

**Limburgs in 't onderwijs: kwatsj of zjus nuudig?**

*A study on the attitudes of primary school teachers towards using Limburgish in the classroom*

Master thesis General Linguistics

L.M. Huisman (s1044652)

Radboud University Nijmegen

Supervisors: prof. dr. R. van Hout and dr. S. Grondelaers

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## **Colofon**

A qualitative and quantitative study on the attitudes of primary school teachers in Dutch Limburg about the use of Limburgish in education.

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Author: L.M. Huisman (s1044652)

Supervised by: Prof. dr. R. Van Hout

Second supervisor: Dr. S. Grondelaers

Veur Annet Bonfrère, die miech de leefde veur 't Limburgs, en in 't bezunder 't Mestreechs heet beigebrach.

## Summary

Since the acknowledgement of Limburgish as a regional language in the European charter in 1997, teachers are allowed to use Limburgish, next to Dutch, as an instruction language in kindergarten and at primary schools. However, it turns out that not many primary schools in Limburg have a policy in place on the use of Limburgish in school. As a consequence, Limburgish is mainly limited to informal settings, including the home setting. The instruction language at schools is mainly limited to Dutch, even though – as suggested by many studies – the use of multiple languages in school would be beneficial for the development of children.

The general attitude of teachers towards a language proves to have a big impact on the ways in which children are being taught and assessed. Since they are key figures in the educational process, this study seeks to find out the attitude of primary school teachers in Limburg towards the use of Limburgish in education. Its methods are both quantitative and qualitative. Questionnaires were developed, which were sent out to primary school teachers in Limburg; on top of that, primary school teachers in Limburg were interviewed on the topic. It was found, that although many of the participating teachers, as well as the children at their school, can speak Limburgish, the teachers often limit the speaking of Limburgish to informal settings (such as at home or during informal meetings with colleagues). Teachers also said to speak Limburgish to children when they needed to be comforted, in a one-on-one situation. However, as an instruction language in class, Limburgish is never used. The majority of the interviewed teachers proved to be unaware of the fact that the use of Limburgish in an educational context is formally allowed by the European charter. Furthermore, when asked in what language teachers think education should be, the majority responded ‘in Dutch only’. This is a striking outcome, since the majority of the participating teachers only had positive associations towards Limburgish and towards multilingualism in general. The reasons that teachers do not use Limburgish in education are many: schools often have policies in place stating that only the use of the Dutch language is allowed, teachers feel concern about children with a non-Dutch native language for whom learning Dutch is already difficult, and the teachers feel that the curriculum at school is already filled.

Still, some of the participants did seem willing to implement Limburgish in a playful manner in education: through games, books or theme weeks. In order for this to happen, they would need more knowledge about available methods and materials, since they stated not to have enough educational resources at their disposal. Therefore, more attention should be paid to familiarizing people with the consequences of the European charter and to normalizing the

use of Limburgish apart from the home setting, in order to establish the use of Limburgish in primary education.

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# 1. Introduction

With the acknowledgement of Limburgish as a regional language according to the European Charter for Regional of Minority Languages, it is allowed to use Limburgish, the language that is spoken in the most southern province of the Netherlands, as a language of communication in kindergarten as well as in primary education. In this case, Limburgish should be used next to Dutch, so that the children are offered two languages. The importance of varying between the dominant and the regional language is also emphasized by the Advisory Committee on Language Variation: “In de huidige diverse en complexe samenleving past een minder normatieve en een meer dynamische en inclusieve benadering van taal en taalvariatie. Taalvariatie is een onontkooerbare werkelijkheid die niet alleen getolereerd moet worden, maar waardevol en functioneel kan zijn in de verschillende beleidsdomeinen.” (Adviescommissie Taalvariatie, 2019, pp. 24). [In today's diverse and complex society, it would be appropriate to have a less prescriptive and a more dynamic and inclusive approach to language and language variation. Language variation is an inescapable reality that should not only be tolerated, but can also be valuable and functional in various policy domains.] It is, therefore, striking to notice that the use of Limburgish in primary education is far from common and that, in addition, young children with Limburgish as their native language sometimes even switch their home language to Dutch when they start to attend preschools (Cornips, 2020). According to Cornips (2020), this might be due to the fact that children of that age already learn in preschool that there is a difference in dynamics between different languages, and, in specific, they learn that Dutch has a higher status in comparison to Limburgish. She concludes that, after all, Dutch is used as the language of instruction, and that teachers even repeat sentences that are pronounced by the children in Limburgish, in Dutch when it comes to transferring knowledge.

What is the current status of languages in the Netherlands? The official main language in the Netherlands is Dutch (Rijksoverheid, n.d.). Next to Dutch, also Frisian is acknowledged as an official language, which is spoken only in the Dutch province of Friesland. Besides Dutch and Frisian, there are two officially acknowledged regional languages and many dialects. In fact, Frisian, Low-Saxon and Limburgish are all three officially acknowledged according to the European Charter for Regional and Minority Languages. The Limburgish language comprises all the dialects spoken in Dutch Limburg. The acknowledgement of Limburgish in the European charter means that Limburgish is now officially seen as an enrichment for Dutch cultural heritage (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2019). Practically speaking, this acknowledgement entails the stimulation of spoken- as well as written

Limburgish. The province of Limburg has the right to decide in what way Limburgish can be deployed in order to protect the language as a part of the Dutch cultural heritage. Furthermore, as mentioned above, the acknowledgement of Limburgish implies the right to use Limburgish, next to Dutch, as a language of instruction in kindergarten and at primary schools. In secondary education, it is allowed to offer Limburgish as a course (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2019). Even though the use of Limburgish in primary education is permitted, it does not seem to occur frequently. Lots of schools in Limburg do not even have a policy about the use of Limburgish, as shown by the survey of Van Reydt (2017). In addition, as was found out by Morillo Morales (2017) in his thesis about the multilingual landscape of preschool playgrounds in a specific part of Limburg, Eijsden-Margraten, the use of Limburgish is limited to individual communication. Children are taught to use Dutch rather than Limburgish in settings that involve group communication, during instruction giving and during social and educational activities. The language choice is always adapted towards Dutch speaking children, so that those children will never be in touch with Limburgish. Consequently, Morillo Morales concluded that Dutch has a higher status than Limburgish in these preschools.

Speaking a dialect is often seen as uncultivated, whereas speaking Dutch is labelled as civilized (Vallen & Kroon, 2004). This could, therefore, be a reason for the lack of policies at primary schools about this matter. According to Cornips in the podcast ‘Kletsheads’<sup>1</sup> Limburgish is mainly used as a comfort language. When it comes to giving instructions, for example in a swimming lesson, the language of instruction is Dutch (Unsworth, 2020). As teaching obviously requires giving instructions and explaining content, Dutch might be the obvious option in the classroom. In addition, as emphasized in the article of Kraaykamp (2005), it is emphasized that most of the time, dialects are seen as informal languages, which makes it more difficult to use a dialect in formal settings, like in education. Dutch is the default language, especially for learning, and dialect provides comfort. When children need to be comforted, teachers switch to using Limburgish.

Besides the fact that dialects used to be evaluated as informal, spoken and non-standard varieties, it was thought that Limburgish speaking children would perform lower in education in comparison to monolingual Dutch children (Kroon & Vallen, 2004). The Kerkrade project was set up in 1973 to investigate whether or not Limburgish speaking children had any shortcomings in education in comparison to Dutch speaking children. What was found, was that not enough attention was paid in primary education to children whose native language was

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<sup>1</sup> <https://kletsheadspodcast.nl/2020/09/25/meertalig-opgroeien-met-dialect-limburgs-seizoen-2-aflevering-1/>



Limburgish instead of Dutch. Because of the fact that not enough attention was paid to them and therefore did not get individually tailored support at school, they encountered difficulties while learning Dutch. In addition, observation studies made clear that in formal settings in class, no Limburgish was spoken, neither by teachers nor by children, even though teachers had stated differently in the surveys. Furthermore, because the Limburgish speaking children had more difficulties with Dutch, they would have liked to speak more Limburgish in class. Other conclusions from the Kerkrade project were that Limburgish speaking children got secondary school recommendations below their level and that they had to repeat school years more often than Dutch speaking children. The attitude of teachers towards Limburgish speaking children appeared to play a big role in this matter. Even though the bottom line conclusion of the Kerkrade project was that actual test scores of Limburgish speaking children and Dutch speaking children were quite similar, it turned out that papers written by Limburgish children scored higher when evaluated by independent scorers who did not know the language background of the children, in comparison to when evaluated by teachers who did have knowledge about the language background of the children (Vallen & Stijnen, 1996; Kroon & Vallen, 2004). The attitude that people have towards a certain language is, according to Van Bezooijen (2002), vital in communication. This attitude can have an influence not only on the speech and the message that someone is trying to get across, it can also play a role in whether or not someone is taken seriously. More specifically, as mentioned earlier, in education, the attitude of teachers towards a particular language can be decisive in children's development (Kroon & Vallen, 2004). Teachers should have a positive attitude towards the native language of children and, as Münstermann (1988) found out, it is possible to change negative language attitudes. However, when teachers' language attitudes change, the question still remains whether their behavior will converge or diverge with the changed attitude, since Münstermann and Van Hout (1988) found out that one's attitude towards a dialect does not predict the quantity of dialect use.

Since the Kerkrade project took place, there have been some new developments. The most important one is the acknowledgement of Limburgish, which includes the right to use this language in primary education. However, as mentioned before, lots of schools in Limburg still do not yet have a policy about the use of Limburgish in schools (Van Reydt, 2017). Furthermore, more recently, there have been initiatives that try to stimulate the use of Limburgish, such as the competition organized by Huis voor de Kunsten Limburg, in which people could participate by sending in ideas about Limburgish educational materials (HK-L, 2021).

The current study seeks to find out the attitudes of primary school teachers in Limburg, in the context of their use of Limburgish in school contexts. In addition, it is relevant to know whether or not Limburgish is actually used at schools, in order to study the relationship between behavior and attitude. Recall that, attitude and behavior need not correlate (Münstermann & Van Hout, 1988). As a consequence, we address two research questions in this study:

1. In what situations do primary school teachers in Limburg use Limburgish in a school context?
2. What is the attitude of primary school teachers in Limburg towards using Limburgish in the classroom?

To answer these questions, we first conducted a literature study, which is described in chapter 2. In paragraphs 2.1 and 2.2, the topic ‘bilingualism’ is discussed, divided into societal bilingualism, in paragraph 2.1, and cognitive bilingualism in paragraph 2.2. In paragraph 2.3 the use of Limburgish as an official language in education is discussed. Paragraph 2.4 is about the general attitudes towards Limburgish. In the last paragraph of chapter 2, paragraph 2.5, the currently existing Limburgish educational materials are described. Following the literature study, a qualitative study was done, that consisted of interviews with six primary school teachers in Limburg, about their attitude towards Limburgish. Next, a quantitative study was carried out, that consisted of surveys that were sent out to various primary school teachers in Limburg. These surveys also contained questions about the attitude of the teachers towards Limburgish in general and the use of it in education, and they investigated in which settings the teachers use Limburgish and, furthermore, what the general attitude of the teachers towards multilingualism is.

## **2. Background**

### **2.1 Societal Bilingualism**

The phenomenon of children being bilingual, particularly in relation to education, is a topic that is heavily discussed in studies on language and school. The perspective on the problems and benefits of bilingualism has changed over the last decades. Although in the past, bilingualism was usually supposed to have solely negative effects on children, nowadays also positive effects are being noticed. One of the aspects in which the change in perspectives can be seen is in the introduction of English as a foreign language at primary schools from an early age. From 1986 on, in the Netherlands, primary schools are obliged to teach English to children from the age of

ten or eleven years old (SLO, 2020). More recently however, some schools start offering courses in English when children are around four years old. According to Goriot and Van der Hoeven (2021), currently around 20% of the Dutch schools start teaching English to children from the age of around four, even though it is only for a few hours per week and in a playful manner. Research commissioned by the ministry of education, culture and science and executed by Thijs, Tuin and Trimbos (2011) shows, that starting early with teaching English has increased in popularity. Furthermore, it turns out, that most teachers state that English in primary education is important. Teaching in one language, like Dutch, is even cited to be harmful for children by García and Lin (2017). One of the reasons why they say it is harmful to teach in only one language, is that the metalinguistic awareness of the children would not be benefitted from enough, so that it would be more difficult for the children to get a critical and more abstract view on languages. Bilingualism in education would have a positive effect on linguistic, as well as academic outcomes for children (Wright & Baker, 2017).

A survey commissioned by the Nederlandse Taalunie, about language choices people make on daily basis, shows that from the participants, 29% speak a language other than Dutch. Limburgish was found out to be the most common other language than Dutch, with an 11.5% share (Rys, Heeringa, Van der Peet, Hinskens, De Caluwe, Doerga Misier, Balesar & Rozenblad, 2019). On top of that, participants stated to not only speak Limburgish in domestic situations, but also in public places. In addition, in more recent research about Limburgish, commissioned by Veldeke Limburg, it was proven that the majority of the Limburgians are able to speak Limburgish, even though a decrease of Limburgish skills is visible in the younger generation. In this study, it was also found out that Limburgish is spoken in home settings, as well as in public places (Veldeke Limburg, 2021). However, even though the majority of the people in the province of Limburg are able to speak Limburgish, the attitude towards Limburgish has not always been solely positive.

