmatised languages with extra neutrality, which is often neglected in other studies. English was not available, as the intended subjects were all native speakers of the aforementioned languages.

The feedback from the questionnaires provided information about what languages and language modes are used in Dutch-German meetings, and what subjects' opinions were on the different language modes. This provided valuable insights for companies aspiring to international communication between Germans and Dutchmen, as well as dialectologists who wish to acquire insights into communication within a dialect continuum.

The research was announced on several online social media, such as Facebook, and the professional social network LinkedIn. This latter network features certain interest groups, to which members may subscribe. A number of the groups focus on Dutch-German business interests. This provided for quick communication as well as a motivated subject pool. The announcement was translated to Dutch, German, English, Twents and German Low Saxon, to ensure a neutral atmosphere for each language variety. A number of Dutch and German

construction engineering companies and international transport businesses were approached to participate in the investigation. Furthermore, the Goethe Institute, the University of Münster, Saxion Hogeschool Enschede, and the Haus der Niederlanden were found willing to cooperate, which ensured a broad subject base.

The questionnaires were distributed using the snowball technique, through which subjects select themselves and possible other respondents, based on the description of this research. This provided for a random respondents pool within the target group. Moreover, it circumvented possible subject fatigue or loss of interest, as those who were less interested could choose to not participate. All respondents received the questionnaire in a personal e-mail, including instructions, and the request to forward the research announcement. The questionnaires were sent in an MS Word-file, which the respondents were required to complete and return.

6. Results

Of 127 sent questionnaires, 103 were returned, which amounts to a response of 80.1%. Eight of the returned questionnaires were filled out incorrectly or incompletely, and five of the respondents did not meet the selection requirements, and would therefore contaminate test results. After the necessary selection, a total of 90 respondents remained, of which 30 lived in the Netherlands, and 60 lived in Germany. The respondents were all people from the north-east of the Netherlands and northern Germany, who regularly communicate on a professional level with people from the other side of the border. The majority of the Dutch respondents were from Twente, while the German respondents were either from the Münster area in North-Rhine-Westphalia and Emden in Lower Saxony.

The majority of the questions could be analysed using percentages, as they elicited factual answers, such as the number of languages people spoke, and their self-perceived

proficiency in them. For a number of statements, however, a statistical analysis was required, as these statements elicited opinions, rather than factual answers. The significance of the difference between the German and Dutch answers was calculated by applying a T-Test. When a significant difference was not warranted, it was interpreted as an equal answer. The questionnaires elicited the following results.

6.1. Mono- or Multilingual

The following charts display the languages which Dutch and German respondents respectively considered their mother tongues as expressed in percentages. Although the proficiency results indicate otherwise, the question concerning mono- or multilingualism elicited a monolingual majority on either side of the border.

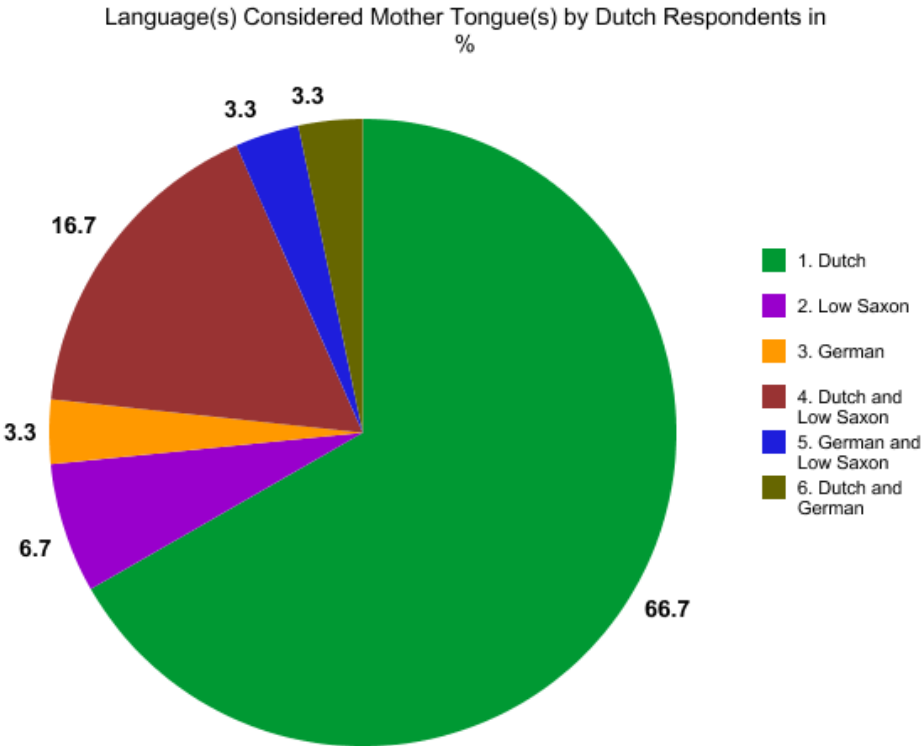


Figure 1. Language(s) considered mother tongue(s) by Dutch respondents in Percentages

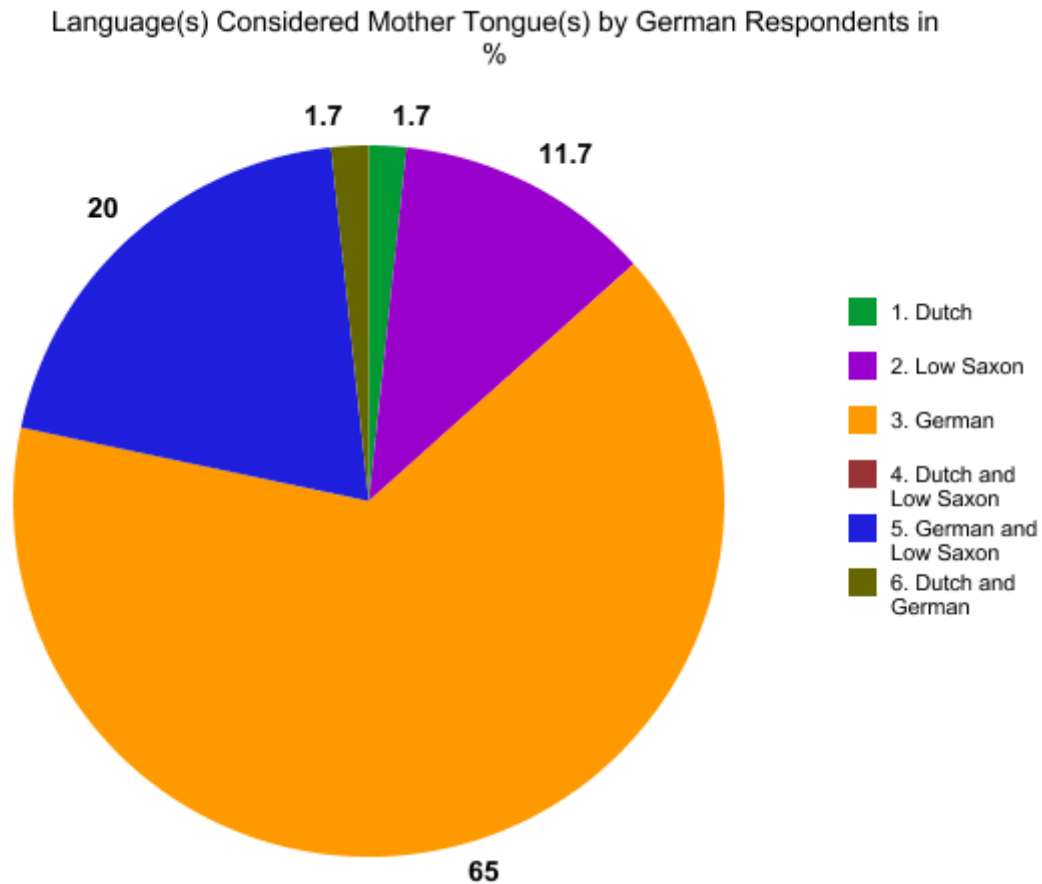


Figure 2. Language(s) considered mother tongue(s) by German respondents

A third (33.3%) of the Dutch respondents, and 48.3% of the German respondents considered themselves to be multilingual. The question inquiring about mother tongues elicited a less unanimous outcome. Again, the majority deemed the national language their mother tongue. 26.6% of the Dutch, and 31.7% of the German respondents, however, reckoned both the national language in combination with Low Saxon, or the latter exclusively, as their mother tongue.

In response to the first research question, then, speakers of Low Saxon who additionally speak Dutch natively, regard themselves less multilingual than German speakers who additionally speak German.

6.2. Written Language Preference

To test what language respondents would choose when texts would be available in multiple languages, the questionnaire was translated into Twents Low Saxon, and into a more German-oriented Low Saxon utilising German orthography. The results may best be displayed in pie charts:

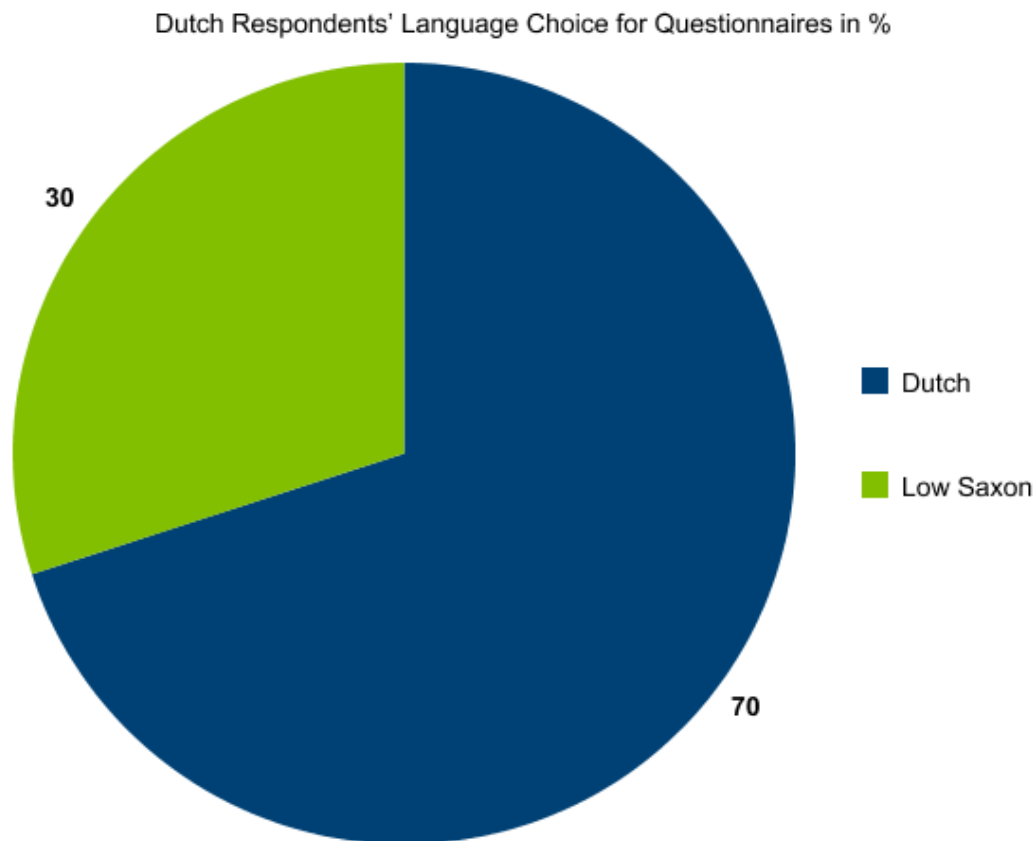


Figure 3. Dutch Respondents' Language Choice for Questionnaires

It appears from the choice of language for the returned questionnaires that 30% of the people from Twente alone, and 15% of the people from north-western Germany would prefer written texts in the local language, rather than in one of the standard languages.