## **2.2 Cognitive Bilingualism**

In the early literature about bilingualism, the main focus is on the negative consequences of being bilingual. According to this literature, it would take bilingual children longer to acquire the language that is mainly used at school, and overall, the vocabulary size of bilingual children would be smaller, in comparison to monolingual children of the same age (Oller, Pearson & Cobo-Lewis, 2007; Schaeplaekens, 2008). Bialystok, Luk, Peets and Yang (2010) attribute this possible difference to the language in which the children are tested. When the native language of children is different than the language that is used at school, it makes sense that bilingual

children have a smaller vocabulary size in that language compared to monolingual children. This point of view, that the bilingual children have a smaller vocabulary size, matches the observation that these children will have fewer job opportunities in the future. That is, according to Smith, Smith and Dobbs (1991), one's vocabulary size and job opportunities seem to correlate.

However, more recent research shows that being bilingual can also have positive effects. For example on peoples' cognitive functions, and especially on the executive functions of children (Bialystok, 2009; Bialystok, Craik, Klein, Viswanathan, 2004; Diamond, 2010). Bilingual children seem to be better in switching between languages and can therefore also switch between different tasks more easily. Furthermore, bilingual children can, in some cases, control their attention better than monolingual children, meaning that they are able to suppress any information that is distracting while completing a certain task, both verbal and nonverbal. Research of Van der Slik, Driessen and De Bot (2000) also shows that there is no specific need for only using Dutch in education, since children with Limburgish (as well as children with Frisian) language backgrounds score similarly when it comes to Dutch language development, in comparison to children with a standard Dutch background. Furthermore, Cornips, Van den Heuij and Francot (2015) studied the development of Limburgish-Dutch bilingual children and monolingual Dutch children. In their study, they compared the vocabulary development of Limburgish-Dutch bilingual children to the vocabulary development of monolingual Dutch children. The results show, that Limburgish-Dutch speaking children do not have a smaller vocabulary, in comparison to monolingual Dutch children, and that they even perform above the national average of monolingual Dutch children. In addition, bilingual children do not only perform more accurately than monolingual children, they also respond faster (Costa, Hernández & Sebastián-Gallés, 2008). In addition, research by Ramakrishan et al. (2017) shows, that bilingualism even has a negative effect on cognitive decline, that is to say: bilinguals have a later onset of cognitive decline, in comparison to monolinguals.

### **2.3 Use of Limburgish as an official language in education**

In the majority of all cases, Dutch is the main and only language in Dutch primary schools. As Kroon and Vallen (2002) state, in education it is difficult to combine the use of multiple languages with maintaining the equality between children with different native languages, and therefore, Dutch is used most often in transferring knowledge in schools. Hagen (2002) agrees that the classroom is apparently seen as an environment in which there is only room for the

standard language, in this case Dutch, as the language of instruction. However, as Delarue and De Caluwe (2015) concluded, it is important not to ignore the existence of varieties of the standard language in education, so that every child that attends a school can be supported individually. As a result of the individually adjusted support, there will be more equality among children with different language backgrounds. In addition, Duarte and Günther (2019) found out, that both groups of children – children with another native language as well as children with Dutch as their native language – could benefit from using multiple languages in class. This is also the case for children with Limburgish as their native language when they attend school for the very first time. As mentioned in the introduction, many schools do not have a policy about whether or not it is allowed or that it is maybe even desirable to use Limburgish in class and, if so, in what manner and in which situations Limburgish should be used. Again, this is remarkable, since the official covenant about the acknowledgement of Limburgish, that is drawn up in 2019, states that it is allowed for teachers of kindergartens and primary schools to use Limburgish as a language of instruction, when it is used next to Dutch (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2019).

As mentioned, Limburgish was acknowledged in an official covenant in 2019. However, prior to this acknowledgement, Limburgish was already acknowledged as an official regional language in the ‘European Charter for Regional or Minority Languages’. This charter was drawn up in order to protect small, regional languages, and therefore stand up for the cultural heritage of a country (Council of Europe, 1992). In this charter, minority languages are officially acknowledged as a language and therefore obtain more rights. The rights that a particular language can obtain from being acknowledged, depend under which part of the charter that specific language is acknowledged. A language can be acknowledged according to two parts, part II and part III. Part II mostly entails general objectives, whereas when a language is acknowledged according to part III, the language enjoys more rights and the community in which it is spoken has more obligations. These obligations and rights apply to education, the legal system, media, cultural activities and facilities, economic- and social life, cross-border exchanges and administrative authorities and public services (Council of Europe, 2019). The main difference between part II and part III of the charter in the Netherlands is, that in part II, a province itself is responsible for stimulating a language, whereas in part III of the charter, it is regulated more nationally.

In the Netherlands the official language that is spoken throughout the whole of the country is Dutch. In 1996, an official regional language was added: Frisian. Frisian was acknowledged under part III of the European charter, which means that Frisian is acknowledged

at the highest level. Frisian, in contrast to Dutch, is not spoken throughout the whole of the Netherlands, but only in the province of Friesland. As a consequence of the acknowledgement of Frisian, the language can be used in the legal system of Friesland and Frisian schools are even obligated to teach Frisian in schools (Rijksoverheid, n.d.). In that same year, 1996, Low-Saxon was also acknowledged as a regional language. Low-Saxon, however, did not get acknowledged in part III of the European charter, but in part II of the charter. One year later, in 1997, yet another language was acknowledged in part II of the European charter: Limburgish. With this acknowledgement, it is officially stated that Limburgish is an enrichment for the Dutch cultural heritage (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 1997). As mentioned, there is one big difference between Low-Saxon and Limburgish on the one hand, and Frisian on the other hand. That is, that Low-Saxon and Limburgish are only acknowledged in part II of the charter, whereas Frisian is acknowledged in part III. Frisian therefore has more rights and support than Low-Saxon and Limburgish have (Swanenberg, 2013). Moreover, the province of Limburg itself is responsible for stimulating the use of Limburgish. In the most recent periodic report, from May 2021, on the European Charter for Regional or Minority Languages, in which the developments concerning the acknowledged languages in a country (in this case The Netherlands) are described, it was stated that students of the teachers' college for primary education nowadays learn about the advantages of multilingualism (Council of Europe, 2021). With this, the idea that speaking Limburgish in education or at school has negative consequences is also rejected (Council of Europe, 2021). In addition, the majority of the people in Limburg think it is important for Limburgish to be implemented in education in order for Limburgish to continue to exist, as the study commissioned by Veldeke Limburg (2021) shows. However, that this vision is not yet generally applied, is shown, for example, by De la Roij, an employee of a kindergarten in Limburg, who was a guest in the broadcast 'Avondgasten' of L1 (2021)<sup>2</sup>. In this broadcast, De la Roij stated that the main language at their kindergarten is still Dutch. Only when a child needs safety or comfort, an employee will move on to speak in dialect to that child. De la Roij thinks that the reason for speaking mainly Dutch stems from the past, when the main language was supposed to be Dutch. Another participant in the broadcast was Van Loo. She is a teacher and the initiator of adding a Limburgish section to 'Vereniging van Leraren in Levende Talen', an institution for language education (Cornips, 2019). In the broadcast, she stated that children can manage to learn two or even more languages next to each other. This corresponds to what Cornips<sup>3</sup> said in the podcast of 'Kletsheads'<sup>3</sup>.

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<sup>2</sup> <https://l1.nl/avondgasten-streektaal-5-maart-2021-162976/>

<sup>3</sup> <https://kletsheadspodcast.nl/2020/09/25/meertalig-opgroeien-met-dialect-limburgs-seizoen-2-afllevering-1/>

Furthermore, as stated by the ‘Taalunie’, it is important to teach children the standard language at school, however, the language of contact should not be ignored nor stigmatized by schools (Advisory Committee on Language Variation, 2019).

Recently, however, it seems as if the use of Limburgish is seen as more valuable and it is therefore more stimulated to use Limburgish. In February of this year (2021), a prize was awarded to the developers of the best new materials for the use of Limburgish in kindergarten or in primary schools (HK-L, 2021). Furthermore, there are schools that try to include Limburgish in education, such as the Vincent van Goghschool in Roermond. Cindy Brock, the director of this school, said in the podcast ‘De Limburgse taal &...’<sup>4</sup>, that the children at their school are very excited about learning Limburgish. After school, the children can participate in a course on Limburgish. Brock also states that the age of the children, at which they start to learn Limburgish, matters. According to her, the younger the children are, the better they will be able to learn the language (Kleinen, 2021). The project of the Vincent van Goghschool in Roermond was also picked up on by local newspapers like ‘de Limburger’ (de Boer, 2019), and ‘1Limburg’ (Benders, 2020). In addition, in June of 2021, ‘de Limburger’ published an opinion piece by Cornips and Van Loo, which pertained to the fact that Limburgish should play a role in education (Cornips & Van Loo, 2021). All in all, there appears to be a growing attention for the issue of Limburgish in education.

## **2.4 Attitudes towards Limburgish**

As mentioned in the introduction, speaking a dialect is often labelled as uncivilized. This could be an important reason why Limburgish dialects are not used more frequently in education: in a school context, children are supposed to learn a language that has a certain status. However, this is not only the case in Limburg. According to García and Lin (2017), also in many Latin American schools, languages without a proper status will not be implemented as easily. That is because mainly elites, who think it is important for their children to learn a language with a certain status, have a big saying in this. It is concluded by García and Lin that bilingual children should be stimulated to use any language and that the focus in education should be more on the children’s needs instead of focusing on suppressing a language in the classroom. This proves that the attitude people have towards certain languages is of importance in implementing that specific language in education. However, as Grondelaers and Van Hout (2010) found out in their study in which the attitudes towards different Dutch accents were judged and compared,

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<sup>4</sup> <https://podcastluisteren.nl/ep/De-Limburgse-Taal-and-7-Meertaligheid/>

Limburgish teachers score highly with regards to their social attractiveness, as compared to teachers with the accent that is evaluated as more standard. This means, that even by judges that have a different language background than Limburgish, having a Limburgish accent is not judged as inferior to standard Dutch on some domains, like ‘Speaker integrity’ and ‘Accent euphony’. On these domains, Limburgish even scored higher than standard Dutch (Grondelaers, Steegs & Van Hout, 2010). A second reason why Limburgish might not be used in education that often, next to the fact that speaking a dialect is often labelled as uncivilized, is that it is thought that children who speak a dialect do not score as high as monolingual Dutch children at school. This is also a matter of attitude since, as mentioned in paragraph 2.2 about cognitive bilingualism, bilingual Limburgish-Dutch children even outperform monolingual Dutch children (Van den Nieuwenhof, Van der Slik & Driessen, 2004).

Even though Limburgish is not used in education often, the overall attitude that speakers of Limburgish have towards Limburgish is proven to be positive in a survey carried out by Belemans (2002). The purpose of this survey was, to find out about when Limburgish is used and what the attitude of Limburgish people towards using Limburgish is. The results show, that the majority of the participants, 64%, thinks more attention should be paid to Limburgish in education, in order to preserve the language. In addition, more recent research, commissioned by Veldeke Limburg (2021), connects to this. This study also shows that the majority of the participants, people who live in Limburg, have a positive attitude towards Limburgish. The results of this research also show, that the majority of the participants is afraid that Limburgish will disappear in the future and furthermore, that they think it is important for Limburgish to continue to exist. Considering this, and the fact that the Limburgish skills of younger people are decreasing, one of the things that Veldeke is going to focus on, is the implementation of Limburgish in education.

Since the development of bilingual Limburgish-Dutch children proved not to be inferior in comparison to the development of monolingual Dutch children, and considering that Limburgish people see the importance of using Limburgish in education, and keeping in mind that having a Limburgish accent as a teacher is judged ‘socially attractive’, it would be interesting to examine the daily practice of teachers and their attitude towards using Limburgish in primary schools, since they might play a part in the decision whether or not to implement Limburgish in education.



## 2.5 Educational materials

Often in teaching languages, use is made of specific methods or materials. Even though, as mentioned earlier, Limburgish is not that common in primary schools, various didactic aids are available. In addition to children's books that are written in different Limburgish dialects, like in the Maastricht dialect 'Keubeke Kuusj' (Brouwers, 2003) and books that are translated into multiple Limburgish dialects, there also exist Limburgish educational television programs, like 'Kinjerkroam' (Kinjerkroam, n.d.), in which various topics are explained to children in dialect. Besides these materials in which no concrete method or construction is used, there are also methods developed especially for use at schools. One of these is the teaching method 'Dien eige taal' for primary education (Bakkes & Van de Wijngaard, 2011) and the sequel 'Wiejer in dien taal' for high schools (Bakkes & Van de Wijngaard, 2006). These methods consist of booklets in various Limburgish dialects for the students and an accompanying book for the teacher in which suggestions are made on how to interpret the materials and how to guide the children. Limburgish children will receive a booklet in their own native Limburgish dialect and Dutch children as well as children with different language backgrounds, will receive a booklet in Dutch. Other than the language in which the booklets are written, there is no difference between the booklets, so that the mentioned topics and assignments are the same. The booklets are about topics in daily life, such as the living environment of the children, family, books and media, differences between languages and writing the Limburgish language. The main goal of this method is not to teach children the Limburgish language, but to form or retain a positive attitude about different languages and Limburgish in specific (Limburgse Dialecten, n.d.). With this method, teachers can also use 'De Limburgse Kaartmap' (Limburgse Dialecten, n.d.). In this folder, there are certain activities that the teacher can do during a lesson about Limburgish so that the children learn the different language domains in Limburg. Teachers are asked to start the dialogue with children about languages in general and Limburgish in specific, and to discuss the differences and similarities between languages.

Besides this method, there is also a number of local initiatives with the aim of stimulating the use of Limburgish or teaching Limburgish. One of these initiatives takes place in Vijlen, in the south of Limburg, and is conceived by the history and heritage society 'De Noabere va Viele' (De Noabere, n.d.). Their approach is to provide dialect afternoons at primary schools, on which a dialect teacher will teach the children something about the spoken form, as well as the written form, of the Limburgish dialect of Vijlen. Similar to this is the initiative of the primary school in Roermond, the 'Vincent van Goghschool', as mentioned earlier. The school hired a native speaker of the Roermond dialect, so that lessons about the Limburgish

traditions and language could be provided for the – mainly foreign – children at that school (Willemse-Kemp, 2020).

### **3. Method**

The method that was used for this study is twofold. Therefore, this chapter is divided into two paragraphs. In the first paragraph, the qualitative part of the study is described, which consisted of semi-structured interviews conducted with six primary school teachers in Limburg. The participating teachers work at schools in respectively Oirsbeek, Susteren, Sittard, Hoensbroek, Ittervoort and Cadier en Keer (see appendix 1 for the distribution of the schools in Limburg). In the second paragraph, the quantitative part of the study is described, which consisted of a questionnaire that was sent to a bigger group of primary school teachers in Limburg. The requirement that participants had to meet in order to participate in present study was that they work at schools in Dutch Limburg. The participants did not have to have Limburgish as their native language, since this study seeks to find out the general attitude of teachers who work in Limburg towards Limburgish. The attitude of teachers with Dutch as their native language could therefore also be interesting to take into account.

#### **3.1 Interviews**

The qualitative part of this research consisted of interviews that were held with primary school teachers in Limburg. Four of the teachers were recruited with help from the Huis voor de Kunsten Limburg (HK-L, 2021) and two of the teachers were recruited through acquaintances who work in primary education in Limburg. Before the interviews were held, a topic list was drawn up, in order to make sure all relevant topics would be covered (see appendix 2 for the topic list). This topic list was based on previous research (Thijs, Tuin & Trimbos, 2011; García & Lin, 2017; Wright & Baker, 2017; Cornips, Van den Heuij & Francot, 2015; Kroon & Vallen, 2002; Council of Europe, 1992; Bakkes & Van de Wijngaard, 2011). During the compilation of the topic list, the research questions of the current study, mentioned at the end of the introduction, were kept in mind. All questions were drawn up in order to gain more knowledge about the attitude of the teachers towards multilingualism, Limburgish in general and Limburgish in education in specific. In addition, teachers were asked about the current use of Limburgish and other languages than Dutch at their schools. The interviews specifically included questions pertaining to the teachers' proficiency in Limburgish, and the contexts in which they use that variety. If they did speak Limburgish, additional questions were asked about whether or not they use Limburgish in school and, more specific, in class. It was also asked

whether or not the teachers already knew about the acknowledgement of Limburgish according to the European charter and with that, the right to use Limburgish in primary education. Moreover, the teachers were asked if they think Limburgish should be incorporated into daily practice in the primary school setting and, if so, in what kind of situations it should be used. Furthermore, it was asked what kind of educational resources the teachers already have and what kind of educational resources they might need. In order to put the attitudes that teachers have towards Limburgish into perspective, also questions were asked about what they think of multilingualism in general. The order of the questions was left open, so that teachers could also come up with things that they consider important in this matter. A semi-structured interview gave teachers the opportunity to formulate their own arguments and beliefs. During the interviews, there was also room for follow-up questions, that were based on any statements the teachers made. The interviews all took place via Zoom, because the COVID-19 virus took away the opportunity to do the interviews in person and on location. Each interview lasted approximately 30 to 45 minutes.

After the interviews had been conducted, they were transcribed. While transcribing, stop words, intonation and fillers were left out, since in current study, that seemed not that important. After all, the data were analyzed interpretatively (Boeije, 2014). The transcriptions were then entered into ATLAS.ti (n.d.), a software program in which codings can be added to transcriptions and in which those codes can be organized in overarching code groups. An open coding was used to do this, in which all relevant parts of the interviews were selected and labeled (Boeije 2014). The interviews were coded one by one, after which all codings were compared. Codings that resembled each other were then renamed, so that comparable codings were placed under one coding name. When this was done, a list of 159 codings came out. These codings were then subsumed in overarching coding groups, of which there were 17. These codings are explained in more detail in the results section, paragraph 4.2.

### **3.2 Surveys**

After the first part of this study took place, the second part could start. The second part, the quantitative part, consisted of a survey that was sent online to multiple primary school teachers in Limburg (see appendix 4). The survey was carried out with the program Qualtrics<sup>XM</sup> (2021). The largest part of the participating teachers (the exact amount is difficult to estimate, since the surveys were filled in anonymously, but around 31 or 32 of the total of 39 participants) was recruited with help from the Huis voor de Kunsten Limburg. By them, the survey was sent to

the boards of various umbrella organizations throughout Limburg, which forwarded the survey to the primary school teachers. The organizations that the survey was sent to are: Movare (n.d.), Triade (n.d.), Innovo (n.d.), Kom Leren (n.d.), MosaLira (n.d.), Swalm en Roer (2021) en Kindante (2021). All these organizations include several schools in Limburg. In addition, some participating teachers were recruited through acquaintances who teach at primary schools in Limburg or who know primary school teachers in Limburg. Again, it is difficult to say how big this part of the participants was, because the surveys were filled in anonymously. The participants consisted of 26 woman and 13 men.

The survey that has been used, was partially based on the literature study and partially based on the survey of Klinkenberg<sup>5</sup> and on the survey of Doreleijers<sup>6</sup>. Klinkenberg did a similar study in Friesland, about the attitude of Frisian primary school teachers towards Frisian. Since this topic was similar to the topic of the current study, there was an overlap in useful questions, so that these were selected for the current study. In addition, questions were used from the survey of Doreleijers, who is currently carrying out an investigation about dialect education. Firstly, the intention was to integrate her study and the present study. However, this turned out to be impossible due to different time frames. For present study, questions were drawn up while keeping the two research questions in mind, about the attitude that teachers have towards Limburgish in education and in what situations teachers use Limburgish in a school context. However, before the teachers could be asked questions specifically about their attitude towards Limburgish in education, more general questions were asked, so that the bigger picture could be painted. At first they were asked about personal information, like their place of birth, gender, native language, the location of their school and so on. After these personal questions, it was asked whether they were able to understand, speak, read and write Limburgish. If the teachers did not understand, speak, read or write Limburgish (or not well), the additional question was asked whether they would like to be better at (one of) these specific skills. These questions were asked since they can already imply whether or not a teacher wants to spend time on Limburgish. After the level of Limburgish per different skill of the participants was made clear, it was asked in what language the teachers speak to different persons, so that, in a later stage, a comparison could be made between the language choice in speaking to people in a home setting versus to people in more formal settings. After this part of the questionnaire, the

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<sup>5</sup> This survey on language attitude was conducted by Edwin Klinkenberg (n.d.)

<sup>6</sup> This survey on dialect education in Dutch education will be conducted between February and June 2021 by PhD student Kristel Doreleijers (Tilburg University/Meertens Institute) as part of the NWO project 'Changing Gender: language variation and change in gender marking in Dutch dialects' (PGW.19.018), {hyperlink: "<https://www.nwo.nl/projecten/pgw19018-0>"} }

associations of the teachers towards Limburgish were asked. This question is very important for the current study, since the results of this question will influence the teachers' attitudes towards Limburgish in education. The following question was, whether or not the schools that the teachers work on, have a policy about the use of Limburgish. From the results of this question, it can be seen how often Limburgish is already used at schools. The response to the question whether or not the teachers agree with the language policy at their school, also implies their attitude towards the use of Limburgish in education. Furthermore, the question about the situations in which the teachers use Limburgish was asked, in order to answer the first research question of the current study, and, in addition, through this question, again a comparison can be made between how often Limburgish is used in informal and in formal settings. Besides questions about Limburgish, also questions about multilingualism and teaching English in primary education were asked. This was done in view of the fact that these responses could determine indirectly whether teachers have a negative or positive attitude towards multilingualism in general, or specifically towards Limburgish as a second language. It would give an impression about the status of Limburgish according to the teachers.

In the survey, when asked about their attitudes and opinions, the participants were presented with a five-point scale, so that they could specify to what degree they agreed or disagreed with a statement. Teachers could fill in the survey anonymously, so that their IP-addresses and names were not saved. Furthermore, participants had the opportunity to fill in a part of the survey and come back to it at a later time. Still, the questionnaire software did not allow respondents to skip questions. The results of the surveys were analyzed using the statistical program JASP (2020).

## **4. Results**

Since this study consisted of a qualitative part, as well as a quantitative part, the results are also divided as such. Even though the interviews were held before the survey was sent out, the results of the questionnaires are described first. This is done, so that the results of the interviews might clarify some results of the surveys in more detail and also provide more informative examples. Both paragraphs are divided into the same five subcategories: background data, language skills and the use of Limburgish, general attitudes towards Limburgish, Limburgish in education and educational attitudes about multilingualism. These subcategories are based on the topics that were discussed in the surveys, as well as in the interviews and give a clear overview about the overarching subject.

## 4.1 Surveys

The survey, that consisted of around 30 questions (dependent on the amount of follow-up questions) was filled in by 39 teachers, distributed over Limburg. It was notable that most of the participants came from the southern and middle part of the province of Limburg. There were no participants from the northern part of the province of Limburg (see appendix 3 for the distribution of the schools of the teachers). Two of the teachers who started filling in the survey did not finish it. One of them stopped answering after question 13, and the other teacher stopped answering after question 37. The responses to the survey questions are described below and are, as mentioned before, divided into four subcategories: background data, language skills and the use of Limburgish, general attitudes towards Limburgish, Limburgish in education and educational attitudes about multilingualism.

### 4.1.1 Background data

In order to get an image about the language background of the participants, it was asked what their native language was. The possible response options to this question were: ‘Dutch’, ‘Limburgish, that is... (specify the Limburgish dialect)’, ‘a different Dutch dialect, that is... (specify the Dutch dialect)’ and ‘different, that is...’. To this question, the largest part of the participants (27 participants, 69.2%) said to have a Limburgish dialect as their native language. The native language of the other part of the participants (twelve participants, 30.8%) was Dutch. There were no participants who had a different language or dialect as their native language. In addition, the teachers were asked what ethnic identity they had. The possible responses to this question were ‘Limburgian’, ‘Limburgian and Dutch’, ‘Dutch and Limburgian’, ‘otherwise, that is...’ and ‘Dutch. The largest part – 14 participants, 35.9% – said to feel Limburgian, as well as Dutch. Twelve participants, 30.8%, stated to feel Dutch, as well as Limburgian. There were seven participants, 18.0%, who stated to feel solely Limburgian and five of the participants, 12.8%, who stated to feel solely Dutch. There was one participant who responded to the question ‘different, that is...’. He specified his response by saying his ethnic identity consists of Limburgish, European and Dutch, so Limburgish and Dutch were still mentioned in that case. All in all, the majority of the participants, 34 participants, stated to feel (to a greater or lesser degree) Limburgian. In the figure below (figure 1), all responses can be seen. The possible response options were, from top to bottom: 1. Limburgian, 2. Limburgian and Dutch, 3. Dutch and Limburgian, 4. otherwise, that is... and 5. Dutch.

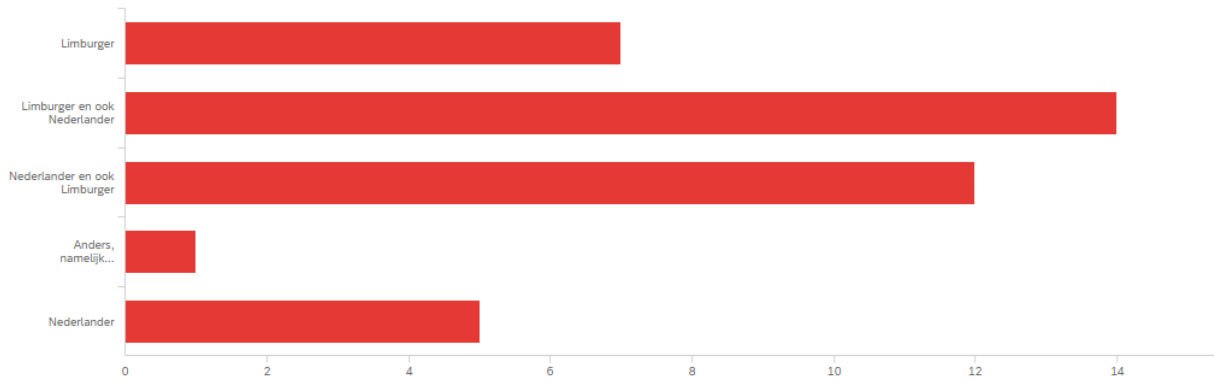


Figure 1: Response to the question which ethnic identity the teachers think they have.

When asked which language the teachers prefer to speak, with the options Dutch, Limburgish, a Dutch dialect and different, the majority, 29 participants, so 74.4%, responded Limburgish. The remaining ten participants, 25.6%, responded Dutch. This means that there were no teachers who preferred to speak another language or dialect.

Furthermore, it was asked which grade the participants teach, to which eleven of the participating teachers said to teach in the lower classes (with children from age four to around eight) and 26 participating teachers said to teach in the higher classes (with children from age eight to twelve). Two of the participating teachers did not teach a specific class, so that they could not answer this question.