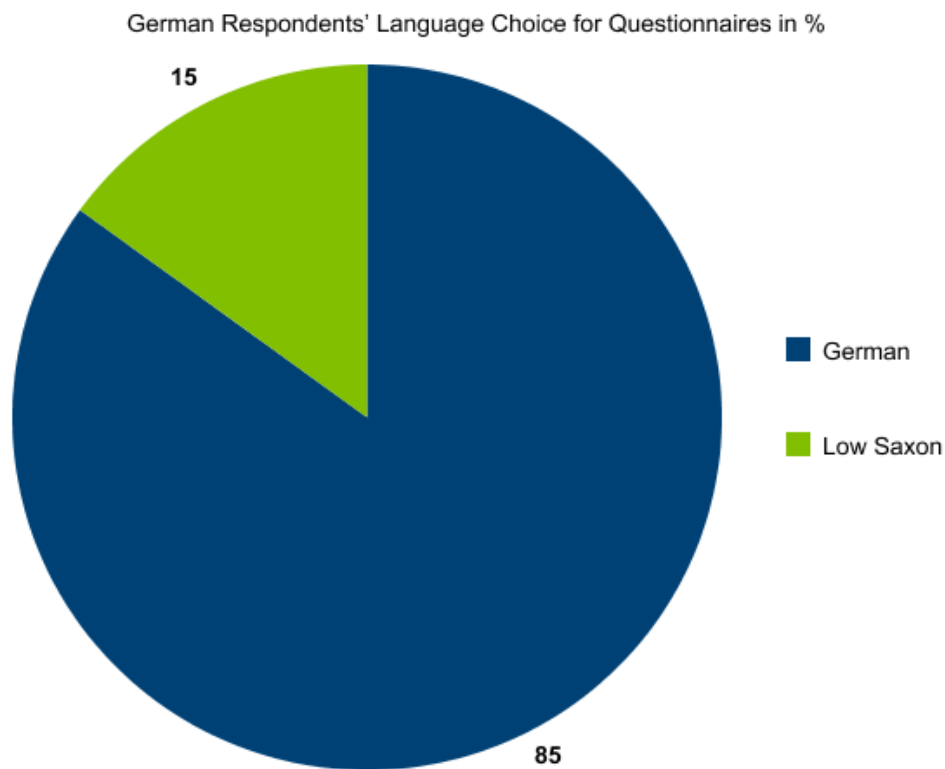


Figure 4. German Respondents' Language Choice for Questionnaires

Low as the questionnaire figures may seem, the proficiency results show, however, that this cannot be due to self-perceived low reading capabilities in Low Saxon; As displayed in the chart below, only 23.3% of the Dutch, and 15% of the German respondents, indicated that they were unable to read Low Saxon texts. 56.7% of the Dutch and 51.7% even claimed to be fully proficient in reading Low Saxon. Obviously, 100% of the Dutch were fully fluent in Dutch, and 100% of the Germans were fully fluent in German, as these are official languages in these countries. This result may be found in all proficiency charts below.

		fully applies to me		Applies a little to me		Does not apply to me	
		Dutch %	German %	Dutch %	German %	Dutch %	German %
<i>I can read newspapers</i>	Dutch	100	33.3	0	23.3	0	43.3

<i>and books in this language</i>	Low Saxon	56.7	51.7	20	33.3	23.3	15
	High German	80	100	13.3	0	6.7	0
	English	76.7	53.3	23.3	40	0	6.7

Figure 5. Comparison of Dutch and German Respondents' Reading Proficiency Percentages.

Additionally, for 80% of the Dutch, reading High German posed no real problem, whereas 43.3% of the Germans indicated they could not comprehend Dutch texts.

In response to research question two, it appears that the highest percentage of respondents from both countries opted for written texts in the national language, despite indicating a relatively high reading proficiency in Low Saxon.

6.3. Speaking proficiency

From the proficiency section, in which respondents were asked for their self-perceived proficiency in respectively Dutch, Low Saxon, High German and English, both in written and oral production and reception appears, however, that both German and Dutch respondents had a generally average to high speaking proficiency in foreign languages, the Dutch indicating that they spoke both High German (83.3%) and English (80%) on a fully competent level, facilitating descriptions of various subjects and opinions, whereas only 28.3% of the Germans, on the other hand, perceived their own command of spoken Dutch to be fully applicable, while 63.3% indicated they did not speak Dutch at all. 41.7% of the German respondents deemed themselves fully fluent in English, while another 50% of them answered that their command of spoken English was limited.

fully applies to me		Applies a little to me		Does not apply to me	
Dutch	German	Dutch %	German	Dutch %	German

		%	%		%		%
<i>In this language, I can give clear descriptions of various subjects, voice an opinion, tell a story</i>	Dutch	100	28.3	0	8,33	0	63.3
	Low Saxon	60	45	13.3	23.3	26.7	31.7
	High German	83.3	100	13.3	0	3.3	0
	English	80	41.7	13.3	50	6.7	8.3

Figure 6. Comparison of Dutch and German Respondents' Speaking Proficiency

Percentages; Descriptive and Voicing Opinions.

The chart below shows that 56.7% of the Dutch and 50% of the German respondents estimated themselves to be able to communicate to a fully comprehensible level in Low Saxon. Another 20% of the Dutch and 21.7% of the Germans estimated their proficiency to be limited. 86.7% of the Dutch claimed they were fully capable of casual communication in both German and English, whereas the number of German respondents who were as certain of their own abilities in communication at convenient levels was much smaller in Dutch at 28.3% and English at 38.3%.

		fully applies to me		Applies a little to me		Does not apply to me	
		Dutch %	German %	Dutch %	German %	Dutch %	German %
<i>In this language, I can communicate in a spontaneous and fluent manner, which facilitates casual communication</i>	Dutch	100	28.3	0	10	0	61.7
	Low Saxon	56.7	50	20	21.7	23.3	28.3
	High German	86.7	100	10	0	3.3	0
	English	86.7	38.3	10	58.3	3.3	3.3

Figure 7. Comparison of Dutch and German Respondents' Speaking Proficiency

Percentages; Casual Communication.

Writing Low Saxon, on the contrary, posed a greater challenge. 50% of the Dutch, and 46.7% of the Germans found they could not write confidently in Low Saxon. Contrastingly, two thirds of the Dutch found themselves fully capable of writing in High German, and 80% perceived themselves fully capable of writing about stories and personal experiences in English. The Germans estimated their foreign writing proficiency far lower, at 26.7% for writing Dutch and 46.7% for English.

		fully applies to me		Applies a little to me		Does not apply to me	
		Dutch %	German %	Dutch %	German %	Dutch %	German %
<i>In this language, I can write/describe stories about personal experiences and impressions</i>	Dutch	100	26.7	0	6.7	0	66.7
	Low Saxon	26.7	28.3	23.3	25	50	46.7
	High German	66.7	100	23.3	0	10	0
	English	80	46.7	13.3	38.3	6.7	15

Figure 8. Comparison of Dutch and German Respondents' Writing Proficiency Percentages.

The results, therefore, seem to confirm the conviction that people will not opt for a Low Saxon text, for the simple reason that it is unconventional to do so; they appear to have ample speaking, understanding and reading skills in the language.

The passive understanding of the languages is, however, generally much higher.

Figure 5 above shows that 76.7% of the Dutch could a little to fully understand written Low Saxon (newspapers and books). The Dutch self-perceived full reading proficiency in High German was as high as 80%, and 76.7% of the respondents had full English reading skills. The German group with full reading proficiency in Low Saxon was 51.7% of the total respondents, while 33.3% indicated that they were fully fluent in reading Dutch, and 53.3% were fully fluent in reading English.

		fully applies to me		Applies a little to me		Does not apply to me	
		Dutch %	German %	Dutch %	German %	Dutch %	German %
<i>In this language, I can understand TV-programmes, films and recitals</i>	Dutch	100	35	0	30	0	35
	Low Saxon	73.3	70	3.3	20	23.3	10
	High German	83.3	100	13.3	0	3.3	0
	English	90	50	6.7	41.7	3.3	8.3

Figure 9. Comparison of Dutch and German Respondents' Listening Proficiency

Percentages.

As for spoken languages, such as in television programmes, films or recitals, 73.3% of the Dutch and 70% of the Germans perceived themselves to fully understand Low Saxon, 90% of the Dutch and 50% of the Germans perceived themselves to fully understand English, 83.3% of the Dutch fully understood High German, and 35% of the Germans fully understood spoken Dutch.

In response to research question three, it appears from these results that the Dutch respondents regarded their Low Saxon and foreign language skills to be generally higher than the German respondents.

6.4. Exposure

The Exposure section investigated how frequently respondents were exposed to Dutch, Low Saxon, German and English. The questions could be answered on a 5-point scale, ranging from 1 (daily) to 5 (never). The questions were divided per language into the sub-categories *at home*, *at work* and *in the media*. The first question concerned the respondents' exposure to

Dutch, which would obviously lead to high *daily* scores in all three sub-categories for Dutch respondents, and likewise for German respondents for the question concerning German.

	1. Daily		2. Weekly		3. Monthly		4. Annually		5. Never	
	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %
Dutch										
<i>At home</i>	100	8.3	0	8.3	0	13.3	0	8.3	0	61.7
<i>At work</i>	93.3	21.7	0	5	3.3	10	0	6.7	3.3	56.7
<i>In the media</i>	96.7	11.7	3.33	15	0	20	0	15	0	38.3

Figure 10. Comparison of Dutch and German respondents' exposure to Dutch at home, at work, and in the Media, in percentages.

One of the most salient outcomes is that 56.7% of the Germans indicated they were never exposed to Dutch at work, and 61.7% were never exposed to Dutch at home. Only 16.6% of the German respondents indicated that they were exposed to Dutch at home daily to weekly, and only 26.7% encountered Dutch at work daily to weekly. The largest percentage of the Germans (38.3%) had no exposure to Dutch in the media, after which the option *monthly* received the second-highest score at 20%.

Except for the media exposure, these results contrast starkly with the figures for Low Saxon; 53.3% of the Dutch and 63.4% of the German respondents claimed to encounter Low Saxon at home daily to weekly, while 43.3% of the Dutch and 58.3% of the Germans encountered Low Saxon daily to weekly at work. Media coverage in Low Saxon is generally low due to limited funds, and if exposure is desired, it requires some search. Even on regional

broadcasting stations, the language generally plays only a marginal role, and is restricted to occasional broadcasts.

	1. Daily		2. Weekly		3. Monthly		4. Annually		5. Never	
	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %
Low Saxon										
<i>At home</i>	33.3	46.7	20	16.7	13.3	8.3	0	6.7	33.3	6.7
<i>At work</i>	30	43.3	13.3	15	13.3	11.7	3.3	8.3	40	21.7
<i>In the media</i>	6.7	6.7	13.3	16.7	20	25	16.7	15	43.3	36.7

Figure 11. Comparison of Dutch and German respondents' exposure to Low Saxon at home, at work, and in the Media, in percentages

The Dutch exposure to German is relatively high, as 60% encounters German daily to weekly at work and 71% in the media. The exposure at home is less frequent, the largest percentage of the respondents answering monthly to never. 71% of the Dutch indicated that they were exposed to German in the media on a daily to weekly basis. This is in contrast with the limited German exposure to Dutch discussed earlier.

	1. Daily		2. Weekly		3. Monthly		4. Annually		5. Never	
	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %
German										
<i>At home</i>	30	96.7	6.7	1.7	16.7	0	16.7	1.7	30	0

<i>At work</i>	43.3	100	16.7	0	13.3	0	10	0	16.7	0
<i>In the media</i>	33.3	95	36.7	1.7	3.3	1.7	10	1.7	16.7	0

Figure 12. Comparison of Dutch and German respondents' exposure to German at home, at work, and in the Media, in percentages

There is a striking difference between the use of English at work in the results from German and Dutch respondents.

	1. Daily		2. Weekly		3. Monthly		4. Annually		5. Never	
	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %	Dutch %	German %
English										
<i>At home</i>	16.7	13.3	26.7	25	10	13.3	10	10	36.7	38.3
<i>At work</i>	50	11.7	10	13.3	23.3	21.7	6.7	16.7	10	36.7
<i>In the media</i>	56.7	21.7	23.3	26.7	10	26.7	3.3	15	6.7	10

Figure 13. Comparison of Dutch and German respondents' exposure to English at home, at work, and in the Media, in percentages

60% of the Dutch respondents use or encounter English daily to weekly, while this applies to only 25% of the Germans, of which 36.7% indicate that they never encounter English at work.

English appears to be more present in Dutch media, as English programmes are mostly subtitled in the Netherlands, facilitating full daily exposure, while in Germany they are mostly dubbed. Another reason might be that the Netherlands has a greater influx of foreign

television programmes than Germany. The largest percentage of both Dutch and German respondents never used or encountered English at home.

In response to research question four, the Dutch respondents' exposure to English and German was relatively higher than the German respondents' exposure to Dutch and English. The exposure to Low Saxon in the media was low for both the Dutch and the Germans.

6.5. Language Mode

The next part of the questionnaire tested whether respondents were familiar with, and had experienced nonce-borrowing and receptive multilingualism. Additionally, they were asked whether they thought the latter would be an effective mode of communication. For the nonce-borrowing question, the Dutch Low Saxon and German Low Saxon respondents were compared separately from Standard Dutch and High German respondents, since their questionnaires inquired whether they used loans in Low Saxon, rather than in either of the national languages.

The first chart shows how frequently Dutch respondents thought they borrowed words from other languages in their Standard Dutch. Very few of the respondents believed they never used loan words. Most respondents indicated they *sometimes* use German (38.1%), Low Saxon (42.9%) and English (42.9%) loan words. One striking result, albeit a low figure, is that nearly 5% of the Dutch indicated that their Dutch is interspersed with Low Saxon words, as they answered that they use Low Saxon loans in their Dutch *all the time*. This high rate neither occurred with German nor English. The percentages for *often* were equal for German, Low Saxon and Dutch, at 14.3%.

%	All the time	Often	Sometimes	Seldom	Never
German loans in Dutch	0	14.3	38.1	28.6	19.1

Low Saxon loans in Dutch	4.8	14.3	42.9	9.5	28.6
English loans in Dutch	0	14.3	42.9	33.3	9.5

Figure 14. Frequency of using loanwords by Dutch respondents in percentages.

The following chart shows results from Dutch respondents completing a Low Saxon questionnaire. More than half (55.6%) of them sometimes used German loan words when they spoke Low Saxon, while another 33.3% *often* used German loans. 44.4% sometimes used English loanwords. 55.5%, however, seldom or never used English loanwords.

%	All the time	Often	Sometimes	Seldom	Never
German loans in Low Saxon	0	33.3	55.6	11.1	0
Dutch loans in Low Saxon	0	33.3	44.4	11.1	11.1
English loans in Low Saxon	0	0	44.4	22.2	33.3

Figure 15. Frequency of using loan words by Dutch Low Saxon respondents in percentages.

The following chart shows results from German respondents:

%	All the time	Often	Sometimes	Seldom	Never
Dutch loans in German	0	9.8	19.6	31.4	37.3
Low Saxon loans in German	2	17.7	45.1	9.8	25.5
English loans in German	0	27.5	51	11.8	9.8

Figure 16. Frequency of using loanwords by High German respondents in percentages.

The largest group of German respondents, which together amounted to 68.7%, indicated they seldom to never used Dutch loan words. A mere 29.3% of the respondents chose the answers often or sometimes. This contrasts sharply with their use of Low Saxon and English loans. 35.3% seldom to never used Low Saxon loan words, whereas the largest group, 45.1% indicated they sometimes borrow words from Low Saxon into their German. The use of English words received an even higher percentage in the *sometimes* category, at 51%.

The German respondents who chose a Low Saxon questionnaire accumulated the following results.

%	All the time	Often	Sometimes	Seldom	Never
Dutch loans in Low Saxon	0	0	0	22.2	77.8
German loans in Low Saxon	0	33.3	33.3	11.1	22.2
English loans in Low German	0	0	33.3	11.1	55.6

Figure 17. Frequency of using loanwords by German Low Saxon respondents in percentages.

It appears that only 22.2% of The German Low Saxon speakers seldom used Dutch loans in their Low Saxon. The use of German loan words was slightly more frequently observed, with 33.3% indicating they often incorporated High German words into their Low Saxon. Two thirds (66.6%) indicated they seldom to never used English loans.

Respondents' opinions on, and experiences with receptive multilingualism were tested by inquiring to what extent they agreed to a number of statements. Naturally, if some claimed to have witnessed receptive multilingualism, they could, therefore, leave the lower two statements unanswered. The Dutch answers concerning their experience with using Receptive Multilingualism were displayed in the following chart.

<i>I have tried this language mode myself, but it was not effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
23.3	33.3	13.3	26.7	3.3
<i>I have tried this language mode myself, and it was effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
3.3	13.3	16.7	53.3	13.3

Figure 18. Dutch respondents' experience with using Receptive Multilingualism.

The paired statements “*I have tried this language mode myself, but it was not effective*” and “*I have tried this language mode myself, and it was effective*” elicited the results that 66.6% of the Dutch respondents had used receptive multilingualism, and considered it an effective mode of communication. This can be deduced from the fact that to the first statement 56.6% disagreed, while only 26.6% disagreed to the second statement. Furthermore, respondents were asked whether they had witnessed others using the language mode to success. The results were displayed in the chart below.

<i>I have witnessed others using this language mode, but it was not effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
16.7	23.3	30	20	3.3
No answer: 6.7				
<i>I have witnessed others using this language mode, and it was effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
3.3	13.3	26.7	36.7	10
No answer: 10				

Figure 19. Dutch respondents' experience with witnessing others using Receptive Multilingualism.

As displayed above, 46.7% of the respondents agreed or completely agreed to the statement that they had witnessed others using the language mode to success, while another 30% approximately had no opinion or believed the statement did not apply to them.

The final statement concerning the use of receptive multilingualism involved those who had not witnessed the use of Receptive Multilingualism, although had formed an opinion on it. Many of those who indeed had witnessed the use of Receptive Multilingualism, left this question unanswered. The results were entered in the charts below.

<i>I have not witnessed this language mode, and I do not think it is effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
10	10	36.7	13.3	0
No answer: 30				
<i>I have not witnessed this language mode, but I do think it is effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
0	16.7	36.7	10	6.7
No answer: 30				

Figure 20. Dutch opinions on Receptive Multilingualism without experience.

The results indicate that a mere 20% had never witnessed or experienced the use of this language mode. This appears from the 36.7% who had not filled out, or indicated to have no opinion on, this statement. Most of those who remained neutral on this statement, had answered the previous two statements positively. From the above results appeared, therefore, that most Dutch respondents had positive experiences with Receptive Multilingualism.

The Germans had comparable experiences with the use of Receptive Multilingualism, as may be seen in the chart below.

<i>I have tried this language mode myself, but it was not effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
16.7	28.3	20	20	5
No answer: 10				
<i>I have tried this language mode myself, and it was effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
0	11.7	18.3	38.3	28.3
No answer: 3.3				

Figure 21. German respondents' experience with using Receptive Multilingualism.

As appears from the lower statement in the chart above, 66.6% of the Germans agreed that they had tried the language mode themselves, and that they found it an effective mode of communication.

<i>I have witnessed others using this language mode, but it was not effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
13.3	33.3	33.3	6.7	0
No answer: 13.3				
<i>I have witnessed others using this language mode, and it was effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
0	6.7	30	28.3	30
No answer: 5				

Figure 22. German respondents' experience witnessing others using Receptive Multilingualism.

Additionally, when 58.3% of the German respondents witnessed others using this language mode, it was effective. Only 6% disagreed to the statement. The chart below contains the German answers to the statement on witnessing others using the language mode.

<i>I have not witnessed this language mode, and I do not think it is effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
11.7	18.3	33.3	6.7	0
No answer: 30				
<i>I have not witnessed this language mode, but I do think it is effective</i>				
Completely disagree	Disagree	No opinion	Agree	Completely agree
3.3	8.3	30	18.3	5
No answer: 35				

Figure 23. German opinions on Receptive Multilingualism without experience.

In response to research question five, both German and Dutch respondents were positive towards the concept of Receptive Multilingualism, and the majority had employed, or witnessed it being employed to success. The concept of nonce-borrowing was applied rather commonly, with a strikingly high frequency of borrowing words from Low Saxon into the national languages.

6.6. Attitudes

The last questions of the questionnaire concerned respondents' opinions on the four different languages, and their appreciation for those languages as possible ways of communication. A T-Test was required to ascertain the significance of the results. The level of significance α was set at 0.05. To establish the significance of the difference between German and Dutch respondents, the H0 hypothesis and H1 hypothesis must be defined:

H0: The average Dutch answers = the average German answers

H1: The average Dutch answers \neq the average German answers

After executing the T-test on question 21 to 24 of the questionnaire, it appeared that several differences in Dutch and German answers were significant, which invalidated the H0 hypothesis, whereas for others the difference was insignificant, validating the H1 hypothesis. In the following charts, the outcomes of the T-Test were incorporated.

Question 21 consisted of 26 statements, to which respondents could answer on a scale ranging from 1 (completely agree) to 5 (completely disagree), in which answer 3 represented the “no opinion” option. From the answers, the averages were calculated per question and rounded off at one decimal, which were displayed in the chart below.

On average, both the Dutch and German respondents classified all four languages as beautiful. Naturally, respondents were slightly more appreciative of their own mother languages than the opposite group. The P-value shows that there was a significant difference between Dutch and Germans in the answers to question b, about the Low Saxon language. It appeared that the Germans were more appreciative of its beauty than the Dutch. The Dutch respondents’ averages for Dutch and English were equal, displaying a more favourable attitude towards the English language than the Germans.

Statement	Dutch average	German average	P-value
a. I find Dutch a beautiful language	1.8	2.1	0.21
b. I find Low Saxon a beautiful language	2	1.6	0.07
c. I find German a beautiful language	2.1	1.7	0.17
d. I find English a beautiful language	1.8	2.1	0.19

Figure 24. Respondents’ average opinion on the beauty of the four languages.

The following questions inquired whether respondents found the languages difficult to learn. It appears that both the Dutch and the Germans had on average no opinion on the difficulty of learning Low Saxon and English. It must be noted that the Dutch average leans towards the

disagree side for English, which means that most people who chose an answer other than *no opinion*, found that English is not a difficult language to learn.

Statement	Dutch average	German average	P-value
e. I find Dutch a difficult language to learn	3.5	3.1	0.04
f. I find Low Saxon a difficult language to learn	3	2.9	0.52
g. I find German a difficult language to learn	3.1	2.4	0.01
h. I find English a difficult language to learn	3.7	3.4	0.22

Figure 25. Respondents' average opinion on the difficulty of learning the languages

The average answers to the attitudes towards communication with speakers of the other languages shows an atmosphere which facilitates language contact; both Germans and Dutch enjoyed conversing with speakers of the other languages, though there was a significant difference between the Germans and Dutch concerning conversing with either speakers of Dutch, or German. It appeared that the Dutch enjoyed speaking with the Germans. the Germans enjoyed it also, however, to a slightly lesser degree.

Statement	Dutch average	German average	P-value
i. I like to converse with speakers of Dutch	1.5	2.1	0.00
j. I like to converse with speakers of Low Saxon	1.8	1.9	0.51
k. I like to converse with speakers of German	1.8	1.5	0.07
l. I like to converse with speakers of English	1.8	2.1	0.13

Figure 26. Respondents' average appreciation of conversation with speakers of the other languages.

As the chart below shows, both the Dutch and the Germans on average believe their knowledge of the four language is extensive. The fact that the German average for Dutch knowledge is undecided, may indicate that they respondents believed the question did not apply to them, or that they have never given their own knowledge of Dutch much thought. It

additionally appears that there was a significant difference in the estimation of personal knowledge of Low Saxon and German. The Germans found their knowledge of Low Saxon sufficient, while the Dutch were undecided. Both respondent groups deemed their knowledge of English sufficient.

Statement	Dutch average	German average	P-value
m. I think my knowledge of Dutch is sufficient	1.6	3	0.00
n. I think my knowledge of Low Saxon is sufficient	3.1	2.4	0.01
o. I think my knowledge of German is sufficient	2.6	1.3	0.00
p. I think my knowledge of English is sufficient	2.4	2.3	0.48

Figure 27. Respondents’ average opinion on their own knowledge of the four languages.

The next set of questions inquired for respondents’ opinions on the other group’s language knowledge. The estimate of future interlocutors’ language knowledge could influence the language choices people make prior to a conversation. The Dutch respondents leaned towards a *disagree* for the Germans’ knowledge of both Dutch and English, whilst they indicated not to know about the knowledge of Low Saxon. The German respondents were also indecisive to their own knowledge of Dutch. They did, however, lean towards a disagree. Germans’ self-perception of their knowledge of Low Saxon is also undecided. It does, however, lean towards the disagree side.

The perception of language knowledge of the Dutch shows a greater dichotomy. The Dutch respondents themselves did not have a strong opinion on their language proficiency in German and Low Saxon, while they agreed that Dutch people generally have a good knowledge of English. The Germans were more appreciative of the Dutch language knowledge, as they agreed to all statements concerning Dutch language proficiency, while their appreciation of their own language knowledge leaned towards the negative for both

Dutch and Low Saxon, while they indicated that their knowledge of the English language was generally good.

Statement	Dutch average	German average	P-value
q. On average, Germans have good knowledge of Dutch	3.9	3.9	0.84
r. On average, Germans have good knowledge of Low Saxon	3.1	3.6	0.02
s. On average, Germans have good knowledge of English	3.5	2.5	0.00
t. On average, Dutch have good knowledge of German	3	2.5	0.04
u. On average, Dutch have good knowledge of Low Saxon	3.4	2.7	0.00
v. On average, Dutch have good knowledge of English	2.4	2	0.07

Figure 28. Respondents' average esteem of each other's foreign language skills.

As esteemed usefulness of a language partly defines whether interlocutors opt for it or not, respondents were asked whether they deemed the four languages useful to be familiar with. All the four languages were very useful to the respondents, albeit Low Saxon slightly less than the other three languages. Furthermore, the German respondents found Dutch slightly less useful for themselves to know.

Statement	Dutch average	German average	P-value
w. I find it useful to know Low Saxon	2.1	2.2	0.90
x. I find it useful to know Dutch	1.3	2.1	0.00
y. I find it useful to know English	1.4	1.4	1
z. I find it useful to know German	1.4	1.4	0.72

Figure 29. Respondents' average opinion on the use of knowing the four languages.

In response to research question six, both respondent groups had a generally positive attitude towards the four languages. They generally classified all four languages as beautiful, relatively easy to learn, and useful to know. On average, both the German and Dutch respondents were less appreciative of the Germans' foreign language skills, although the

average of their answers leaned towards the neutral, which indicates that they did not have strong opinions on each other’s language skills.

Furthermore, respondents were asked what languages they would choose when speaking with people from the other side of the border. The answers ranged from 1 (exclusively) to 5 (never). Again, the averages were incorporated in the chart below. It appears that the Dutch mostly chose German when speaking with Germans. The second language most people would choose would be Dutch, albeit far less frequent than the other languages. English and Low Saxon were hardly used. The Germans believed that they communicated mostly in German with people from the Netherlands, whilst, perhaps surprisingly, the second-most applied language by Germans was Dutch in communication with Dutch interlocutors.

Statement	Dutch average	German average	P-value
I speak English with people from across the border	4.4	4.2	0.19
I speak German with people from across the border	1.8	3.6	0.00
I speak Low Saxon with people from across the border	4.1	4.2	0.69
I speak Dutch with people from across the border	3.9	3.9	0.92

Figure 30. Respondents’ use of foreign languages among each other.

The question concerning the potential of Low Saxon in Dutch-German communication elicited the following results. Both the Dutch and the Germans on average were in favour of Low Saxon being utilised as an additional language in the Dutch and German communication. The T-Test elicited a value of approximately 0.38, which means that there was no significant difference.

Statement	Dutch average	German average	P-value
Low Saxon would be a valuable addition to Dutch-	2.4	2.2	0.38

German communication			
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Figure 31. Respondents' average opinions on the usefulness of Low Saxon

In response to research question seven, it appears that both Dutch and German respondents found Low Saxon a valuable addition to Dutch-German communication.