#### 4.1.2 Language skills and the use of Limburgish

The participating teachers were also asked to what degree they could understand, speak, read and write Limburgish. The response options per skill were: not, hardly, fairly, good and very good. The results can be seen in table 1, the skills being understanding, speaking, reading and writing. In order to calculate a mean score, the response options were linked to a numeric score. ‘Not’ received a score of 1, ‘hardly’ a score of 2, ‘fairly’ a score of 3, ‘good’ a score of 4 and ‘very good’ received a score of 5.

	Score			
	Understanding	Speaking	Reading	Writing
Valid	39	39	39	39
Missing	0	0	0	0
Mean	4.769	4.282	3.897	3.026
Std. Deviation	0.536	1.276	0.995	1.203
Minimum	3.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000

Table 1: The Limburgish skills of the participating teachers.

In table 1, it can be seen that the majority of the teachers can understand ( $M = 4.769$ ,  $SD = 0.536$ ) and speak ( $M = 4.282$ ,  $SD = 1.276$ ) Limburgish. In addition, the majority of the teachers can read Limburgish ( $M = 3.897$ ,  $SD = 0.995$ ). The skill of the teachers whether or not they can write in Limburgish received the lowest score ( $M = 3.026$ ,  $SD = 1.203$ ). In figure 2, an overview of the results is displayed by means of a boxplot, so that the distribution of the results is visible.

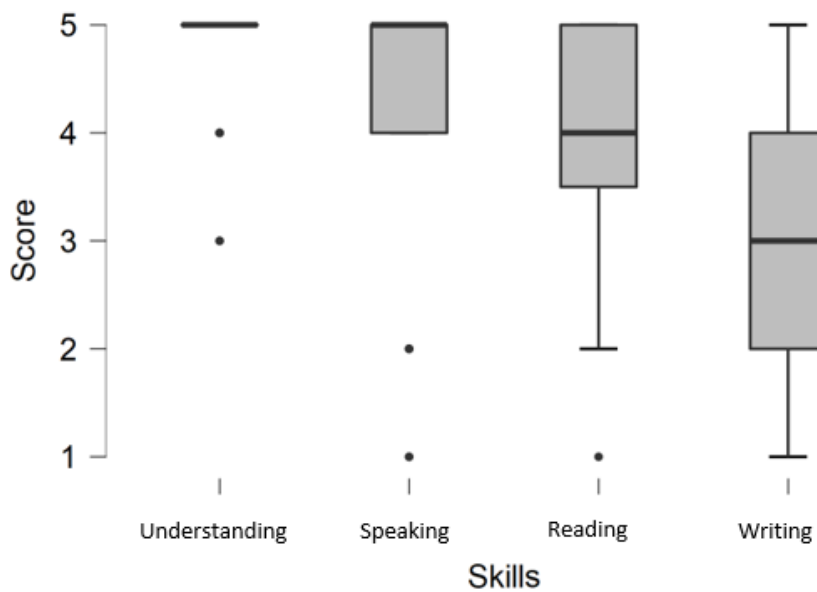


Figure 2: An overview of the Limburgish skills of the participating teachers, displayed in a boxplot.

The outliers in figure 2 make clear that there are participants who do not understand Limburgish perfectly. In this case, the outliers stand for seven of the participating teachers (one point can represent multiple participants), of whom two said to fairly understand Limburgish and five said to understand Limburgish well. In speaking Limburgish, there is more variation, with again two outliers which represent two participants who said they could not speak Limburgish and five participants who stated to hardly speak any Limburgish. The results for reading Limburgish are again more spread and only have one outlier that represents the participant who said not to be able to read Limburgish. The results for writing Limburgish are the most spread, with no outliers. A significant difference was found between the different Limburgish skills in applying an analysis of variance ( $F(3, 152) = 19.487$ ;  $p < 0.001$ ). Therefore, a Post Hoc Tukey analysis



was done. The results of this Post Hoc Tukey analysis, in which the different skills are being compared pairwise, can be found in table 2.

		95% CI for Mean Difference			SE	t	P <sub>Tukey</sub>
	Mean Difference	Lower	Upper				
1	2	0.487	-0.126	1.101	0.236	2.062	0.170
	3	0.872	0.258	1.485	0.236	3.691	0.002
	4	1.744	1.130	2.357	0.236	7.381	< .001
2	3	0.385	-0.229	0.998	0.236	1.628	0.366
	4	1.256	0.643	1.870	0.236	5.319	< .001
3	4	0.872	0.258	1.485	0.236	3.691	0.002

Note. P-value and confidence intervals adjusted for comparing a family of 4 estimates (confidence intervals corrected using the tukey method).

Table 2: Post Hoc Tukey analysis of the Limburgish skills of the teachers.

The biggest significant mean difference is between the skills of understanding Limburgish and writing Limburgish ( $MD = 1.744$ ,  $SE = 0.236$ ). In addition, the mean difference between speaking Limburgish and writing Limburgish is significant ( $MD = 1.256$ ,  $SE = 0.236$ ). Between the other skills, no significant difference was found. This means, that the Limburgish understanding skill of the participants is proved to be significantly better than the Limburgish writing skill of the participants and, in addition, that also the speaking Limburgish skill is significantly better than the Limburgish writing skill.

In case the teachers did not respond to (one of) these questions with ‘very good’, the follow-up question was, if they wanted to improve that specific skill. Of the seven participants who stated to understand Limburgish less than ‘very well’, two would like to understand Limburgish better. One of those participants had filled in to be able to understand Limburgish good, and the other participant had filled in to understand Limburgish fairly well. Four of them, of whom three can understand Limburgish well and one can fairly understand Limburgish, did not want to understand Limburgish better and one of them, who can understand Limburgish well responded ‘I do not know’. To the question if the teachers could speak Limburgish, twelve of the participants responded that they could not speak Limburgish ‘very well’. Of them, there were six people who would like to improve this skill, five who did not and again one person who responded ‘I do not know’. To the reading skill, the majority of the teachers, 28, did not respond with ‘very good’. Of them, there were eight people who would like to learn to read Limburgish better, 15 who did not and five who did not know. To the question about their writing skills, again a majority of the participants, 35 in this case, did not respond with ‘very good’. Of them, there were 19 participants who would like to learn to write Limburgish better,

eleven who did not and five who did not know. In general, it seems as if there is no great willingness among the participants to improve their Limburgish understanding and reading skills, since the majority of the teachers responded ‘no’ to the question whether or not they would like to improve that specific skill. In contrast, when asked whether or not the participants would like to improve their Limburgish speaking and writing skill, the majority of the participants responded ‘yes’.

In the survey, the participating teachers were asked to fill in what language they speak to different persons and – as a follow-up question – what language those persons speak to them. The teachers had the following response options: always in Dutch, more often in Dutch than in Limburgish, more often in Limburgish than in Dutch, always in Limburgish, a different language or the situation is not applicable. In analyzing the results, the responses were converted into numeric scores, so that mean scores and standard deviations could be calculated. The scores that were given to the responses were respectively: 1 point to always in Dutch, 2 points to more often in Dutch than in Limburgish, 3 points to more often in Limburgish than in Dutch and a score of 4 points to always in Limburgish. The options ‘different’ and ‘not applicable’ were not included (they are reported here as missing values). The results can be seen in table 3. On the x-axis, the different sets of persons (settings) can be seen, respectively:

1. Your partner;
2. Your own children;
3. Your father;
4. Your mother;
5. Your brothers/sisters;
6. Friends;
7. Neighbors;
8. Colleagues in formal settings;
9. Colleagues in informal settings;
10. Children in formal settings;
11. Children in informal settings.

	Score you										
	1	2	3	4	5	6	7	8	9	10	11
Valid	34	24	35	36	32	39	37	39	39	39	39
Missing	5	15	4	3	7	0	2	0	0	0	0
Mean	3.059	2.750	3.229	3.250	3.406	2.846	2.811	2.051	2.744	1.231	1.744
Std. Deviation	1.369	1.359	1.285	1.273	1.103	1.014	1.244	0.857	1.141	0.427	0.595
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	2.000	3.000

Table 3: Indices of the languages spoken by the teachers to different sets of persons (settings): 1 = always Dutch; 4 = always Limburgish.

The second row of table 3 shows missing values for settings 1 to 5 and 7, which means that those situations were not applicable to part of the participants. The setting in which Limburgish is least spoken by the teachers, is to children in formal settings ( $M = 1.231$ ,  $SD = 0.427$ ). In contrast, the settings in which teachers mostly speak Limburgish, are brothers and/or sisters ( $M = 3.406$ ,  $SD = 1.103$ ), closely followed by mothers ( $M = 3.250$ ,  $SD = 1.273$ ) and fathers ( $M = 3.229$ ,  $SD = 1.285$ ). It can also be seen that in the first seven settings and in setting 9, the mean scores are higher, which means that the teachers speak Limburgish more often in those settings. These specific settings are the more informal settings. In formal settings however, such as setting 8 and 10, Dutch is spoken more often. What is interesting to see, is that the teachers also have a lower mean score when talking to children in informal settings, which means they still tend to speak more Dutch than Limburgish to the children.

In figure 3, below, a boxplot of these results is provided, so that the distribution of the scores can be seen. What stands out in this boxplot again, is that in situation 10: ‘to children in formal settings’ Limburgish is almost never spoken. As can be seen, there is one outlier in situation 10, which represents the nine participants that speak Dutch more often than Limburgish in formal settings to the children. The outlier in situation 5 stands for the five participants who always speak Dutch to their brothers/sisters.

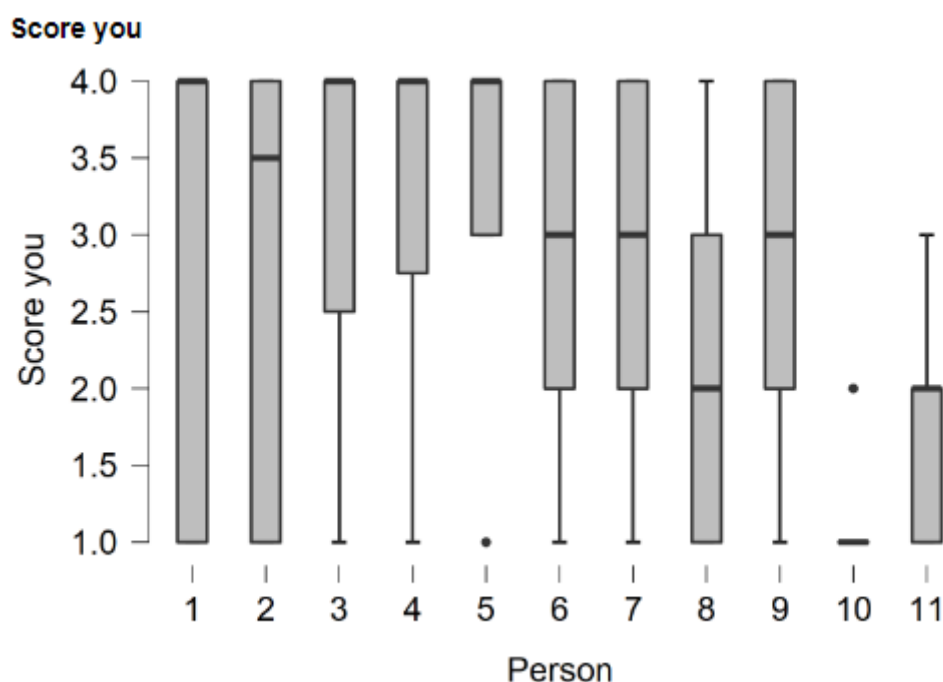


Figure 3: Boxplot about the languages that are spoken by the teachers to different persons (settings).

As mentioned before, the question was also asked the other way around, so in what language different people speak to the teachers. These results also converted into numeric scores and were analyzed the same way as the scores above. In table 4 below, the results can be seen.

	Score others										
	1	2	3	4	5	6	7	8	9	10	11
Valid	34	24	35	36	32	39	38	39	39	39	39
Missing	5	15	4	3	7	0	1	0	0	0	0
Mean	3.000	2.458	3.229	3.250	3.375	2.897	2.921	2.154	2.846	1.256	1.667
Std. Deviation	1.371	1.318	1.239	1.273	1.129	1.021	1.171	0.779	0.812	0.442	0.662
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	2.000	3.000

Table 4: Indices of the language spoken to the teachers by different sets of persons (settings): 1 = always Dutch; 4 = always Limburgish.

The results about the language that others speak to the teachers also show that children in formal setting tend to choose Dutch over Limburgish ( $M = 1.256$ ,  $SD = 0.442$ ). In addition, the people who speak Limburgish to the teachers the most, are their brothers and/or sisters ( $M = 3.375$ ,  $SD = 1.129$ ), again, closely followed by their mothers ( $M = 3.250$ ,  $SD = 1.273$ ) and fathers ( $M = 3.229$ ,  $SD = 1.239$ ). In the boxplot below, in figure 4, the distribution of the results can be seen more clearly. The only situation in which there were outliers, is situation 5: ‘brothers/sisters’. This outlier represents the five participants whose brothers/sisters always speak Dutch to them.