The potential of English in Dutch-German meetings was less acknowledged by the Dutch. Most of the Dutch respondents indicated that they had no opinion on the use of the English language, although the average leaned towards a negative answer. The Germans, contrastingly, were more appreciative towards English, scoring a 2.6 (agree) answer to the potential of English in Dutch-German communication.

Statement	Dutch average	German average	P-value
English would be a valuable addition to Dutch-German communication	3.6	2.6	0.00

Figure 32. Respondents' average opinions on the usefulness of English

In response to research question eight, on average, the German respondents found English a valuable addition to Dutch-German communication, while the Dutch, however, leaned towards a negative answer.

7. Discussion of Test Results

The percentages of languages considered mother tongues elicited relatively low results for the Low Saxon language for the Dutch, and slightly higher for the Germans. The main reason for these relatively low figures may be that respondents did not regard Low Saxon an official language, or knew that it was given this status, whereas in Germany, Low Saxon has recently received a level III status on the European Charter for Regional and Minority Languages,

which means that it receives full governmental support, which may since have stimulated appreciation and recognition for the language somewhat. In the Netherlands, a request for promotion to a level III status of Low Saxon was recently rejected by Liesbeth Spies, the Dutch Minister of the Interior and Kingdom Relations (RTV Noord). Another explanation may be that respondents were unfamiliar with the term Low Saxon itself, as speakers of the language generally refer to it by local dialect names. Additionally, knowledge of shared features among dialects is limited, since the language is part of the school curricula in neither Germany nor the Netherlands, or people simply do not agree that there are similarities, and therefore would not consider the Low Saxon dialects to be related.

Additionally, it appears from the test results displayed in the previous section that 30% of the people from Twente alone, and 15% of the people from North-Western Germany would prefer written texts in the local language, rather than in one of the standard languages. Notwithstanding the fact that this may seem a small amount, it may be regarded considerable when it is expressed in absolute numbers. It must be taken into consideration that in Twente, 368,805 people are between 20 and 65 years old (*Bevolkingontwikkeling*, CBS.nl) of which 30% is 110,642. Demographics of North-Rhine-Westphalia (NRW) and Lower Saxony were less detailed, although the aforementioned age group may safely be estimated to be millions; from the chart *Bevölkerung Fortschreibung 31.12.2011* in the *Regionales* section of the German national bureau for statistics website, the general number of NRW inhabitants in 2011 was 17,844,472, and Lower Saxony had 7,920,456 inhabitants (Destatis.de). This indicates that Low Saxon may be a more powerful tool in communication between Northern-Germany and the northeast of the Netherlands than assumed before.

The proficiency results show, additionally, that the low percentage for choosing Low Saxon cannot be due to self-perceived low speaking or reading capabilities; 56.7% of the Dutch and 50% of the German respondents estimated themselves to be able to communicate

to a fully comprehensible level in Low Saxon, and another 20% of the Dutch and 21.7% of the Germans estimated that this applied a little to them. Only 23.3% of the Dutch, and 15% of the German respondents, indicated that they were unable to read Low Saxon texts. The low choice for Low Saxon can neither be attributed to a negative attitude; Figure 24 in the results section showed that both the German and the Dutch respondents classified the language as beautiful, and the Germans significantly more so than the Dutch. The results, therefore, seem to confirm the conviction that people will not opt for a Low Saxon text, for the simple reason that it is unusual to do so, as people indicate that they have ample speaking and reading skills in the language. The prospect of possibly being required to write in the language may raise the bar for respondents to opt for a Low Saxon text: only 26.7% of the Dutch, and 28.3% of the Germans found themselves fully capable of writing the language.

The German respondents had a higher percentage of self-perceived multilingualism than the Dutch. 20% of the Germans indicated they considered both Low Saxon and the standard language, High German in their case, as their mother tongues. The Dutch, at 16.7% contrastingly, perceived themselves to be less multilingual. From the proficiency section appears, however, that both German and Dutch respondents had a generally average to high speaking proficiency in foreign languages, 86.7% of the Dutch indicating that they spoke both High German and English on a fully competent level, facilitating casual communication. 28% of the Germans, on the other hand, perceived their own command of spoken Dutch to be fully applicable, while 61% indicated they did not speak Dutch at all. This is mainly due to the fact that Dutch is not a part of the German school curriculum. Some schools in the border area, however, offer courses in Dutch. It is nonetheless left to personal preference or business interest whether Germans opt to learn Dutch. Additionally, 58% answered that their command of spoken English was limited.

The passive understanding of the languages is, however, generally much higher. For the Dutch, 56.7% said that they could fully understand written Low Saxon (newspapers and books), and another 20% answered that their proficiency was limited. 80% of the Dutch perceived themselves to possess full reading proficiency in High German, and their English reading skills were slightly less at 76.7%. The German group with full reading proficiency in Low Saxon was 51.7% of the total respondents, while 33.3% indicated that they were fully fluent in reading Dutch, and 53.3% had full reading skills in English. As for spoken languages, such as in television programmes or recitals, 73.3% of the Dutch and 70% of the Germans perceived themselves to fully understand Low Saxon, 90% of the Dutch and 50% of the Germans perceived themselves to fully understand English, 83.3% of the Dutch fully understood High German, while 35% of the Germans fully understood spoken Dutch. These figures seem to suggest that Dutch is one of the least useful languages of the four in Dutch-German communication, or that using Receptive Multilingualism with High German, Low Saxon and English would lead to a more successful exchange than when Standard Dutch would be employed.

Beerkens (2010) found in her research on Receptive Multilingualism that Low Saxon dialects were hardly used in official meetings. This is confirmed by the results displayed in Figure 30, in which both Dutch and German respondents indicated that they seldom used Low Saxon in communication with interlocutors from across the border. This is, however, somewhat contrastive with the exposure at work: 58.3% of the German, and 43.3% of the Dutch respondents encountered Low Saxon daily to weekly. This is in line with Steffen Persiel's findings in his research *Wirtschaftliche Bedeutung der niederdeutschen Sprache für Unternehmen*. Although the actual use of Low Saxon with people across the border maybe infrequent or absent, it does not, however, mean that the interlocutors do not want to, or are unable to use it; from Figure 31 above appears that both Northern-German and Dutch

respondents from the Low Saxon area would generally regard the language a valuable addition to communication between Dutch and German people. The explanation of the low actual use of the language must be sought in the fact that people at this point still regard it an inappropriate language for this purpose, or the fact that they are unaware of the other party's knowledge of this language. This last assumption is validated by the test results as displayed in Figure 28 in the results section, where the Dutch on average had no opinion on the German Low Saxon proficiency, while the Germans also tempted towards a no opinion option, although they were slightly more appreciative of the Dutch knowledge of Low Saxon. This may be interpreted as unawareness, respondents would otherwise have chosen either a negative or a positive answer.

Beerkens additionally claimed that English was increasingly becoming an important language in Dutch-German communication. The results elicited from this study, however, seem to suggest otherwise. Whereas the Dutch leaned towards a negative answer to the question whether English would be a valuable addition to Dutch-German communication, the Germans were indeed more positive, although their average command of the language is less than that of the Dutch. It may be argued that the Dutch tempted towards the negative for this question in accordance with their perception of the Germans' proficiency in English. They might, in other words, believe that speaking English with Germans would lead to miscommunication, and therefore would estimate the use of English as counterproductive. Notwithstanding the fact that previous research seems to suggest that the German's increase in English proficiency in correlation with the general Dutch decline in German proficiency smoothens the path for communication in English, the test results, however, seem to indicate that this is not -yet- the case. This is confirmed by the results displayed in Figure 28, where Dutch estimation of Germans' proficiency in English leaned towards the negative, while the

majority had no opinion, which means that they were unaware of the Germans' English proficiency.

The use of receptive multilingualism was fairly widespread among the respondents. Figures 18 to 23 show that 60-80% of both the Dutch and German respondents had used the language mode successfully, and approximately 40% of both Dutch and German respondents had witnessed others using the language mode to positive results. This is in accordance with the results from Figure 30, from which appears that Germans mostly spoke German with people from the Netherlands, which may be interpreted either as receptive multilingualism, or a switch to German by the Dutch. This latter option is confirmed by the fact that in the same chart, the Dutch indicated to mostly speak German with Germans, rather than any of the other three languages. Both Germans and Dutch indicated to seldom speak Dutch with people from across the border.

The use of nonce-borrowing is, however, fairly common among the respondent groups. The majority of the northern Dutch indicated that they regularly incorporated English and Low Saxon loans in their Dutch. A striking result is that a small percentage even indicated that they use Low Saxon loans in their Dutch *all the time*. This intense form of nonce-borrowing was found for neither English, nor German. This is also reminiscent of the current state of Low Saxon: most speakers of the language also speak Dutch, and the divergence between the two languages may best be described on a scale, rather than being bipolar. It is, in other words, often unclear whether a speaker of Dutch Low Saxon is intending to speak (an approximation of) Standard Dutch or Low Saxon, or is simply incorporating many words of either of the languages into the other. This correlates with the frequency of nonce-borrowing within the Dutch Low Saxon group: 77.7% claimed to use Dutch words in their Low Saxon sometimes to often. The German respondent group, likewise, frequently used Low Saxon and English loan words in their German. Additionally, the largest

percentage of the German group indicated they never use Dutch words. The German Low Saxon respondents mostly incorporated German words in their language, while 77.8% never used Dutch loans, and 55.6% never borrowed words from English into their Low Saxon. It may therefore be safe to conclude from these numbers that German exposure to Dutch is relatively low, and it would therefore appear to be one of the least appropriate languages to choose in Northern Dutch-German communication.

8. Conclusions

A number of conclusions may be drawn from the results presented above. Firstly, it appeared that only 33.3% of the Dutch and 48.3% of the German respondents considered themselves multilingual, and only 21.7% of the Germans and 26.7% of the Dutch considered both Low Saxon and one of the national languages their native tongues, while the proficiency results above showed that the proficiency in the languages was in fact considerable. This bears witness to the fact that many still do not regard Low Saxon as a language in its own right. This might also explain why 30% of the Dutch and 15% of the Germans opted for a text in Low Saxon. 73.3% of the Dutch respondents and 68.3% of the Germans indicated to have ample productive skills in the language, with the exception of writing, which may be attributed to the fact that Low Saxon is part of neither the Dutch nor the German school curricula. Exposure to Low Saxon in the media was equally low for both Germans and Dutch, while it was very frequently encountered at home and at work. Exposure to Dutch was generally low at home, at work and in the media for the Germans, while the Dutch respondents regularly encountered German at home, at work, and slightly less frequently in the media. Exposure to English at work and in the media was much more frequent for the Dutch, while at home both respondent groups encountered English infrequently. This leads to

the conclusion that Dutch and English generally were encountered less frequently than German and Low Saxon.

Beerkens stated that Low Saxon was deemed inapplicable or unsuitable in interregional communication (55). The results of present study, however, invalidate this claim. 63.3% of the Dutch, and 68.3% of the German respondents believed that Low Saxon would be a valuable addition to communication between northern Dutch and northern Germans. Another 23.3% of the Dutch, and 15% of the Germans were undecided on this point. Indeed, the majority of the respondents indicated to regularly speak or encounter Low Saxon themselves, and earlier research suggests that the majority of the inhabitants of the Twente region uses Low Saxon daily (Bloemhoff et al. 2005), while the results presented in this study validate these findings, in addition to a generally positive attitude towards the language by the northern German respondent group in this study. Additionally, the use of Low Saxon was so common among both respondent groups, that a large percentage regularly applied nonce-borrowing to either the national language or Low Saxon, more so than with either of the other two languages incorporated in this study.

It must be noted that, however mildly positive respondents generally were about Low Saxon, and the prospect of it being applied in cross-border communication, it was hardly used as such in practice. This validates the claims that respondents believe it is regarded as inappropriate for socially distinguished settings, and that both respondent groups were generally unaware of the language's presence on the other side of the border. Nonetheless, the hypothesis *People from the Low Saxon speaking regions of the Netherlands and Germany find Low Saxon a useful addition to northern Dutch and northern German communication on a professional level* seems valid, from a strictly linguistic perspective. The general lack of recognition for this language's potential has led to the rise of a belief in a divergence

between the language varieties of those groups, which has never existed quite as strongly as often assumed, and to a systematic underestimation of this language's potential.

Additionally, several researchers stated that English was increasingly being employed in the Northern Dutch-German constellation, as the Dutch proficiency in German was decreasing, while the German proficiency in English was increasing, providing a neutral ground for both parties. However slightly more appreciative the Germans were of the English language than the Dutch in this study, it was generally deemed of no great value in northern Dutch-German communication, as the Dutch estimated the Germans' English knowledge to be limited, while the Germans themselves, moreover, indicated their English proficiency to be generally limited. The majority of the Dutch seemed to rather rely on their self-perceived proficiency in German, which was confirmed by the fact that both respondent groups indicated to most frequently use German in northern Dutch-German communication. The use of English exclusively would therefore be a less viable choice. Based on results presented in this study, the hypothesis *People from the Low Saxon speaking regions believe English is a valuable addition to Dutch – German professional communication* is therefore incorrect for the Dutch respondents, and correct for the German respondents.

Receptive Multilingualism was regularly applied by both respondent groups, while it must be noted that German was often the dominant language. Dutch played only a marginal role, while both groups intertwined Low Saxon with the standard languages to such an extent, that it may be called surprising that this has not been established before, and that its international potential has not been explored before. Based on the results presented in this study, it may be safely concluded that Receptive Multilingualism is a viable means of communication in the northern Dutch – northern German area, while most positive results may be expected when employing Low Saxon, German, and English to a lesser degree, rather than Dutch. The sub-hypothesis *Low Saxon is a useful language to the Receptive*

Multilingualism mode of communication in northern Dutch and northern German communication, in addition to the more commonly used High German and Standard Dutch, therefore, seems valid. It must be noted, however, that speakers of Low Saxon tend to be hesitant to use their language outside familiar circles, and people generally have strong opinions on it. This can be attributed to the fact that knowledge of Low Saxon varieties beyond the home region is generally limited. Offering courses, for instance at secondary education, in which light is shed on convergent and divergent dialectical features could bridge this unawareness, as well as stimulate the appreciation for the language group as a whole. On a professional level, prior to meetings, interlocutors could confer whether the language is a preferable means of communication, and attempt to employ it as an extra register in receptive multilingualism, next to using English and German.

9. Limitations and recommendations for further research

Firstly, the research in present study was conducted over a total of 90 respondents, of which 60 were German, and 30 were Dutch. The representativeness of this small pool of subjects for regions inhabited by millions may be a point of debate. Claims made in this research may therefore need further validation from studies based on larger subject pools.

Secondly, the Dutch respondents were mainly from the Twente region, and the Germans were either from the Münster area, or from the area surrounding the town of Emden in the state of Lower Saxony. Data from other areas could have resulted in different conclusions.

Thirdly, due to the inventorial nature of this study, a number of aspects which may need further clarification have presently been neglected. These aspects include questions inquiring about the actual reasons for infrequent use of Low Saxon in northern Dutch – northern German communication, stigmatisation of Low Saxon, its appropriateness in socially

distinguished situations, tests verifying the actual language proficiency of the respondents to validate the correctness of their self-perception, and tests with Low Saxon applied in Receptive Multilingual settings, to verify the language's actual potential.

Fourthly, the use of receptive multilingualism in the Dutch-German border area is a fairly new field of research, which is open for a wide range of angles and perspectives of scrutiny, such as its commercial potential, or the emergence of an interregional identity. The length of this study does not allow the extensive research which this area deserves.

Finally, it would be interesting to see to what extent Low Saxon and English may be employed in a Receptive Multilingualism setting together, which would be in line with, and contribute to, Backus, Marácz, and Ten Thije's *Toolkit for Multilingual Communication in Europe Project*.

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11. Appendices

11.1. Appendix I: Questionnaire in Dutch

INTRODUCTIE

Beste geënuquêteerde,

Allereerst wil ik u ontzettend bedanken voor uw medewerking. De volgende vragenlijst bestaat uit een dertigtal vragen die ongeveer 10 minuten van uw tijd zullen kosten.

In de enquête wordt u gevraagd naar uw kennis van het Nederlands, Duits, Engels en varianten van het Nedersaksisch (bijv. Twents, Sallands, West-Münsterlands, etc.), uw mening over en ervaringen met communicatie tussen Duitsers en Nederlanders, en de waarde die u aan deze talen hecht in Nederlands-Duitse betrekkingen.

Tevens wordt u gevraagd naar uw mening over Receptieve Meertaligheid. Dit is een manier van communiceren waarbij sprekers van verschillende talen onderling hun eigen taal blijven spreken en elkaar toch verstaan.

Aan het einde van deze enquête zal u worden gevraagd naar uw leeftijd, geslacht en hoogstgenoten opleiding. Met uw gegevens zal vertrouwelijk worden omgegaan.

ENQUETE - Taalkennis en scholing

1. Bent u één- of meertalig opgegroeid?
 - Ééntalig
 - Meertalig
2. Welke talen beschouwt u als uw moederta(a)l(en)?
 - Nederlands
 - Nedersaksisch (Twents, Achterhoeks, etc.)
 - Duits
 - Anders, nl.: _____
3. Spreken uw directe familieleden een of meerdere van deze talen als moedertaal? (geef aan welke relatie (bv. ouder, partner, kind))
 - Nederlands _____
 - Nedersaksisch _____
 - Duits _____
 - Engels _____
 - Anders, nl.: _____
4. Hoe heeft u Nederlands geleerd? U kunt een of meerdere antwoorden aankruisen.
 - Ik heb het nooit geleerd
 - Op de basisschool
 - Op de middelbare school
 - Op het hoger beroepsonderwijs
 - Door bijscholing
 - Door omgang met mensen
 - Anders, nl. _____
5. Hoe heeft u Nedersaksisch geleerd?
 - Ik heb het nooit geleerd
 - Op de basisschool
 - Op de middelbare school

- Op het hoger beroepsonderwijs
- Door bijscholing
- Door omgang met mensen
- Anders, nl. _____

6. Hoe heeft u Duits geleerd?

- Ik heb het nooit geleerd
- Op de basisschool
- Op de middelbare school
- Op het hoger beroepsonderwijs
- Door bijscholing
- Door omgang met mensen
- Anders, nl. _____

7. Hoe heeft u Engels geleerd?

- Ik heb het nooit geleerd
- Op de basisschool
- Op de middelbare school
- Op het hoger beroepsonderwijs
- Door bijscholing
- Door omgang met mensen
- Anders, nl. _____

Taalcompetentie

8. In hoeverre is de volgende stelling op u van toepassing?

“Ik kan in deze talen converseren met een zekere mate van vloeiendheid en spontaniteit die alledaagse omgang mogelijk maakt.”

Taal	Op mij van toepassing	In kleine mate op mij van toepassing	Niet op mij van toepassing
Nederlands			
Nedersaksisch			
Duits			
Engels			
Anders (vul in):			

9. In hoeverre is de volgende stelling op u van toepassing?

“Ik kan in deze taal duidelijke beschrijvingen geven over uiteenlopende onderwerpen, een mening verwoorden, een verhaal vertellen.”

Taal	Op mij van toepassing	In kleine mate op mij van toepassing	Niet op mij van toepassing
Nederlands			
Nedersaksisch			
Duits			
Engels			
Anders (vul in):			

10. In hoeverre is de volgende stelling op u van toepassing?

“Ik kan kranten en boeken lezen in deze taal.”

Taal	Op mij van toepassing	In kleine mate op mij	Niet op mij van

		van toepassing	toepassing
Nederlands			
Nedersaksisch			
Duits			
Engels			
Anders (vul in):			

11. In hoeverre is de volgende stelling op u van toepassing?
 “Ik kan TV-programma’s/films en voordrachten volgen in deze taal.”

Taal	Op mij van toepassing	In kleine mate op mij van toepassing	Niet op mij van toepassing
Nederlands			
Nedersaksisch			
Duits			
Engels			
Anders (vul in):			

12. In hoeverre is de volgende stelling op u van toepassing?
 “Ik kan in deze taal persoonlijke verhalen schrijven/vertellen over ervaringen en indrukken die ik heb opgedaan.”

Taal	Op mij van toepassing	In kleine mate op mij van toepassing	Niet op mij van toepassing
Nederlands			
Nedersaksisch			
Duits			
Engels			
Anders (vul in):			

Blootstelling

13. Hoe vaak krijgt u te maken met Nederlands?

	Nooit	Dagelijks	Wekelijks	Maandelijks	Jaarlijks
Thuis					
Op het werk					
In de media					
Op feestjes					
Anders:					

14. Hoe vaak krijgt u te maken met Nedersaksisch?

	Nooit	Dagelijks	Wekelijks	Maandelijks	Jaarlijks
Thuis					
Op het werk					
In de media					
Op feestjes					
Anders:					

15. Hoe vaak krijgt u te maken met Duits?

	Nooit	Dagelijks	Wekelijks	Maandelijks	Jaarlijks
Thuis					
Op het werk					
In de media					
Op feestjes					
Anders:					

16. Hoe vaak krijgt u te maken met Engels?

	Nooit	Dagelijks	Wekelijks	Maandelijks	Jaarlijks
Thuis					
Op het werk					
In de media					
Op feestjes					
Anders:					

17. Heeft u ooit meer dan zes maanden in een ander land gewoond?

- Nee (ga door naar vraag 19)
- Ja, _____ maand/jaar, in _____

18. Hoe omschrijft u uw contact met de lokale ta(a)l(en) tijdens uw verblijf?

	Bijna altijd	Vaak	Soms	Zelden	Nooit
Ik probeerde de lokale taal te leren en te spreken					
Ik gebruikte daar een tweede taal die al kende					
Mijn eerste taal was afdoende					

Taalmode

19. Gebruikt u in uw Nederlands wel eens woorden of zinnen van twee of meer talen?

	Bijna altijd	Vaak	Soms	Zelden	Nooit
Ik gebruik Duitse woorden in mijn Nederlands					
Ik gebruik Nedersaksische woorden in mijn Nederlands					
Ik gebruik Engelse woorden in mijn Nederlands					

Ik gebruik geen woorden van andere talen in mijn Nederlands					
---	--	--	--	--	--

20. Een mogelijke manier waarop mensen van verschillende moedertalen toch onderling kunnen communiceren is dat ieder zijn of haar eigen taal blijft spreken. Wat is uw mening over deze manier van communiceren? (u kunt meerdere antwoorden aankruisen)

	Volledig oneens	Oneens	Geen mening	Eens	Volledig eens
Ik heb deze manier gebruikt, maar het was niet effectief					
Ik heb deze manier gebruikt en het was effectief					
Ik heb anderen deze manier zien gebruiken, maar het was niet effectief					
Ik heb anderen deze manier zien gebruiken en het was effectief					
Ik heb het nooit meegemaakt, maar het lijkt mij wel effectief.					
Ik heb het nooit meegemaakt, maar het lijkt mij niet effectief.					

Attitude

21. In de volgende tabel staan meningen over Nederlands, Nedersaksisch, Duits en Engels. Geef aan in hoeverre u deze meningen deelt.

	Volledig eens	Eens	Geen mening	Oneens	Volledig oneens
Ik vind Nederlands mooi					
Ik vind Nedersaksisch mooi					
Ik vind Duits mooi					
Ik vind Engels mooi					
Ik vind Nederlands moeilijk te leren					
Ik vind Nedersaksisch moeilijk te leren					

Ik vind Duits moeilijk te leren					
Ik vind Engels moeilijk te leren					
Ik heb graag contact met Nederlandssprekenden					
Ik heb graag contact met Nedersaksischsprekenden					
Ik heb graag contact met Duitssprekenden					
Ik heb graag contact met Engelssprekenden					
Ik vind mijn kennis van het Nederlands voldoende					
Ik vind mijn kennis van het Nedersaksisch voldoende					
Ik vind mijn kennis van het Duits voldoende					
Ik vind mijn kennis van het Engels voldoende					
Duitsers hebben gemiddeld een goede kennis van het Nederlands					
Duitsers hebben gemiddeld een goede kennis van het Nedersaksisch (Plattdeutsch)					
Duitsers hebben gemiddeld een goede kennis van het Engels					
Nederlanders hebben gemiddeld een goede kennis van het Duits					
Nederlanders hebben gemiddeld een goede kennis van het Nedersaksisch/Platduits					
Nederlanders hebben gemiddeld een goede kennis van het Engels					
Ik vind het nuttig Nedersaksisch te kennen					
Ik vind het nuttig Nederlands te kennen					
Ik vind het nuttig Engels te kennen					
Ik vind het nuttig Duits te kennen					

22. In hoeverre zijn de volgende stellingen op u van toepassing?

	Uitsluitend	Hoofdzakelijk	Regelmatig	Soms	Nooit
Ik spreek Engels in gesprekken met Duitsers					
Ik spreek Duits in gesprekken met Duitsers					
Ik spreek Nedersaksisch in gesprekken met Duitsers					
Ik spreek Nederlands in gesprekken met Duitsers					

23. Nedersaksisch zou een waardevolle toevoeging voor Duits-Nederlandse communicatie kunnen zijn

Volledig oneens	Oneens	Geen mening	Eens	Volledig eens

24. Engels zou een waardevolle toevoeging voor Duits-Nederlandse communicatie kunnen zijn

Volledig oneens	Oneens	Geen mening	Eens	Volledig eens

--	--	--	--	--

25. Heeft u opmerkingen over uw ervaringen met de communicatie tussen sprekers van het Nedersaksisch, Duits en Nederlands?

26. Leeftijd: _____
27. Geslacht: _____
28. Woonplaats: _____
29. Geboorteplaats: _____
30. Nationaliteit(en): _____
31. Hoogst genoten opleiding: _____

Nogmaals ontzettend bedankt voor uw medewerking aan deze enquête. Als u vragen of opmerkingen heeft over de enquête, of benieuwd bent naar de uitkomst van mijn onderzoek, stuurt u mij dan een e-mail naar G.J.M.terDenge@students.uu.nl

Met vriendelijke groet,

Martin ter Denge
Rijssen

11.2. Appendix II: Questionnaire in German

INTRODUKTION

Sehr geehrte Damen und Herren,

zuerst möchte ich mich bei Ihnen für Ihre Bereitschaft bedanken meine Umfrage auszufüllen. Die Umfrage enthält etwa dreißig Fragen, deren Bearbeitung ungefähr zehn Minuten in Anspruch nehmen wird.

In dieser Umfrage werden Sie nach Ihren Hochdeutsch-, Niederländisch-, Englisch- und Plattdeutschkenntnissen (bzw. West-Münsterländisch, Graftschafter Platt, Twentsch, etc.) gefragt, nach Ihrer Meinung über und nach Ihren Erfahrungen mit der Kommunikation zwischen Niederländern und Deutschen sowie danach, wie Sie diese Sprachen in Bezug auf das deutsch-niederländische Verhältnis bewerten.