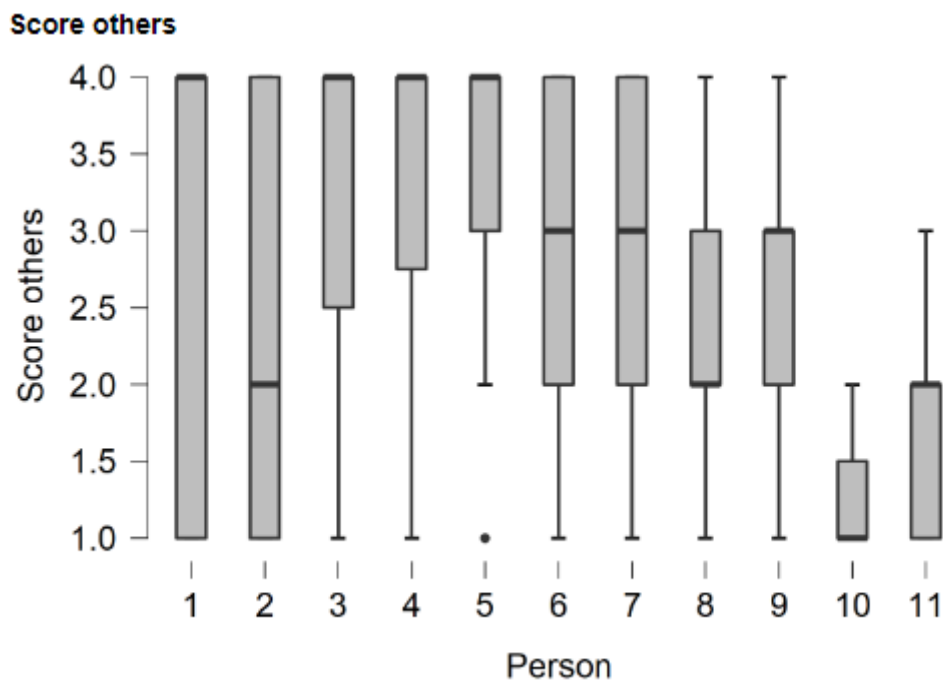


Figure 4: Boxplot about the languages that are spoken by different persons to the teachers.

When comparing the boxplot in figure 3 to the boxplot in figure 4 – that is, comparing the scores of the languages that the teachers speak to others to the language that others speak to the teachers – it can be seen that there are only slight differences in choice of language. The persons who sometimes have a different choice of language than the participating teachers are colleagues in formal settings, colleagues in informal settings and children in formal settings. In conversation with colleagues, both formal and informal, all four different response options were mentioned. However, to children in formal settings, only option 1: Dutch and option 2: more often in Dutch than in Limburgish were mentioned. These were also the only two mentioned options when the question was asked in what language the children speak to the teachers in formal setting.

In order to find out whether or not there would be a significant difference between the choice of language of the teachers to different people, an ANOVA was done. However, in the ANOVA, only the last four situations have been taken into account, since, as mentioned, the other situations had many missing values, so that the results would be less reliable if all situations were taken into account. From the ANOVA, a significant difference between the choice of language to different people ( $F(3, 152) = 24.266; p < 0.001$ ) was measured, so that a Post Hoc Tukey test could be done. The results of this test are displayed in table 5.

		<b>Mean Difference</b>	<b>SE</b>	<b>t</b>	<b>p tukey</b>
8	9	-0.692	0.182	-3.813	0.001
	10	0.821	0.182	4.520	< .001
	11	0.308	0.182	1.695	0.330
9	10	1.513	0.182	8.333	< .001
	11	1.000	0.182	5.508	< .001
10	11	-0.513	0.182	-2.825	0.027

*Note.* P-value adjusted for comparing a family of 4

Table 5: Results of the languages that are spoken by the teachers to different persons (settings), only taking into account settings 8 up to 11.

The results show, that there are significant differences between situation 8: ‘to colleagues in formal settings’ and situation 10: ‘to children in formal settings’ ( $p < 0.001$ ). In addition, there is a significant difference between the language choice to colleagues in informal settings and to children in formal, as well as informal settings ( $p < 0.001$ ). The biggest significant mean difference is between colleagues in informal settings and to children in formal settings ( $MD = 1.531$ ,  $SE = 0.182$ ). The smallest significant mean difference is between situation 8: ‘Colleagues in formal settings’ and situation 10: ‘Children in formal settings’ ( $MD = 0.821$ ,  $SE = 0.182$ ).

#### **4.1.3 General attitudes towards Limburgish**

In the questionnaire, the participating teachers were asked to fill in their associations with Limburgish in general. The associations that were returned can be found in appendix 5. Note that this was an open ended question, so that participating teachers had the opportunity to fill in multiple associations. It is therefore possible to have more than 39 responses. As can be seen from the figure in appendix 5, there was one participant, who is a native speaker of Limburgish, who could not come up with any associations with Limburgish, so that his response was ‘none’. The association ‘cozy/coziness’ was mentioned most often (14 times). Associations that were also mentioned multiple times were ‘home’ (five times), ‘trusted’ (four times), ‘dialect’ (three times), ‘burgundy’ (three times), ‘convivial’ (three times), ‘informal’ (two times), ‘casual’ (two times), ‘connection’ (two times), ‘belongs to me’ (two times) and ‘ambience’ (two times). The only negative association that came up, albeit only once, was ‘failure’. This association was mentioned by a native speaker of Dutch. Interestingly, at the question whether or not she wanted to improve her Limburgish skills, she did say she would like to improve her Limburgish understanding and speaking skills. Overall it can be said that the associations of the participating teachers with Limburgish were mainly positive.

The participants were also asked to respond to a number of statements about Limburgish. The statements are displayed with the scores 1 to 9, corresponding with the statements below.

1. It is a good thing that attention is paid to Limburgish at school;
2. Limburgish is a real language, just like Dutch;
3. I think it would a pity if Limburgish was to disappear;
4. Limburgians should be proud of their language;
5. Limburgish parents should speak Dutch to their children;
6. Dutch-speaking parents should encourage their children to speak Limburgish;
7. It is important that children in Limburg, grow up speaking Limburgish;
8. Everyone in Limburg should be able to understand Limburg;
9. Everyone in Limburg should be able to speak Limburgish.

The participants could respond to these statements with ‘totally disagree’, ‘disagree’, ‘neutral’, ‘agree’, ‘totally agree’ and ‘I do not know/irrelevant’. These possible responses were scored respectively from 1 to 5 and the last response: ‘I do not know/irrelevant’ was marked as a missing value. The results to this question can be seen in table 6, below.

	Scores								
	1	2	3	4	5	6	7	8	9
Valid	37	35	37	37	36	35	37	36	36
Missing	2	4	2	2	3	4	2	3	3
Mean	3.784	3.400	4.649	4.514	2.278	3.229	3.595	3.167	2.417
Std. Deviation	0.917	1.241	0.633	0.731	1.233	1.060	1.013	1.183	0.967
Minimum	1.000	1.000	3.000	3.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000

Table 6: The scores of the participants responding to statements about Limburgish.

As can be seen from this figure, the highest scores are given to statement 3: ‘I think it would a pity if Limburgish were to disappear.’ ( $M = 4.649$ ,  $SD = 0.633$ ) and to statement 4: ‘Limburgians should be proud of their language’ ( $M = 4.514$ ,  $SD = 0.731$ ). This means that the majority of the participants agreed with those statements. The lowest scores are given to statement 5: ‘Limburgish parents should speak Dutch to their children.’ ( $M = 2.278$ ,  $SD = 1.233$ ) and to statement 9: ‘Everyone in Limburg should be able to speak Limburgish’ ( $M = 2.417$ ,  $SD = 0.967$ ). This means that the majority of the participants did not agree to these statements. The scores of the responses to the other statements were in between, but all of the remaining

statements received a mean score above 3. In figure 5, the results are displayed in a boxplot, in order to get a clearer overview of the distribution of the scores. In the boxplot, not only the mean scores can be seen, it can also be seen that as a response to statement 1, 7 and 9, there are also some outliers. This means, that there were also some participants who did not agree with the majority of the participants. With statement 1: ‘It is a good thing that attention is paid to Limburgish at school’, the outlier represents the participating teacher who responded with ‘totally disagree’. The outlier with statement 7: ‘It is important that children in Limburg, grow up speaking Limburgish’ stands for the two participants who responded ‘totally disagree’. The outlier that can be seen with statement 9: ‘Everyone in Limburg should be able to speak Limburgish’ represents one participant who responded ‘totally agree’.

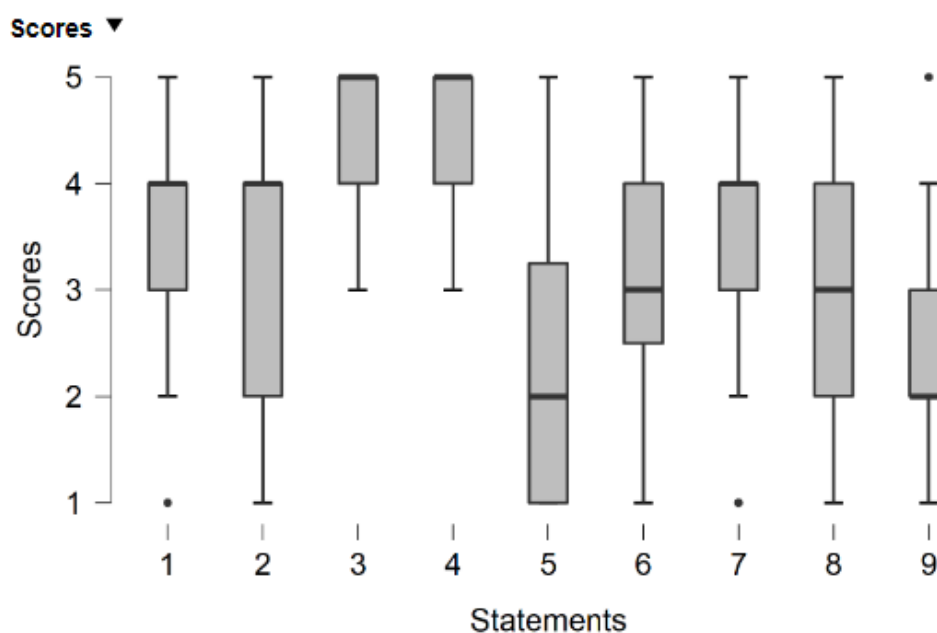


Figure 5: The scores of the participants responding to statements about Limburgish, displayed in a boxplot.

With the ANOVA test, it was shown that the differences between the responses to different statements were significant ( $F(8, 317) = 23.368; p < 0.001$ ), so that a Post Hoc Tukey test could be done. In table 7, the results of this Post Hoc Tukey test are displayed. From this test, it can be seen that the differences between statement 3: ‘I think it would be a pity if Limburgish was to disappear’ and all other statements, except for statement 1 and 4, are significant ( $p < 0.001$ ). The biggest significant mean difference is between statement 3: ‘I think it would be a pity if Limburgish was to disappear’ and statement 5: ‘Limburgish parents should speak Dutch to their children’ ( $MD = 2.371, SE = 0.238$ ) and the smallest significant mean difference is between statement 6: ‘Dutch-speaking parents should encourage their children to speak Limburgish’ and



statement 8: ‘Everyone in Limburg should be able to understand Limburg’ ( $MD = 0.062$ ,  $SE = 0.241$ ).

		Mean Difference	SE	t	P <sub>Tukey</sub>
1	2	0.384	0.239	1.604	0.802
	3	-0.865	0.236	-3.666	0.009
	4	-0.730	0.236	-3.093	0.055
	5	1.506	0.238	6.340	< .001
	6	0.555	0.239	2.320	0.333
	7	0.189	0.236	0.802	0.997
	8	0.617	0.238	2.598	0.192
	9	1.367	0.238	5.755	< .001
	2	3	-1.249	0.239	-5.219
4		-1.114	0.239	-4.654	< .001
5		1.122	0.241	4.659	< .001
6		0.171	0.243	0.707	0.999
7		-0.195	0.239	-0.813	0.996
8		0.233	0.241	0.969	0.988
3	4	0.135	0.236	0.573	1.000
	5	2.371	0.238	9.980	< .001
	6	1.420	0.239	5.935	< .001
	7	1.054	0.236	4.468	< .001
	8	1.482	0.238	6.239	< .001
4	5	2.232	0.238	9.396	< .001
	6	2.236	0.238	9.412	< .001
	7	1.285	0.239	5.370	< .001
	8	0.919	0.236	3.895	0.004
	9	1.347	0.238	5.670	< .001
5	6	2.097	0.238	8.827	< .001
	7	-0.951	0.241	-3.947	0.003
	8	-1.317	0.238	-5.543	< .001
	9	-0.889	0.239	-3.716	0.007
6	7	-0.139	0.239	-0.581	1.000
	8	-0.366	0.239	-1.530	0.841
	9	0.062	0.241	0.257	1.000
7	8	0.812	0.241	3.371	0.024
	9	0.428	0.238	1.801	0.681
8	9	1.178	0.238	4.959	< .001
8	9	0.750	0.239	3.136	0.048

Note. P-value adjusted for comparing a family of 9

Table 7: Post Hoc Tukey analysis about the statements on Limburgish.

#### 4.1.4 Limburgish in education

When asked if the schools of the participating teachers had a policy about the language that should be used at school, 66.7% responded with ‘yes’, 10.3% of the teachers responded with ‘no’ and the remaining 23.1% of the teachers responded ‘I do not know’. The participating teachers who responded with ‘yes’ were asked in the next question to specify this policy. All of the teachers who specified the policy said that Dutch is the main language at school. 11.5% of the teachers added to this that it is not forbidden at their school to use dialect when needed, for example when a child needs to be comforted. In addition, 92.3% of the teachers stated to totally agree with the current policy at their school. Two teachers (7.7%) stated to partly agree

with the current policy. When asked to specify this, one of the teachers responded that he thinks the policy is correct, since the tests are also in Dutch, however he finds the use of Limburgish in informal settings is desired. The other teacher said that he thinks it would be fine to use the dialect every now and then in class and in small talk, however he presumes that the main language in education is Dutch.