Weiterhin werden Sie nach Ihrer Meinung zur rezeptiven Mehrsprachigkeit befragt. Diese Kommunikationsweise beinhaltet, dass sich Sprecher zweier verschiedener Sprachen verstehen, beide aber in ihrer eigenen Sprache sprechen.

Am Ende dieser Umfrage werden Sie nach Ihrem Alter, Geschlecht, Nationalität und erreichter höchster Ausbildung gefragt. Diese Daten werde ich vertraulich behandeln.

ENQUETE - Sprachenkenntnis

1. Sind Sie enkel- oder mehrsprachig aufgewachsen?
 - Enkelsprachig
 - Mehrsprachig

2. Welche Sprache(n) betrachten Sie als Ihre Muttersprache(n)?
 - Hochdeutsch
 - Plattdeutsch
 - Niederländisch
 - Englisch
 - Anders, nl. _____

3. Sprechen Ihre direkten Familienmitglieder eine oder mehrere dieser Sprachen als Muttersprache? (Bitte geben Sie an, in welchem Verhältnis diese zu Ihnen stehen, z.B. Eltern, Kind, Partner, etc.)
 - Niederländisch _____
 - Plattdeutsch _____
 - Hochdeutsch _____
 - Englisch _____
 - Anders, nl. _____

4. Wie haben Sie Hochdeutsch gelernt? Sie können mehrere Antworten wählen.
 - Ich habe kein Deutsch gelernt
 - In der Grundschule
 - In der weiterführenden Schule
 - Im Berufsunterricht
 - In einem Fortbildungskurs
 - Aus Kontakten mit Menschen.
 - Anders, nl. _____

5. Wie haben Sie Plattdeutsch gelernt? Sie können mehrere Antworten wählen.
 - Ich habe kein Plattdeutsch gelernt
 - In der Grundschule
 - In der weiterführenden Schule

- Im Berufsunterricht
- In einem Fortbildungskurs
- Aus Kontakten mit Menschen.
- Anders, nl. _____

6. Wie haben Sie Niederländisch gelernt? Sie können mehrere Antworten wählen.

- Ich habe kein Niederländisch gelernt
- In der Grundschule
- In der weiterführenden Schule
- Im Berufsunterricht
- In einem Fortbildungskurs
- Aus Kontakten mit Menschen.
- Anders, nl. _____

7. Wie haben Sie Englisch gelernt? Sie können mehrere Antworten wählen.

- Ich habe kein Englisch gelernt
- In der Grundschule
- In der weiterführenden Schule
- Im Berufsunterricht
- In einem Fortbildungskurs
- Aus Kontakten mit Menschen.
- Anders, nl. _____

Sprachkompetenz

8. Inwiefern bezieht sich die folgende Feststellung auf Sie?

Ich kann mich in diesen Sprachen auf eine sichere, flüssige und spontane Weise ausdrücken, welche einen alltäglichen Umgang möglich macht.

Sprache	Bezieht sich völlig auf mich	Bezieht sich ein wenig auf mich	Bezieht sich nicht auf mich
Niederländisch			
Plattdeutsch			
Hochdeutsch			
Englisch			
Anders, nl.:			

9. Inwiefern bezieht sich die folgende Feststellung auf Sie?

„Ich kann in dieser Sprache deutliche Beschreibungen über verschiedene Dinge geben, eine Meinung ausdrücken, eine Geschichte erzählen.“

Sprache	Bezieht sich völlig auf mich	Bezieht sich ein wenig auf mich	Bezieht sich nicht auf mich
Niederländisch			
Plattdeutsch			
Hochdeutsch			
Englisch			
Anders, nl.:			

10. Inwiefern bezieht sich die folgende Feststellung auf Sie?

„Ich kann in dieser Sprache Bücher und Zeitungen lesen.“

Sprache	Bezieht sich völlig auf mich	Bezieht sich ein wenig auf mich	Bezieht sich nicht auf mich
Niederländisch			
Plattdeutsch			

Hochdeutsch			
Englisch			
Anders, nl.:			

11. Inwiefern bezieht sich die folgende Feststellung auf Ihnen?
 „Ich kann in dieser Sprache Fernsehprogrammen und Vorträge verstehen.“

Sprache	Bezieht sich völlig auf mich	Bezieht sich ein wenig auf mich	Bezieht sich nicht auf mich
Niederländisch			
Plattdeutsch			
Hochdeutsch			
Englisch			
Anders, nl.:			

12. Inwiefern bezieht sich die folgende Feststellung auf Ihnen?
 „Ich kann in dieser Sprache persönliche Geschichten schreiben/von Erfahrungen und Eindrücken erzählen, die ich erlebt habe.“

Sprache	Bezieht sich völlig auf mich	Bezieht sich ein wenig auf mich	Bezieht sich nicht auf mich
Niederländisch			
Plattdeutsch			
Hochdeutsch			
Englisch			
Anders, nl.:			

Exposure

13. Wie oft haben Sie mit Niederländisch zu tun?

	Niemals	Täglich	Wöchentlich	Monatlich	Jährlich
Zu Hause					
Auf der Arbeit					
In Medien					
Auf Festen					
Anders:					

14. Wie oft haben Sie mit Hochdeutsch zu tun?

	Niemals	Täglich	Wöchentlich	Monatlich	Jährlich
Zu Hause					
Auf der Arbeit					
In Medien					
Auf Festen					
Anders:					

15. Wie oft haben Sie mit Plattdeutsch zu tun?

	Niemals	Täglich	Wöchentlich	Monatlich	Jährlich
Zu Hause					
Auf der Arbeit					
In Medien					
Auf Festen					
Anders:					

16. Wie oft haben Sie mit Englisch zu tun?

	Niemals	Täglich	Wöchentlich	Monatlich	Jährlich
Zu Hause					
Auf der Arbeit					
In Medien					
Auf Festen					
Anders:					

17. Haben Sie ehemals in irgendwelchen anderen Ländern gewohnt?

- Nein (Bitte gehen Sie weiter zu Frage 19)
- Ja, _____ Monaten/Jahren in _____

18. Wie würden Sie Ihre Kontakte mit den lokalen Sprachen dort beschreiben?

	Fast immer	Oft	Manchmal	Selten	Niemals
Ich versuchte die lokale Sprache zu lernen und sprechen					
Ich gebrauchte eine zweite Sprache, der ich schon kannte					
Meine erste Sprache reichte aus					

Sprachmodus

19. Gebrauchen Sie in Ihrem Hochdeutsch Wörter aus einer oder mehreren anderen Sprachen?

	Fast immer	Oft	Manchmal	Selten	Niemals
Ich gebrauchte niederländische Wörter in meinem Hochdeutsch					
Ich gebrauchte plattdeutsche Wörter in meinem Hochdeutsch					
Ich gebrauchte englische Wörter in meinem Hochdeutsch					
Ich gebrauchte keine Wörter aus anderen Sprachen in meinem Hochdeutsch					

20. Menschen verschiedener aber verwandter Muttersprache können sich mitunter trotzdem verstehen, wenn beide in ihren eigenen Sprachen reden. Was halten Sie von diesem Sprachmodus?

	Überhaupt nicht einverstanden	Nicht einverstanden	Keine Meinung	Einverstanden	Absolut einverstanden
Ich habe diesen Sprachmodus ausprobiert, aber es war nicht effektiv.					
Ich habe diesen Sprachmodus ausprobiert, und es war effektiv.					
Ich habe andere Personen diesen Sprachmodus nutzen sehen, und es war nicht effektiv.					
Ich habe andere Personen diesen Sprachmodus nutzen sehen, und es war effektiv.					
Ich habe andere Personen diesen Sprachmodus nicht nutzen sehen, aber ich denke, dass es nicht effektiv wäre.					
Ich habe andere Personen diesen Sprachmodus nicht nutzen sehen, aber ich denke, dass es effektiv wäre.					

 Attitude

21. In die nächste Tabelle finden Sie Meinungen über das Hochdeutsche, Plattdeutsche, Niederländische und Englische. Bitte kreuzen Sie an, inwiefern Sie diese Meinungen teilen.

	Völlig einverstanden	Einverstanden	Keine Meinung	Nicht einverstanden	Absolut nicht einverstanden
Ich finde, dass Deutsch eine schöne Sprache ist					
Ich finde, dass Plattdeutsch eine schöne Sprache ist					
Ich finde, dass Niederländisch eine schöne Sprache ist					
Ich finde, dass Englisch eine schöne Sprache ist					
Ich finde Deutsch schwierig zu lernen					
Ich finde Plattdeutsch schwierig zu lernen					
Ich finde Niederländisch schwierig zu lernen					
Ich finde Englisch schwierig zu lernen					
Ich unterhalte mich gerne mit Deutschsprechern					
Ich unterhalte mich gerne mit Plattdeutschsprechern					
Ich unterhalte mich gerne mit Niederländischsprechern					
Ich unterhalte mich gerne mit Englischsprechern					
Meine Deutschkenntnisse reichen aus					
Meine Plattdeutschkenntnisse reichen aus					
Meine Niederländischkenntnis reichen aus					
Meine Englischkenntnis reichen aus					
Niederländer haben im Allgemeinen eine gute Hochdeutschkenntnis					
Niederländer haben im Allgemeinen eine gute Plattdeutschkenntnis					
Niederländer haben im Allgemeinen eine gute Englischkenntnis					
Deutsche haben im					

Allgemeinen eine gute Niederländischkenntnis					
Deutsche haben im Allgemeinen eine gute Plattdeutschkenntnis					
Deutsche haben im Allgemeinen eine gute Englischkenntnis					
Es ist sinnvoll Plattdeutsch zu lernen					
Es ist sinnvoll Niederländisch zu lernen					
Es ist sinnvoll Englisch zu lernen					
Es ist sinnvoll Hochdeutsch zu lernen					

22. Inwiefern beziehen sich die folgende Feststellungen auf Sie?

	Ausschließlich	Hauptsächlich	Regelmäßig	Manchmal	Niemals
Ich spreche Englisch wenn ich mit Niederländern rede					
Ich spreche Hochdeutsch wenn ich mit Niederländern rede					
Ich spreche Plattdeutsch wenn ich mit Niederländern rede					
Ich spreche Niederländisch wenn ich mit Niederländern rede					

23. Plattdeutsch wäre eine wertvolle Erweiterung in der deutsch-niederländischen Kommunikation

Völlig einverstanden	Einverstanden	Keine Meinung	Nicht einverstanden	Absolut nicht einverstanden

24. Englisch wäre eine wertvolle Erweiterung in der deutsch-niederländischen Kommunikation

Völlig einverstanden	Einverstanden	Keine Meinung	Nicht einverstanden	Absolut nicht einverstanden

25. Haben Sie irgendwelche Anmerkungen über Ihre Erfahrungen mit der Kommunikation zwischen Plattdeutsch-, Hochdeutsch- und Niederländischsprechern?

26. Alter: _____
27. Geschlecht: _____
28. Wohnort: _____
29. Geburtsort: _____
30. Nationalität(en): _____
31. Höchste Ausbildung: _____

Ende des Fragenbogens

Vielen Dank für Ihre Hilfe. Falls Sie Fragen diese Umfrage betreffend haben oder interessiert an einer Auskunft über diese Forschung sind, schicken Sie bitte eine E-Mail an

G.J.M.terDenge@students.uu.nl

Mit freundlichem Gruß,

Martin ter Denge

11.3. Appendix III: Questionnaire in Twents Low Saxon

INTRODUKSIE

Geachte menear/mevrouw,

Ten eerste wi'k oe onmeundig bedaankn voor oewe bereidheid minne vroagnlieste in te vuln. De vroagnlieste hef um de dartig vroagn, dee't um de tien minuutn van oewe tied kostet.

In disse vroagnlieste wörd oe noar oewe Hoogduuts-, Hollaands-, Engels-, en Neersaksieskennis (dwz. Tweants, Sallaands, Achterhooks, West-Meunsterlaands, Groafskopper Plat, ezw.) vroagn, noar oewe meaning oawer en oewe ervarings met de kommunikasje tusken Neerlaanders en Duutsers, en wodöanig as ieje disse sproakn in Neerlaands-Duutse verhoudings zoln beoordeeln.

Wieters wörd oe noar oew oordeel oawer Receptieve Mearsproakigheid vroagn. Disse wieze van kommuniereen hoald in dat sprekkers van twee verskeidene sproakn mekaar verstoat, mer beide de eegne sproake bliewt sprekn.

An t eande van disse vroagnlieste wörd oe noar oewe leeftied, oew geslacht, nasjonaliteat, en hoogstgenötno opleiding vroagn. Disse gegeewns zal ik vertrouwelik behandel.

Vroagnlieste - Sproaknkennis

1. Bin iej eankel- of mearsproakig opgröaid?
 - Eankelsproakig
 - Mearsproakig

2. Welke sproake beskou iej as oewe modersproake?
 - Neerlaands
 - Neersaksies
 - Hoogduuts
 - Engels
 - Aanders, nl. _____

3. Sprekt ene of meardere familieleedn ene van disse sproakn as modersproake? (geewt gearne an wat voor n baand a'j dr met hebt, bv. Oolder, Keend, Partner, ezw.)
 - Hollaands _____
 - Hoogduuts _____
 - Neersaksies _____
 - Engels _____
 - Aanders, nl. _____

4. Wo he'j Neersaksies eleard? (Iej magnt meardere antwoardn kiezn)
 - Ik hebbe t nooit eleard
 - Op de leagere skole
 - Op de middelboare skole
 - Op t heuger oonderwies
 - Duur bieskoling/oawndkursus
 - Duur kontakt met leu
 - Aanders, nl. _____

5. Wo he'j Neerlaands eleard? (Iej magnt meardere antwoardn kiezn)
 - Ik hebbe t nooit eleard
 - Op de leagere skole
 - Op de middelboare skole
 - Op t heuger oonderwies
 - Duur bieskoling/oawndkursus
 - Duur kontakt met leu
 - Aanders, nl. _____

6. Wo he'j Hoogduuts elearde? (Iej magnt meardere antwoardn kiezn)

- Ik hebbe t nooit elearde
- Op de leagere skole
- Op de middelboare skole
- Op t heuger oonderwies
- Duur bieskoling/oawndkursus
- Duur kontakt met leu
- Aanders, nl. _____

7. Wo he'j Engels elearde? (Iej magnt meardere antwoardn kiezn)

- Ik hebbe t nooit elearde
- Op de leagere skole
- Op de middelboare skole
- Op t heuger oonderwies
- Duur bieskoling/oawndkursus
- Duur kontakt met leu
- Aanders, nl. _____

Spraakveardigheaid

8. Hoodöanig slöt de volgende stelling op oe?

“Ik kan mie in disse sproakn op ne zekere vlöainde en spontane wieze oetdrugn, wat alledaagse umgang meugelik maakt.”

Sproake	Slöt volledig op mie	Slöt iets op mie	Slöt neet op mie
Neerlaands			
Neersaksies			
Hoogduuts			
Engels			
Aanders, nl.:			

9. Hoodöanig slöt de volgende stelling op oe?

“Ik kan in disse sproake dudelike beskriewings geewn van verskeidene oonderwarpen, ne meaning oetdrugn, n verhaal verteln.”

Sproake	Slöt volledig op mie	Slöt iets op mie	Slöt neet op mie
Neerlaands			
Neersaksies			
Hoogduuts			
Engels			
Aanders, nl.:			

10. Hoodöanig slöt de volgende stelling op oe?

“Ik kan in disse sproake kraantn en beuker leazn.”

Sproake	Slöt volledig op mie	Slöt iets op mie	Slöt neet op mie
Neerlaands			
Neersaksies			
Hoogduuts			
Engels			
Aanders, nl.:			

11. Hoodöanig slöt de volgende stelling op oe?

“Ik kan in disse sproake televisieprogramma's, films en vuurdrachten volgen.”

Sproake	Slöt volledig op mie	Slöt iets op mie	Slöt neet op mie
Neerlaands			
Neersaksies			

Hoogduuts			
Engels			
Aanders, nl.:			

12. Hoodöanig slöt de volgende stelling op oe?

Ik kan in disse sproake perseunlike verhaaln verteln/skriewn oawer dinge dee'k metmaakt hebbe en ervarings dee'k opdoan hebbe.

Sproake	Slöt volledig op mie	Slöt iets op mie	Slöt neet op mie
Neerlaands			
Neersaksies			
Hoogduuts			
Engels			
Aanders, nl.:			

BLOOTSTELLING

13. Hoovake he'j met Neerlaands te doon?

	Nooit	Dagelijks	Wekkeliks	Moandeliks	Joarliks
In hoes					
Op t wark					
In de media					
Op feestkes					
Aanders:					

14. Hoovake he'j met Neersaksies te doon?

	Nooit	Dagelijks	Wekkeliks	Moandeliks	Joarliks
In hoes					
Op t wark					
In de media					
Op feestkes					
Aanders:					

15. Hoovake he'j met Duuts te doon?

	Nooit	Dagelijks	Wekkeliks	Moandeliks	Joarliks
In hoes					
Op t wark					
In de media					
Op feestkes					
Aanders:					

16. Hoovake he'j met Engels te doon?

	Nooit	Dagelijks	Wekkeliks	Moandeliks	Joarliks
In hoes					
Op t wark					
In de media					
Op feestkes					
Aanders:					

17. He'j ooit wal es mear as 6 moand in n aander laand woond?

- Jea, _____ moand/joar, in _____
- Nee (goat verdan met vroege 19)

18. Hoo gung iej umme met de lokale sproake(n) doar?

	Aait	Vake	Mangs	Zealden	Nooit
Ik probeern de lokale sproake te learn en te kuiern					
Ik kuiern doar ne tweede sproake dee'k al keann					
Minne eerste sproake kon ik doar gebroekn					

Spraakmodus

19. Gebroek iej in oew Neersaksies wal es wöarde van ne aandere sproake?

	Aait	Vake	Mangs	Zealden	Nooit
Ik gebroeke Neerlaandse wöarde in mien Neersaksies					
Ik gebroeke Duutse wöarde in mien Neersaksies					
Ik gebroeke Engelse wöarde in mien Neersaksies					
Ik gebroeke gin wöarde oet aandere sproakn in mien Neersaksies					

20. Ne meugelike wieze woerop leu met verskilnde modersproakn toch met mekaar kommuniereen köant, is det beide de eagne sproake bliewt sprekn en mekaar toch verstoat. Wat deank iej van disse wieze van kommuniereen? (Iej köant meardere anwoardn kiezn)

	Totaal met oneens	Oneens	Ginne meaning	Eens	Totaal met eens
Ik hebbe disse wieze gebroekt, mer t was neet effektief					
Ik hebbe disse wieze gebroekt, en t was effektief					
Ik hebbe aandern disse wieze zeen gebroekn, en t was neet effektief					
Ik hebbe aandern disse wieze zeen gebroekn, en t was effektief					
Ik hebbe t nooit metmaakt, mer t					

lik mie neet effektief					
Ik hebbe t nooit metmaakt, mer t lik mie wal effektief					

VERHOOLDING

21. in t volgende oawerzicht stoat meanings oawer t Neerlaands, Duuts en Engels. Kruust an hoodöanig a'j t met disse meanings eens zeent.

	Totaal met eens	Eens	Ginne meaning	Neet met eens	Totaal neet met eens
Ik veende Neersaksies mooi					
Ik veende Neerlaands mooi					
Ik veende Hoogduuts mooi					
Ik veende Engels mooi					
Ik veende Neerlaands lastig um te learn					
Ik veende Neersaksies lastig um te learn					
Ik veende Hoogduuts lastig um te learn					
Ik veende Engels lastig um te learn					
Ik goa gearne met Neersaksiessprekkers umme					
Ik goa gearne met Neerlaandssprekkers umme					
Ik goa gearne met Hoogduutssprekkers umme					
Ik goa gearne met Engelssprekkers umme					
Ik veende a'k genog wete van t Neersaksies					
Ik veende a'k genog wete van t Neerlaands					
Ik veende a'k genog wete van t Duuts					
Ik veende a'k genog wete van t Engels					
Duutsers köant deur mekaar nömn good Neersaksies					
Duutsers köant deur mekaar nömn good Neerlaands					
Duutsers köant deur mekaar nömn good Engels					
Neerlaanders köant deur mekaar nömn good Duuts					
Neerlaanders köant deur mekaar nömn good Neersaksies					
Neerlaanders köant deur mekaar nömn good Engels					
Ik veende t nuttig Neersaksies te kenn					
Ik veende t nuttig Neerlaands te kenn					
Ik veende t nuttig Duuts te kenn					
Ik veende t nuttig Engels te kenn					

22. Hoodöanig sloat de volgende stellingen op oe?

	Eankel	Heuwdzakelik	Regelmoatig	Mangs	Nooit
Ik sprekke					

Engels met Duutsers					
Ik sprekke Duuts met Duutsers					
Ik sprekke Neersaksies met Duutsers					
Ik sprekke Neerlaands met Duutsers					

23. Neersaksies zol ne weardevolle sproake könn wean in kommunikasje tusken Neerlaanders en Duutsers

Totaal neet met eens	Neet met eens	Ginne meaning	Met Eens	Totaal met eens

24. Engels zol ne weardevolle sproake könn wean in kommunikasje tusken Neerlaanders en Duutsers

Totaal neet met eens	Neet met eens	Ginne meaning	Met Eens	Totaal met eens

25. He’j nog gedachten oawer oewe ervarings met de kommunikasje tusken sprekkers van t Neersaksies, Duuts en Neerlaands?

Perseunlike gegevens

- 26. Leaf tied _____
- 27. Geslacht _____
- 28. Wonplaatse _____
- 29. Geboortestea _____
- 30. Nasjonaliteat _____
- 31. Hoogst-volgde opleiding _____

Eande van de vroagnlieste

Nogmaals onmeundig daanksweard vuur oewe hulpe. In t geval a'j nog vroagn of opmarkings hebt oawer disse vroagnlieste, of interesseerd bint in de oetkomst van t onderzoek, doot mie dan ne e-mail noar G.J.M.terDenge@students.uu.nl

Met vreandeliken groot,

Martin ter Denge

11.4. Appendix IV: Questionnaire in German Low Saxon

INTRODUKTSCHOON

Sehr geährte Herr/Froo,

To'n eersten wull ick di bedaanken vöör diene Bereitheed, mine Fraogenliste ut to füllen. De Fraogenliste heff üm de dartig Fraogen, de üm de teen Minuten vun diene Tied kosten schullt.

In dizze Fraogenliste wörd di nao diene Hoch-Düütsch-, Holländisch-, Engelsch- un Plattdüütschkenntnis (bzw. (West-)Mönsterlänner, Graofschupper, Westfäölsch un Nedderländisch Platt, usw.) fraogt, nao diene Menung öwer, un diene Erfahrungen mit de Kommunikatschoon twüsche Nedderlänner un Düütscher, un ho du dizze Spraoken in Düütsch-Nedderlännsche Verholdungen bewerden schulst.

Wiederhin wörd di nao diene Menung vun Rezeptive Mehrspraokigheed fraogd. Disse Kommunikatschoonswies hööld in datt sich twee Sprecker vun twee verscheedene Spraoken verstaon doot, beiden awer ehr eigene Spraoke küert.

An dat ende vun diese Fraogenliste wörd di nao diene Alder, Geschlecht, Natschonalität, Wohnort, un höchste Utbildung Fraogt. Diese Daoten schall ick vertraulick behandeln.

Fraogenliste - Spraokenkenntnis

1. Büst du enkel- oder mehrspraokig oppwachsen?
 - Enkelspraokig
 - Mehrspraokig

2. Welcke Spraoke(n) sehest du äs diene Moderspraoke(n)?
 - Hoochdüütsch
 - Plattdüütsch
 - Nedderlännsch
 - Englisch
 - Anners, nl. _____

3. Küert diene direkte Familienmitglieder ene oder mehrere vun diese Spraoken äs Moderspraoke? (Bitte gefft mal an, in welcke Verholdnis diese to di staot, z.B. Ollern, Kind, Partner, usw.)
 - Nedderlännsch _____
 - Plattdüütsch _____
 - Hoochdüütsch _____
 - Englisch _____
 - Anners, nl. _____

4. Ho hast du Hoochdüütsch lehrst? Du kannst mehrere Antwöör wählen.
 - Ich hebbe keen Hoochdüütsch lehrst
 - In de Grundschole
 - In de wiederführende Schole
 - In dat Beroopsunnerricht
 - In ne Fortbildungskurs
 - Ut Kontakten mit Lüe
 - Anners, nl. _____

5. Ho hast du Plattdüütsch lehrst? Du kannst mehrere Antwöör wählen.
 - Ich hebbe keen Plattdüütsch lehrst
 - In de Grundschole
 - In de wiederführende Schole
 - In dat Beroopsunnerricht
 - In ne Fortbildungskurs

- Ut Kontakten mit Lüe
- Anners, nl. _____

6. Ho hast du Nedderlännisch lehrst? Du kannst mehrere Antwöör wählen.

- Ich hebbe keen Nedderlännisch lehrst
- In de Grundschole
- In de wiederführende Schole
- In dat Beroopsunnerricht
- In ne Fortbildungskurs
- Ut Kontakten mit Lüe
- Anners, nl. _____

7. Ho hast du English lehrst? Du kannst mehrere Antwöör wählen.

- Ich hebbe keen English lehrst
- In de Grundschole
- In de wiederführende Schole
- In dat Beroopsunnerricht
- In ne Fortbildungskurs
- Ut Kontakten mit Lüe
- Anners, nl. _____

Spraokkompetenz

8. Ho bezieht sick de folgende Stellung up di?

Ick kann mi in diese Spraoken up ne sekere, flöötige un spontane Wies utdrücken, wat ne alldäglichen Ümmgang mööglick maakt.