In the survey, the participating teachers were asked to estimate the percentage of Limburgish speaking children in their school (figure 6), and more specifically, in their class. The estimated percentage of Limburgish speaking children in their class can be seen in figure 7. Seven of the teachers could not estimate the percentage of Limburgish speaking children at school, and five of the teachers could not estimate the percentage of Limburgish speaking children in their class (displayed in the figure as '-'). In the figures, the percentage Limburgish speaking children can be seen on the x-axis. On the y-axis, it is shown how many teachers responded with the corresponding percentage.

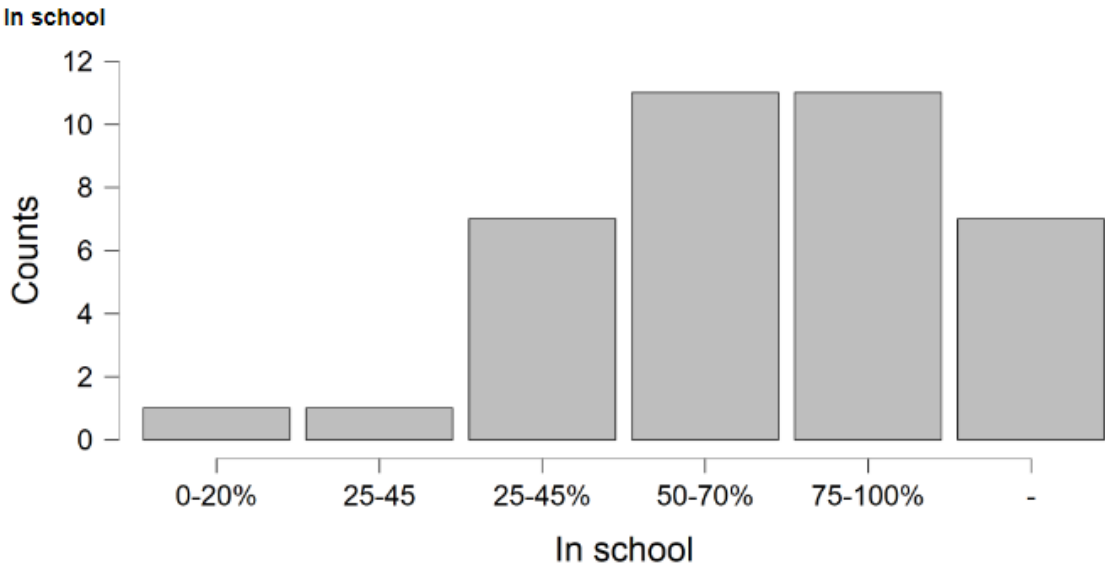


Figure 6: Estimated percentage of Limburgish speaking children in school.

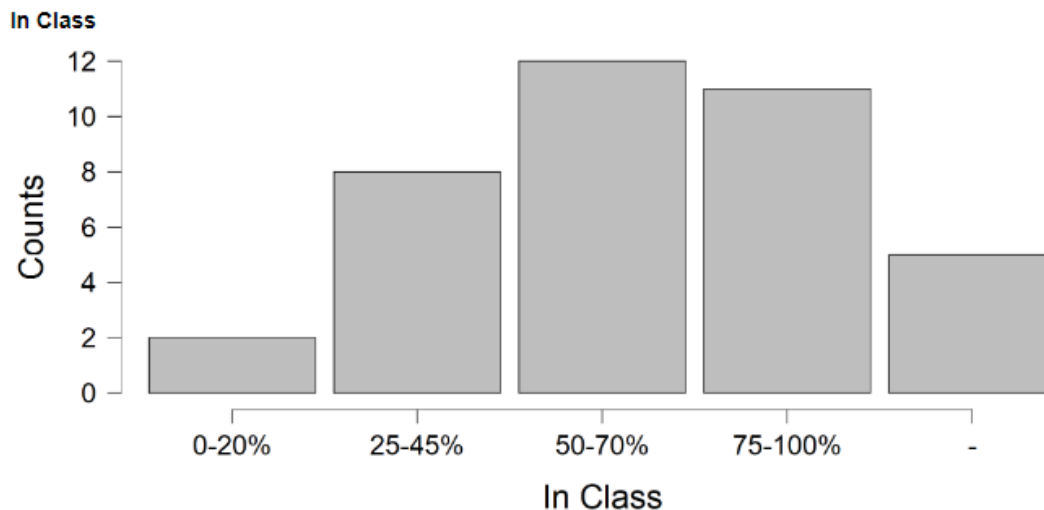


Figure 7: Estimated percentage of Limburgish speaking children in class.

	<b>At school</b>	<b>In class</b>
Valid	31	33
Missing	8	6
Mean	58.548	59.697
Std. Deviation	20.864	22.636
Minimum	20.000	10.000
Maximum	95.000	100.000

Table 8: The mean scores and standard deviations of the estimated percentage of Limburgish speaking children at school and in class.

In table 8, the mean scores and standard deviations of the estimated percentage Limburgish speaking children at school and in class, are displayed. The table shows that the estimated mean score of children who speak Limburgish at school does not differ very much from the estimated mean score of children who speak Limburgish in class (the difference is only 1.1%). From the table it can be seen that the estimated percentage of Limburgish speaking children at school and in class seems fairly high, above 50%. However, as table 8 also shows, the standard deviation is also fairly high (20.9% at school and 22.6% in class). Still, when combining table 8 with figure 6 and figure 7, it can be seen that both at school and in class, the majority of the teachers estimated the percentage of Limburgish speaking children to be in one of the two columns 50-70% and 75-100%.

Of the participating teachers, when asked if they had ever taught in Limburgish, the majority, that is 65.8%, said never to have taught in Limburgish. The remaining 34.2% of the

teachers said to have taught in Limburgish occasionally. None of the teachers teaches regularly in Limburgish. In addition, it was asked how often the teachers read a Limburgish book to the children, sing Limburgish songs with the children, write something in Limburgish on the blackboard and how often the children watch Limburgish television shows at school. The vast majority of the teachers never did any of these things: that is 84.2% of the teachers have never read a Limburgish book to the children, 50% of the teachers have never sang Limburgish songs with the children, 84.2% of the teachers have never written anything in Limburgish on the blackboard and 86.8% of the teachers stated that the children have never watched Limburgish television shows at school. What was remarkable, however, was that even though half of the teachers never sing Limburgish songs with the children (50%), when asked how often the teachers sing Limburgish songs with the children, 47.4% of the participants stated to sing Limburgish songs with the children occasionally and 2.6% stated to sing Limburgish songs with the children with some regularity, about once a month.

In the survey, the participating teachers were also asked about the Limburgish educational resources they are aware of and what educational resources the schools possess. The first question about this topic was, whether or not the teachers have enough Limburgish educational resources at their disposal. To this question 2.6% (one participant) responded 'yes', 44.7% responded 'no' and the remaining 52.6% responded 'I never/almost never use any Limburgish educational resources'. The different responses led to different follow-up questions for the participant. When the response of the participants was 'yes', the follow-up question was, what these educational resources entail. The participant who was asked this question, responded with 'poems, picture books, series of lessons, activity books'. When the response of the participants to the first question was 'no', the follow-up question was what kind of Limburgish educational resources they miss. Of the 17 participants to whom this question was displayed, one specified that he did not miss anything, four participants did not know what kind of Limburgish educational resources they miss and the other twelve participants specified the materials they miss, these results can be seen in figure 8, below. Note that this was an open ended question, so that it is possible to have multiple responses.

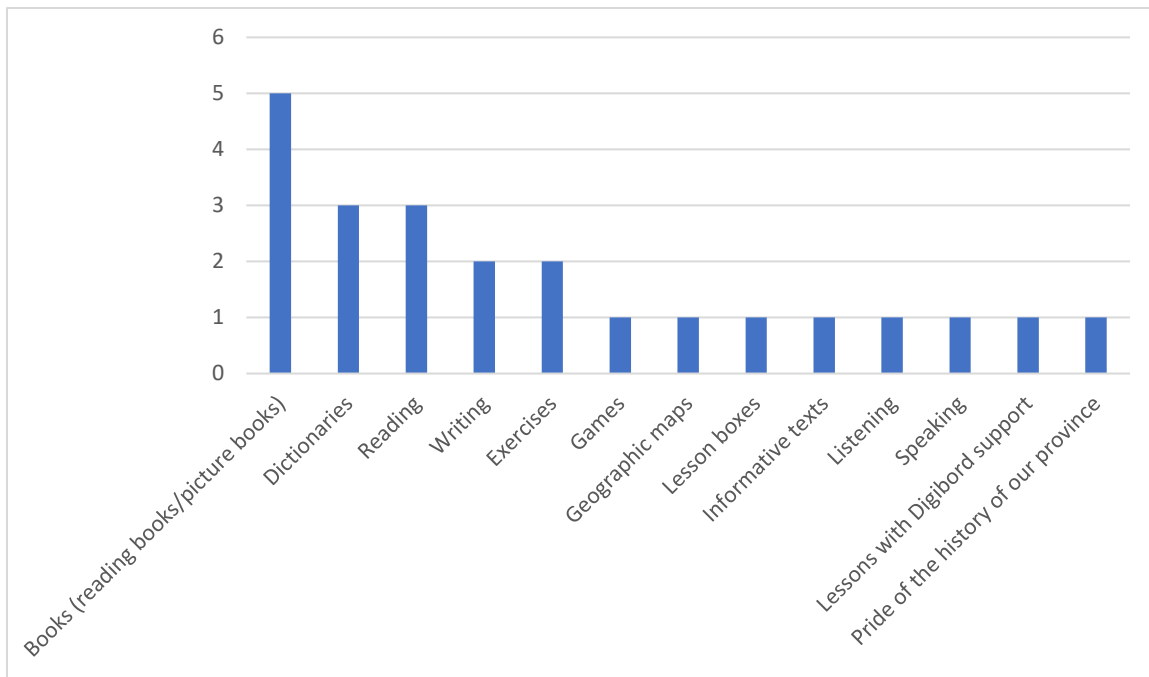


Figure 8: Limburgish educational resources that the teachers miss in the current offer.

As can be seen from figure 8, the educational resource that was mentioned most frequently to currently miss, is books.

When participants responded to the first question: ‘Do you have enough Limburgish educational resources at your disposal?’ with: ‘I never/almost never use any Limburgish educational resources’, the follow-up question was whether or not they would like to use more Limburgish educational resources. To this question, 20% responded ‘yes’, 35% responded ‘no’ and the remaining 45% responded ‘I do not know’. The 20% of the participants who responded ‘yes’ had to fill in another follow-up question: ‘What would it take for you to start using more Limburgish educational resources?’. The responses were:

1. Familiarity with teaching materials;
2. Suitable and appropriate teaching aids for the specific purpose;
3. Illustration materials;
4. Ideas that contribute to the lessons.

When teachers were asked with whom they use Limburgish in a school setting, the results show that during classes, the majority of the teachers, 76.9%, only speaks Dutch to the children. The other 23.1% of the participating teachers states to use Dutch more often than Limburgish. None of the teachers stated to solely or most often use Limburgish with children in class. When it comes to informal contact with the children, a shift takes place. In this case, 33.3% of the teachers use solely Dutch. The majority of the teachers, that is 59.0%, uses Dutch more often

than Limburgish. The remaining 7.7% of the teachers states to use Limburgish more often than Dutch in informal contact with the children.

In contrast, the results about the language the teachers use with their colleagues, show a different pattern. During meetings, 30.8% of the teachers use solely Dutch in order to communicate with their colleagues. 35.9% of the teachers, the majority, use Dutch more often than Limburgish, whereas 30.8% of the teachers use Limburgish more often than Dutch. The remaining 2.6% of the teachers only use Limburgish during meetings. During informal contact with colleagues, 23.1% of the teachers use solely Dutch, 10.3% of the teachers use Dutch more often than Limburgish and 35.9%, which is the majority, use Limburgish more often than Dutch. The remaining 30.8% of the teachers uses solely Limburgish in informal contact with colleagues. To sum up: teachers most often speak Dutch to the children in both formal and informal settings. In addition, the majority of the teachers, that is 66.7%, also solely or most often speaks Dutch with their colleagues in formal settings. However, in informal settings, it is exactly the other way around, so that the majority of the participating teachers, that is 66.7%, uses Limburgish always or most often.

In order to specify not only to whom the participating teachers speak Limburgish, but also in what situations, the teachers were presented with multiple situations to which they had to respond what language they use mostly. The situations the teachers were presented to were:

1. In the schoolyard to the children;
2. In the schoolyard to colleagues;
3. In the classroom during circle talk;
4. In the classroom during instructions;
5. In class when helping individual children;
6. In class when comforting a child;
7. During formal parent contact;
8. During informal parent contact.

The following response options were possible: never, occasionally, regularly, often and almost always. In order to get a clear view on the situations in which the teachers do or do not use Limburgish often, numeric scores have been given to the possible response options: never scored 1, occasionally scored 2, regularly scored 3, often scored 4 and almost always scored 5. The means and standard deviations are described per situation in table 9 below.

	In the schoolyard to the children	In the schoolyard to colleagues	In the classroom during circle talk	In the classroom during instructions	In class when helping individual children	In class when comforting a child	During formal parent contact	During informal parent contact
Valid	38	38	38	38	38	38	38	38
Missing	1	1	1	1	1	1	1	1
Mean	1.974	3.789	1.316	1.158	1.605	2.211	2.579	3.026
Std. Deviation	0.944	1.510	0.525	0.370	0.718	1.119	1.081	1.150
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	3.000	2.000	4.000	4.000	5.000	5.000

Table 9: Mean scores and standard deviations of the teachers' use of Limburgish in different situations.

A significant difference was found between the different situations ( $F(7, 296) = 31.149$ ;  $p < 0.001$ ). As the results of the Post Hoc Tukey analysis in table 10 below show, the biggest significant mean difference was between situation 2: 'In the schoolyard to colleagues' and situation 4: 'In the classroom during instructions' ( $MD = 2.632$ ,  $SE = 0.227$ ). The smallest significant mean difference was between situation 5: 'In class when helping individual children' and situation 7: 'During formal parent contact' ( $MD = -0.974$ ,  $SE = 0.227$ ). In addition, table 10 shows that the difference between situation 2: 'In the schoolyard to colleagues', which received the highest score, and every other situation is significant, except for situation 8: 'During informal parent contact'. Furthermore, in contact with children (situations 1, 3, 4, 5, and 6) the scores are the lowest. This means, that when talking to the children, the teachers almost always never speak Limburgish.

		95% CI for Mean Difference			SE	t	P <sub>Tukey</sub>
	Mean Difference	Lower	Upper				
1	2	-1.816	-2.509	-1.122	0.227	-7.994	< .001
	3	0.658	-0.036	1.351	0.227	2.896	0.077
	4	0.816	0.122	1.509	0.227	3.591	0.009
	5	0.368	-0.325	1.062	0.227	1.622	0.737
	6	-0.237	-0.930	0.457	0.227	-1.043	0.967
	7	-0.605	-1.299	0.088	0.227	-2.665	0.138
	8	-1.053	-1.746	-0.359	0.227	-4.634	< .001
	2	2.474	1.780	3.167	0.227	10.890	< .001
2	4	2.632	1.938	3.325	0.227	11.585	< .001
	5	2.184	1.491	2.878	0.227	9.616	< .001
	6	1.579	0.886	2.272	0.227	6.951	< .001
	7	1.211	0.517	1.904	0.227	5.329	< .001
	8	0.763	0.070	1.457	0.227	3.360	0.020
	3	0.158	-0.536	0.851	0.227	0.695	0.997
	5	-0.289	-0.983	0.404	0.227	-1.274	0.908
	6	-0.895	-1.588	-0.201	0.227	-3.939	0.003
3	7	-1.263	-1.957	-0.570	0.227	-5.561	< .001
	8	-1.711	-2.404	-1.017	0.227	-7.530	< .001
	4	-0.447	-1.141	0.246	0.227	-1.969	0.504
	6	-1.053	-1.746	-0.359	0.227	-4.634	< .001
	7	-1.421	-2.114	-0.728	0.227	-6.256	< .001
	8	-1.868	-2.562	-1.175	0.227	-8.225	< .001
	5	-0.605	-1.299	0.088	0.227	-2.665	0.138
	7	-0.974	-1.667	-0.280	0.227	-4.287	< .001
4	8	-1.421	-2.114	-0.728	0.227	-6.256	< .001
	6	-0.605	-1.299	0.088	0.227	-2.665	0.138
	7	-0.974	-1.667	-0.280	0.227	-4.287	< .001
	8	-1.421	-2.114	-0.728	0.227	-6.256	< .001
	7	-0.368	-1.062	0.325	0.227	-1.622	0.737
	8	-0.816	-1.509	-0.122	0.227	-3.591	0.009
	7	-0.447	-1.141	0.246	0.227	-1.969	0.504
	8	-0.447	-1.141	0.246	0.227	-1.969	0.504

Note. P-value and confidence intervals adjusted for comparing a family of 8 estimates (confidence intervals corrected using the tukey method).

Table 10: Post Hoc Tukey analysis of the use of Limburgish in different situations.

In order to get a clear image about what the participating teachers think is best, it was asked in what language they think education should be. They could choose from 1. entirely Dutch, 2. entirely dialect, 3. entirely another language, that is..., 4. partially Dutch and partially dialect, 5. partially Dutch and partially another language, that is..., 6. partially dialect and partially another language, that is..., or 7. Different, that is... To this question, 73.0% of the participating teachers responded ‘entirely Dutch’. 13.5% of the participating teachers responded ‘partially Dutch and partially dialect’. However, one teacher responded ‘entirely another language, that is...’, and specified this by saying ‘both’. This response can therefore be added to the percentage of teachers who responded ‘partially Dutch and partially dialect’, which makes a total of 16.2%. A small amount of the participating teachers, 5.4%, responded with ‘partially Dutch and partially another language, that is...’, and specified this by responding respectively ‘dialect and foreign languages’ and ‘German or English’. Another 5.4% of the participating teachers responded to this question with ‘different, that is...’. This was specified by one of them by saying: “*Grotendeels Nederlands. Net zoals er Engelsles gegeven wordt mag er ook plaats zijn*



voor dialect. Misschien meer in projectvorm of verweven in het vak taal” [Mainly Dutch. Just as English is taught there may also be room for dialect. Perhaps more in the form of projects or interwoven into the subject ‘language’]. The other teacher specified his response by saying that Dutch should be the main language, but that there should also be attention for dialect.

#### 4.1.5 Educational attitudes about multilingualism

In the survey, the participants were also asked about their general view towards multilingualism. The teachers were presented with several statements about this topic to which they had to respond with: ‘totally disagree’, ‘disagree’, ‘neutral’, ‘agree’, ‘totally agree’ and ‘I do not know/irrelevant’. These possible responses were scored from 1 to 5. ‘I do not know/irrelevant’ was marked as a missing value. The statements that the teachers were presented with are the following ones:

1. It is better for a child if the school focuses very strongly on one language: Dutch;
2. A child who learns multiple languages needs more time for development, compared to a child who only learns one language;
3. The use of multiple languages in primary school leads to confusion among children;
4. A child has more problems with Dutch if it also speaks another language;
5. It is an enrichment for a child to speak several languages;
6. Children learn a language best if they start speaking it before the age of six;
7. It is important that children are raised multilingual;
8. Teaching English in primary school is important.

	Scores							
	1	2	3	4	5	6	7	8
Valid	36	35	36	37	37	34	37	36
Missing	3	4	3	2	2	5	2	3
Mean	3.194	2.457	2.389	2.432	4.514	4.412	3.865	4.306
Std. Deviation	1.191	0.852	1.022	1.094	0.692	0.609	0.976	0.710
Minimum	1.000	1.000	1.000	1.000	2.000	3.000	2.000	2.000
Maximum	5.000	4.000	5.000	5.000	5.000	5.000	5.000	5.000

Table 11: Responses to the statements about multilingualism.

As can be seen in table 11, situation 5: ‘It is an enrichment for a child to speak several languages’ received the highest score ( $M = 4.514$ ,  $SD = 0.692$ ). The situation that received the

lowest score, is situation 3: ‘The use of multiple languages in primary school leads to confusion among children’ ( $M = 2.389$ ,  $SD = 1.022$ ).

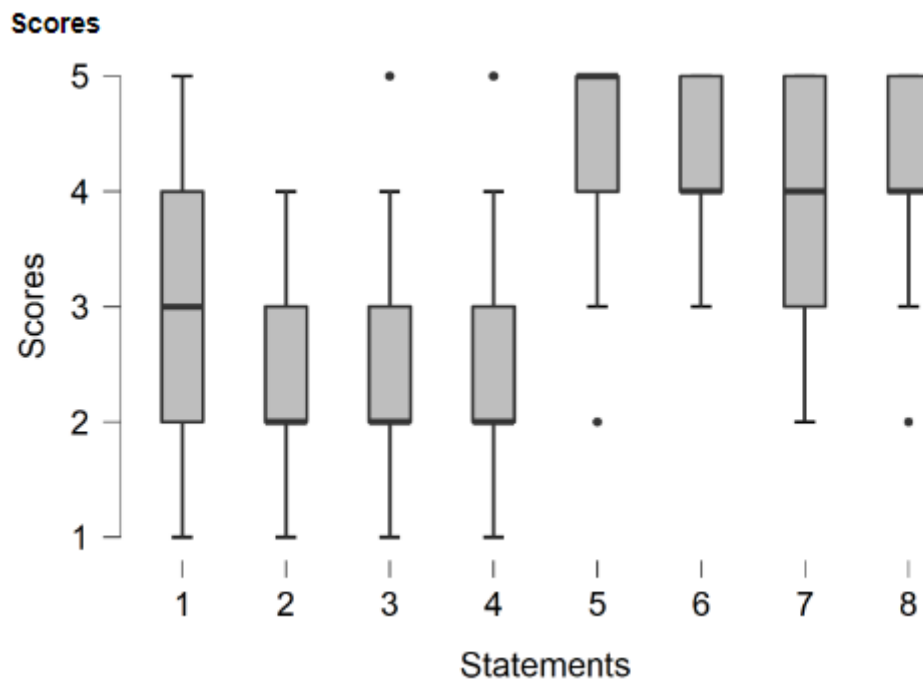


Figure 9: Responses to the statements about multilingualism, displayed in a boxplot.

In the boxplot that is displayed in figure 9, not only the distribution of the data is displayed more clearly, also the outliers are visible for statement 3, 4, 5 and 8. The outlier with statement 3: ‘The use of multiple languages in primary school leads to confusion among children’ stands for one participant who responded ‘totally agree’. To statement 4: ‘A child has more problems with Dutch if it also speaks another language’, two participants responded ‘totally agree’, which is displayed in the outlier. The outlier in statement 5: ‘It is an enrichment for a child to speak several languages’ stands for one participant who responded ‘disagree’ and the outlier in statement 8: ‘Teaching English in primary school is important’ represents one participant who responded ‘disagree’. From these results, it appears that the teachers in general seem to be positive about multilingualism. This can be seen from the relatively high scores to statements 5 to 8, and relatively low scores to statements 2 to 4. In addition, also statement 1 received a lower score than statement 5 to 8. There is a significant difference between the responses to the statements ( $F(7, 280) = 31.673$ ;  $p < 0.001$ ). As the results of the Post Hoc Tukey analysis in table 12 show, the biggest significant mean difference is between statement 3: ‘The use of multiple languages in primary school leads to confusion among children’ and statement 5: ‘It is an enrichment for a child to speak several languages’ ( $MD = -2.125$ ,  $SE = 0.215$ ). The smallest

significant mean difference is between statement 1: ‘It is better for a child if the school focuses very strongly on one language: Dutch’ and statement 8: ‘Teaching English in primary school is important’ ( $MD = -1.111$ ,  $SE = 0.216$ ).

		Mean Difference	SE	t	P <sub>Tukey</sub>
1	2	0.737	0.218	3.387	0.018
	3	0.806	0.216	3.727	0.006
	4	0.762	0.215	3.550	0.011
	5	-1.319	0.215	-6.145	< .001
	6	-1.217	0.219	-5.552	< .001
	7	-0.670	0.215	-3.123	0.041
	8	-1.111	0.216	-5.141	< .001
	2	3	0.068	0.218	0.314
4		0.025	0.216	0.114	1.000
5		-2.056	0.216	-9.511	< .001
6		-1.955	0.221	-8.853	< .001
7		-1.408	0.216	-6.511	< .001
8		-1.848	0.218	-8.492	< .001
3	4	-0.044	0.215	-0.203	1.000
	5	-2.125	0.215	-9.898	< .001
	6	-2.023	0.219	-9.225	< .001
	7	-1.476	0.215	-6.876	< .001
	8	-1.917	0.216	-8.869	< .001
4	5	-2.081	0.213	-9.762	< .001
	6	-1.979	0.218	-9.087	< .001
	7	-1.432	0.213	-6.719	< .001
	8	-1.873	0.215	-8.726	< .001
5	6	0.102	0.218	0.467	1.000
	7	0.649	0.213	3.043	0.052
	8	0.208	0.215	0.969	0.978
6	7	0.547	0.218	2.511	0.195
	8	0.106	0.219	0.484	1.000
7	8	-0.441	0.215	-2.053	0.448

Note. P-value adjusted for comparing a family of 8

Table 12: Post Hoc Tukey analysis about the statements on multilingualism.

## 4.2 Interviews

Interviews were held with six teachers of different primary schools in Limburg. As mentioned in paragraph 3.1 about the method, these interviews took place via Zoom and lasted approximately 30 to 45 minutes. All interviews were transcribed and entered in ATLAS.ti, so that the transcriptions could be coded. These codings are described below, in the same subcategories as were used in describing the results of the surveys, that is: background data, language skills and the use of Limburgish, general attitudes towards Limburgish, Limburgish in education and educational attitudes about multilingualism.

#### **4.2.1 Background data**

The native language of five of the six participating teachers is a Limburgish dialect, even though one of the teachers with Limburgish as native language hesitated to say this. When she was asked why she did not mention Limburgish as her native language at first, she said not to think of Limburgish as a language. The native language of the sixth teacher is Dutch, however, she did grow up in the south of Limburg and learned to speak Limburgish at a later age. Three of the participants teach the higher grades, teaching children from around age nine/ten, one of the participants teaches children around age four/five and the remaining two participants do not teach a specific class (anymore), since one of them teaches theater in multiple groups and the other participant has a different function in school. She has, however, had her own class before, and in that time, she taught the higher grades.