Spraok	Bezieht sick vöüldig up mi	Bezieht sick en beten up mi	Bezieht sick nich up mi
Nedderlännisch			
Plattdüütsch			
Hochdüütsch			
Englisch			
Anners, nl.:			

9. Ho bezieht sick de folgende Stellung up di?

„Ick kann in diese Spraok düdelicke Beschriewungen öwer verschiedene Dinge gewen, ne Menung utdrücken, ne Geschichte vertällen.“

Spraok	Bezieht sick vöüldig up mi	Bezieht sick en beten up mi	Bezieht sick nich up mi
Nedderlännisch			
Plattdüütsch			
Hochdüütsch			
Englisch			
Anners, nl.:			

10. Ho bezieht sick de folgende Stellung up di?

„Ick kann in diese Spraok Böker un Kranten lehsen.“

Spraok	Bezieht sick vöüldig up mi	Bezieht sick en beten up mi	Bezieht sick nich up mi
Nedderlännisch			
Plattdüütsch			
Hochdüütsch			
Englisch			

Anners, nl.:			
--------------	--	--	--

11. Ho bezieht sick de folgende Stellung up di?

„Ick kann in diese Spraak Fernsehprogrammen un Vödrächte verstaon.“

Spraak	Bezieht sick völldig up mi	Bezieht sick en beten up mi	Bezieht sick nich up mi
Nedderlänisch			
Plattdüütsch			
Hochdüütsch			
Englisch			
Anners, nl.:			

12. Ho bezieht sick de folgende Stellung up di?

„Ick kann in diese Spraak persönlücke Geschichten schriewen/vun Erfahrungen un Indrücken vertällen, die ick belevt hebbe.“

Spraak	Bezieht sick völldig up mi	Bezieht sick en beten up mi	Bezieht sick nich up mi
Nedderlänisch			
Plattdüütsch			
Hochdüütsch			
Englisch			
Anners, nl.:			

Exposure

13. Ho vake hast du mit Nedderlänisch to doon?

	Niemals	Alle Dääge	Alle Weken	Alle Maonden	Jaorlicks
To Huus					
Up de Arbeed					
In Medien					
Up Festen					
Anners:					

14. Ho vake hast du mit Hochdüütsch to doon?

	Niemals	Alle Dääge	Alle Weken	Alle Maonden	Jaorlicks
To Huus					
Up de Arbeed					
In Medien					
Up Festen					
Anners:					

15. Ho vake hast du mit Plattdüütsch to doon?

	Niemals	Alle Dääge	Alle Weken	Alle Maonden	Jaorlicks
To Huus					
Up de Arbeed					
In Medien					
Up Festen					
Anners:					

16. Ho vake hast du mit Englisch to doon?

	Niemals	Alle Dääge	Alle Weken	Alle Maonden	Jaorlicks
To Huus					
Up de Arbeed					
In Medien					
Up Festen					

Annars:					
---------	--	--	--	--	--

17. Hast du vrogger annere Lännern wohnt?

- Nee (Bitte gaost du wieter nao Fraoge 19)
- Jao, _____ Maonden/ Jaoren in _____

18. Ho schullst du dat Kontakt mit de lokale Spraoken ümschriewen?

	Haoste alltied	Oft	Mangs	Selden	Niemals
Ick versöökte de lokale Spraoke to lehrnen un küern					
Ick bruukte ne tweede Spraoke, de ick schon kennde					
Mine erste Spraoke kann ick daor bruken					

Spraakmodus

19. Bruukst du in dien Plattdüütsch Wöör vun een oder mehr annere Spraocken?

	Haoste alltied	Oft	Mangs	Selden	Niemals
Ick bruuke Hochdüütsche Wöör in mien Plattdüütsch					
Ick bruuke Nedderlännische Wöör in mien Plattdüütsch					
Ick bruuke Englische Wöör in mien Plattdüütsch					
Ick bruuke keen Wöör ut annere Spraoken in mien Plattdüütsch					

20. Menschen mit verschedene, mer verwandte Modersproake könnnt mekaor verstaon, äs beide in de eigene Spraoke küert. Wat meenst du vun diese Spraakmodus?

	Total nich eenverstannen	Nich eenverstannen	Keene Menung	Eenverstannen	Absolut eenverstannen
Ick hebbe diese Spraakmodus utprobeert, mer et was nich effektiv.					
Ich hebbe diese Spraakmodus utprobeert, un et was effektiv.					
Ick hebbe annere lüe diese Spraakmodus					

bruken sehn, un et was nich effektiv.					
Ick hebbe annere lüe diese Spraokmodus bruken sehn, un et was effektiv.					
Ick hebbe annere lüe diese Spraokmodus nich bruken sehn, mer ick denke, dat et nich effektiv wehn soll.					
Ick hebbe annere lüe diese Spraokmodus nich bruken sehn, mer ick denke, dat et effektiv wehn soll.					

Holdung

21. In de onnerstaonde Tabelle finnst du Menungen öwer dat Hochdüütsche, Plattdüütsche, Nedderlännsche un Englische. Bitte krüüzst an, ho du mit diese Menungen eenverstannen büst.

	Völledig eenverstannen	Eenverstannen	Keene Menung	Nich eenverstannen	Absolut nich eenverstannen
Ick finne, datt Plattdüütsch ne mooie Spraoke is					
Ick finne, datt Hochdüütsch ne mooie Spraoke is					
Ick finne, datt Nedderlännsch ne mooie Spraoke is					
Ick finne, datt Englisch ne mooie Spraoke is					
Ick finne Plattdüütsch swoor to lehren					
Ick finne Hochdüütsch swoor to lehren					
Ick finne Nedderlännsch swoor to lehren					
Ick finne Englisch swoor to lehren					
Ick onnerholle mi gerne mit Plattdüütschspreckers					
Ick onnerholle mi gerne mit Hochdüütschspreckers					
Ick onnerholle mi gerne					

mit Nedderlännschspreckers					
Ick onnerholle mi gerne mit englischspreckers					
Ick wete genoeg vun dat Plattdüütsch					
Ick wete genug vun dat Hochdüütsch					
Ick wete genug vun dat Nedderlännsch					
Ick wete genug vun dat Englisch					
Nedderlänner hebbt inn t Allgmeen ne gode Kenntniss vun dat Plattdüütsch					
Nedderlänner hebbt inn t Allgmeen ne gode Kenntniss vun dat Hochdüütsch					
Nedderlänner hebbt inn t Allgmeen ne gode Kenntniss vun dat Englisch					
Düütsche Lüe hebbt inn t Allgmeen ne gode Kenntniss vun dat Plattdüütsch					
Düütsche Lüe hebbt inn t Allgmeen ne gode Kenntniss vun dat Nedderlännsch					
Düütsche Lüe hebbt inn t Allgmeen ne gode Kenntniss vun dat Englisch					
Dat is sinnvoll Plattdüütsch to lehren					
Dat is sinnvoll Nedderlännsch to lehren					
Dat is sinnvoll Englisch to lehren					
Dat is sinnvoll Hochdüütsch to lehren					

22. Ho bezieht sick de folgende Stellungen up di?

	Utslutend	Hööftsäkelick	Regelmaotig	Mangs	Niemals
Ick sprecke Englisch äs ick mit Nedderlänners küere					
Ick sprecke Hochdüütsch äs ick mit Niederländern küere					

Ick sprecke Plattdüütsch äs ick mit Nedderlännern küere					
Ich sprecke Nedderlännisch äs ick mit Nedderlännern küere					

23. Plattdüütsch soll ne werdevolle Erwieterung wehn in de Deutsch-Nedderlännische Kommunikatschoon.

Völledig eenverstannen	eenverstannen	Keene Menung	Nich eenverstannen	Absolut nich eenverstannen

24. Englisch soll ne werdevolle Erwieterung wehn in de Deutsch-Nedderlännische Kommunikatschoon

Völledig eenverstannen	eenverstannen	Keene Menung	Nich eenverstannen	Absolut nich eenverstannen

25. Hast du nog n Paar Anmarkungen öwer dine Erfahrungen mit de Kommunikatschoon tüschen Plattdüütsch-, Hochdüütsch- un Nedderlännischspreckers?

Ende vun de Fraogenbogen

Vielen Dank vöör diene Hülpe. Falls du Fraogen hast öwer diese Fraogenliste, oder interesseert büst in de Utkommst van miene Forschung, schickt mi dann bitte ene E-Mail an

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Mit fründlickem Groot,
Martin ter Denge

15. Summaries

15.1 English Summary

Linguae Intergermanica: The Use of Low Saxon, English, Dutch, German, and Receptive Multilingualism in Northern Dutch – Northern German Communication

Theoretic Framework

Theory found in this study suggests that English is becoming an increasingly important language in Dutch-German communication, as the Dutch are becoming less fluent in speaking German, and Germans' fluency in English is increasing. Additionally, an increasing number of Germans have begun following Dutch language courses. Low Saxon dialects, which form a dialect continuum across the border, are hardly used in professional communication. Moreover, Low Saxon is never used to inquire about opinions on the language itself. Furthermore, the communication mode of Receptive Multilingualism is increasingly applied successfully in Dutch-German communication.

Hypotheses

This previous research gives rise to several questions, which may be tested through the following hypotheses:

1. *People from the Low Saxon speaking regions of the Netherlands and Germany find Low Saxon a useful addition to northern Dutch and northern German communication on a professional level.*
2. *People from the Low Saxon speaking regions believe English is a valuable addition to Dutch – German professional communication.*
3. *Low Saxon is a useful language for the Receptive Multilingualism mode of communication in northern Dutch and northern German communication, in addition to the more commonly used High German and Standard Dutch.*

Discussion and Conclusions

The results from this study, which were acquired by means of a questionnaire in Dutch, German, and two varieties of Low Saxon, showed that 30% of the northern Dutch, and 15% of the northern German respondents preferred a questionnaire in Low Saxon, rather than in the national languages. The Low Saxon reading proficiency elicited, however, a considerably higher percentage. Additionally, Low Saxon was quite regularly encountered at home and at work, and many were reasonably to highly proficient in speaking and reading it, while writing the language was more problematic. The majority regarded Low Saxon a valuable addition to Dutch-German professional communication, while very few actually used it as such.

The Dutch respondents were less positive towards the prospect of using English in Dutch-German communication than the Germans. This was most likely due to the Dutch appreciation of Germans' English proficiency, as well as their own self-perceived proficiency in High German. Additionally, while the Germans regarded English a valuable addition, their self-perceived proficiency was rather low.

The majority of the respondents had used or witnessed Receptive Multilingualism. Loan words from Low Saxon were frequently used in Dutch and German. German knowledge of Dutch was limited, leading to the conviction that it would be less useful in Dutch-German communication, than Low Saxon would be.

15.3 Saamnvatting in Tweants met Plattdüütse Schrievwiese

Linguae Intergermanica: Gebruuk van Neersassisch, Engels, Neerlaunds, Düüts, en Receptive Mehrsproakigheid in Noord Neerlaunds – Noord-Düütse Kommunikazie

Theoretisch Oawersicht

De Theorie in ditt Oondersöök geff an, dat Engels jümmer belangrieker warrd in Neerlaunds-Düütse Kommunikazie, ümdat de Neerlaunders stets minder goot Hoog-Düüts küert, en de Düütsers stets better warrd in Engels. Doarbi köömp noch, datt stets mehr Düütsers Neerlaunds lehrt. Neersassische Dialekte, de tohope n Dialekttkontinüüm vormet oawer de Greanse, warrd sowatt nich bruukt in professionelle Kommunikazie. Noch starker; Neersassisch warrd nooit bruukt üm Vroagen to stellen oawer Neersassisch. Wieders warrd de Spraakmodus Receptive Mehrsproakigheid stets vaker met Süksess topasst in Neerlaunds-Düütse Kommunikazie.

Hypotheses

Ditt vüürgoande Oondersöök röppt n Antall Vroagen up, de test köönt warden met de volgende Hypotheses:

1. *Löö ut 't Neersassische Deel van Neerlaund en Düütslaund vindet Neersassisch ne werdevolle Tovoging an Noord Neerlaunds - Noord-Düütse Kommunikazie.*
2. *Löö ut 't Neersassische Deel van Neerlaund en Düütslaund vindet Engels ne werdevolle Tovoging an Noord Neerlaunds - Noord-Düütse Kommunikazie.*
3. *Neersassisch is n werdevolle Sproake vüür de Sproakmodus van Receptive Mehrsproakigheid, nööst de mehr gewöhnlick bruukte Hoog-Düütse en Standaard Neerlaundse Sproaken.*

Besprecking en Slottsommen

De Resultoaten van ditt Oondersöök, de kregen wörrden met Hülpe van ne Vroagenliste in Neerlaunds, Düüts, en twee Variaanten van 't Neersassisch, lööten sehn, datt 30% van de Noord Neerlaunders, en 15% van de Noord-Düütsers lewer ne Vroagenliste up Platt hadden, äs up ene van de beide natschonale Sproaken. 't Percentazie Respondenten de angavven, Platt goot lehsen to können, was völle hööger. Doarbi wörr Platt regelmoatig in Huus en up 't Waark küert en höört, en völle können 't redelick töt goot küern en lehsen, schonwal 't Schrieven vüür de Meesten 'n beten swöörder was. De Mehrderheed vöönd 't Neersassisch ne werdevolle Tovoging an de Noord Neerlaunds - Noord-Düütse Kommunikazie, wiel nich so völle Löö datt ook waarkelick so gebuuren deden.

De Neerlaundse Respondenten warren nich so positiv as de Düütsers, oawer 't Idee, Engels te gebuuren in Noord Neerlaunds - Noord-Düütse Kommunikazie. Ditt heff vüüral to doon met de Neerlaundse Achtig vüür de Engels-Kennis van de Düütsers, nööst de Achtig van de Neerlaunders vüür ehre egene Hoog-Düüts-Kennis. Schonwal de Düütsers positiv warren oawer 't topassen van Engels in Noord Neerlaunds - Noord-Düütse Kommunikazie, hadden se self ook nich so ne hoge Achtig vüür ehre egene Engels-Kennis.

De mehrderheed van de Respondenten hadden Receptive Mehrsproakigheid metmaakt, of self bruukt. Lehnwöörde ut 't Platt wörrden regelmoatig in 't Neerlaunds en Hoog-Düüts bruukt. De Düütsers hadden düür mekaar nich so völle Kennis van 't Neerlaunds. Doarmet liekt Neerlaunds minder goot to gebuuren in Noord Neerlaunds - Noord-Düütse Kommunikazie äs Neersassisch sull wehn.