#### **4.2.2 Language skills and the use of Limburgish**

Even though Limburgish is only the native language of five of the six participants, the sixth participant stated to be able to speak Limburgish as well. She stated that when someone starts to speak to her in Limburgish, she will continue to speak Limburgish in that conversation. Furthermore, she stated to speak Limburgish to her husband when she is emotional. Four of the participants share the opinion that the first moment of contact with someone decides the language they will use to that specific person. One of the participants stated about this: *“Wat je dus hebt met talen, de taal die je de eerste keer met iemand spreekt, dat zet meteen de bakens neer.”* [So what you have with languages, the language you speak to someone the first time, that immediately sets the stage.] Another participating teacher, whose native language is Limburgish stated: *“Als ik ook maar enigszins het idee heb van: die mensen kunnen dialect, dan doe ik dat ook.”* [If I even have the slightest idea that people can speak dialect, then I will speak dialect]

Five of the six participating teachers stated to speak in Limburgish with colleagues in informal settings. The sixth teacher, the participant with Dutch as a native language, stated to speak in Dutch with her colleagues. In formal settings however, only one of the teachers stated to speak Limburgish with colleagues. Three other participating teachers stated to speak Dutch in formal settings, and the other two teachers did not say what language they speak in formal settings to their colleagues. In addition, the five participating teachers whose native language is Limburgish, stated to speak Limburgish with the parents of the children that attend their school as well, when possible, both in informal and in formal settings. These five teachers stated to consult with the parents which language they would like to speak. One of the teachers

specified this by saying: *“De intake is redelijk officieel, maar ook weer het gevoel van de school vinden, hè? Dan vind ik dat dat ook wel in het dialect kan, want je moet ook een duidelijk beeld krijgen waar je je kind gaat brengen. Dus ik stem een beetje met ouders af wat ze op dat moment wenselijk vinden.”* [The intake is fairly official, but it is about finding the spirit of the school, right? I think that can also be done in dialect, because you have to get a clear picture of where you are going to bring your child. So I coordinate with parents what they find desirable at that time.] Only one of the teachers, whose native language is Dutch, thought it is not professional to speak Limburgish with parents, so that she prefers speaking Dutch to them: *“Hè, weet je, de professionele rol maakt het daardoor wat makkelijker, want anders ga je toch heel erg op het persoonlijke zitten, en ik weet niet of dat altijd heel verstandig is.”* [The professional role in Dutch makes it a little easier, because otherwise you are going to be on a personal level, and I do not know if that is always very wise.]

Three of the participating teachers stated to never use Limburgish in class. Another participant stated to sometimes use Limburgish in class, for example when a child needs comfort. Yet another participant, whose native language is Dutch stated to use Limburgish in class for example by singing Limburgish songs, when carnival is celebrated. The third participant who stated to use Limburgish every now and then in class was the teacher who teaches theater. She stated to implement Limburgish in her classes in a playful manner. In order to do so, she does not use a specific existing method. She said about this: *“Dus ik ben ook bij de kinderen begonnen met dingen die ik in het Nederlands zeg, ook daarna nog even in het Limburgs te zeggen, of andersom. [...] Bijvoorbeeld, ik heb van die kaartjes en daar staat dan het Nederlandse woord op, [...] dus dat kinderen iets gaan uitbeelden, een handeling, maar daar staan ook woordjes op in het dialect.”* [So I also started with the children with saying things in Dutch, also in Limburgish afterwards, or vice versa. For example, I have these cards with a Dutch word on them, [...] so the children will act out something, an action, but there are also words in dialect on them.]

### **4.2.3 General attitudes towards Limburgish**

An open ended question was asked about the associations of the participating teachers towards Limburgish in general. In the results, a clear difference is visible between the attitudes of the participating teachers towards Limburgish (figure 10), and their projected attitudes of ‘outsiders’: people who do not live in Limburg (figure 11). It can be seen that the Limburgish teachers have a positive attitude towards Limburgish in general. Also the teacher who did not think of Limburgish as her native language even though it is, had solely positive associations

towards Limburgish. The teachers for example say that Limburgish gives comfort, that the language feels safe and familiar and that sometimes a message can be conveyed better in Limburgish than in Dutch. However, the teachers do say that Limburgish feels like an informal language and that Dutch feels more like a ‘proper’ language of instruction.

From the projected attitude of people outside of Limburg, it can be seen that the participating teachers think that by people who do not live in Limburg, Limburgish is often seen as backward or even stupid. Limburgians would be typified as dumb on television and outsiders would think of Limburgish as ‘extremely sing-songy’. In addition, it was stated by one of the participants that it can even complicate the selection process for a job when an applicant speaks Limburgish outside a Limburg context. However, when asked if that specific teacher had experienced any trouble herself when applying for a job, she stated to never have experienced this herself, since she has had her current job for a long period.



Figure 10: Associations of the participating teachers towards Limburgish.

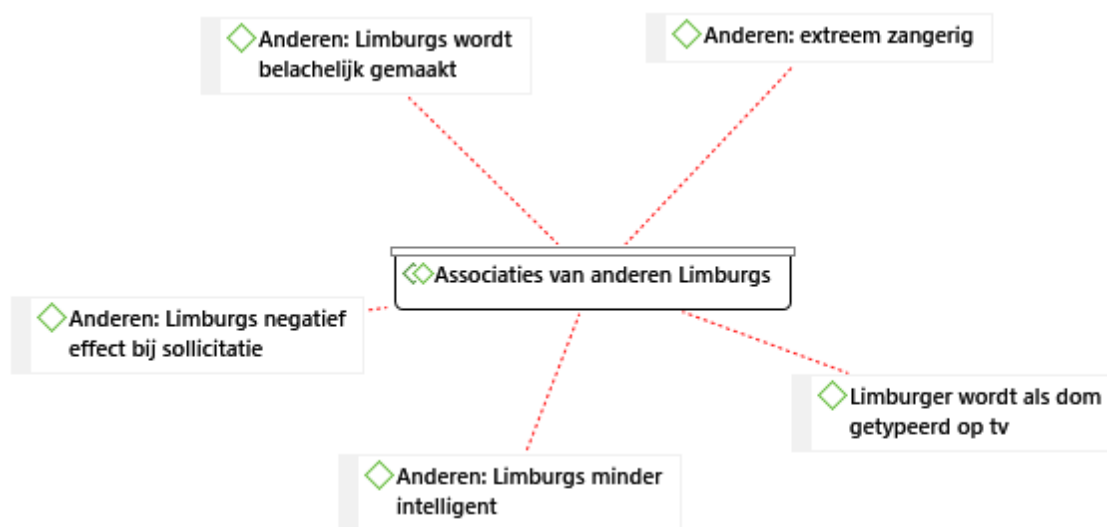


Figure 11: Projected associations of others towards Limburgish (according to the participating teachers).

Another aspect that was often mentioned about Limburg in general and about Limburgish in specific during the interviews, even though no specific question about this was drawn up beforehand, was the importance of the cultural heritage. Three of the six participating teachers felt that it is important to be aware of your roots and have knowledge about the place you come from. For that reason, they argued that everybody should at least have some knowledge about their local culture of origin. One of the teachers stated: “*Dat culturele erfgoed is het eigenlijk heel erg belangrijk, vind ik dan.*” [I think that cultural heritage is actually very important.] Two of the teachers said that they hope that Limburgish will continue to exist. One of them said: “*Ja een school moet kinderen voorbereiden op de toekomst, en bij toekomst hoort altijd geschiedenis.*” [A school must prepare children for the future, and the future always includes history.]

#### 4.2.4 Limburgish in education

As mentioned earlier, Limburgish got acknowledged in the European charter, which makes Limburgish an official regional language. It is, therefore, allowed for teachers to use Limburgish as an instruction language in primary education. When asked if the teachers are aware of this acknowledgement, only one of the teachers said to be aware of this. However, she specified this by saying: “*Ik heb daar nooit echt bewust heel sterk stil bij gestaan.*” [I have never really thought about that consciously.] Three of the participating teachers had recently found out about the acknowledgement of Limburgish in the European charter, whereas two of

the teachers did not know about it at all. When asked about the current policy that the schools have about the use of Limburgish at school, two teachers stated to have a monolingual, Dutch policy at their schools. One of these teachers specified that this was the case while she works at a special school, attended by children with speech- and language impairments. At this school, it is important that children can communicate in at least one language: Dutch. Three of the teachers stated not to have any policy about the use of Limburgish at their school, even though one of these teachers says that the standard language is Dutch. The last teacher did not know whether or not there was a policy in the first place.

To the question whether or not it should be obliged for primary schools in Limburg to offer Limburgish, two teachers responded positively. Three of the teachers think it would be a good development if ‘something’ is done about Limburgish, but they think it should not be made obligatory. One of the teachers said about this: *“Verplicht weet ik niet. Weet je, als je het gaat verplichten gaan ze het niet doen of dan werpt het negatieve energie. Maar ik denk wel dat het heel leuk is om het te promoten dat je het op basisscholen kan gaan doen. Dat je zo net als: ‘ik bob, jij bobt’, maar dat je dan zo ’n promotiesysteem hebt van Limburgs op school, een idee, in die leuke sfeer. En ik denk dat je dan wel triggers hebt. Maar als je het gaat verplichten is het weer: ah moet er weer bij, weet je wel. Dat is niet zo handig.”* [Obligatory, I don't know. You know, if you start making it obligatory they are not going to do it or then it gives a negative energy. But I do think it is really nice to promote that you can start doing it in elementary schools. Then it is like: “I bob, you bob,” [an example of a Dutch advertisement] but that you have a system promoting Limburgish in school, in a fun atmosphere. And I think you do have triggers then. But if you start making it obligatory it is again like: ah this comes on top of it [the rest of the courses in school], you know. That is not so useful.] The last teacher stated that she does not think Limburgish should be made obligatory in primary schools, because the curriculum is already filled with many other courses. In addition, she thought that Limburgish is not as ‘embedded’ as for example Frisian. Therefore, she said if Limburgish would ever be implemented in education, it would be because the government obliged the implementation of Limburgish. Otherwise, she thinks Limburgish will never be implemented in education.

To the question what the teachers think Limburgish materials in education should look like, one of the participating teachers said: *“Ik zou dan wel graag veel meer in beelden. [...] Van: ‘goh, dit is een beeld van een molen, op de ene plaats zouden ze zeggen: dit is een ‘meulen’, op de andere plaats, dit is een ‘muule’, ja oké’. Dan heb ik wel zo’n beeld nodig, want anders komt het niet altijd over. [...] Dus dat is meer het materiaal dat ik daarbij nodig heb. Ik hoef niet in de methode dan te lezen wat het woord in het dialect is, want dat weet ik*



*dan wel.*” [I would like to see it much more in images. Like: 'Gee, this is a picture of a mill, in one place they would say: this is a "meulen", in another place, this is a "muule", yes okay'. Therefore I do need an image, because otherwise it does not always come across. So that is more the kind of materials I need. I don't need to read in the method what the word is in the dialect, because I know that myself.] He specified that Limburgish materials should serve as a support because, since he is a native speaker of Limburgish, he would be able to fill in the lesson himself. Another teacher, whose native language is also Limburgish, states about Limburgish materials that it is difficult for a teacher to find it and that the use of these materials should be more encouraged: *“Ik denk dat ze die lesprogramma's wel iets meer mogen prijzen, niet in de zin van geld, maar aanmoedigen om de scholen, om dat te gaan gebruiken, want als je het zelf moet zoeken, vind je het niet.”* [I think they should praise these teaching programs a little more, not in the sense of money, but in encouraging the schools to use them, because if you have to look for it yourself, you will not find it.] In addition, she mentioned that she would be willing to try out implementing Limburgish in education, however when asked what she would need in order to do this, she stated: *“Je hebt eigenlijk toch altijd wel iemand nodig die dat een beetje aanstuurt. Als Veldeke zegt: we hebben zo 'n lescyclus, dan heb je in school altijd nog een kartrekker nodig die dat ziet zitten. Dus daarom zou het handiger zijn dat we zelf docenten hebben die zo 'n pakketten komen aanbieden. Die zeggen: acht weken zijn we in school en doen we dat leuk, bijvoorbeeld.”* [You always need someone to steer it a bit. If Veldeke says: we have such a cycle of lessons, then you would still always need a driving force at school. That is why it would be more convenient if we had our own teachers who would come and offer such cycles of lessons, who will say: we will be at school for eight weeks and in that time we will do this. This was also mentioned by the participating teacher who teachers theater to several classes who stated, when the question was asked what Limburgish materials should have to comply with in order to be suitable: *“Dat ze het me aanleveren, eigenlijk. Ik ben heel erg zoekende naar materialen.”* [That it is provided, actually. I am very much looking for materials.] In order to be able to use Limburgish materials during her lessons anyway, she developed some educational resources herself. About this she stated: *“Soms denk ik: ja, iedereen is iets aan het bedenken, terwijl volgens mij is er al heel veel.”* [Sometimes I think: everyone is creating materials, even though I think there already exists a lot.] From all the examples that are described above, it appears that more familiarity is needed in order for Limburgish to be implemented in education, since teachers do not know how and where to search and do not know how to provide Limburgish at school.

As a reason to implement Limburgish in education, one of the teachers stated to think it could be useful for children to identify as an individual. She said: *“Ik vind dat wij nu veel grotere eenheidsworst zijn aan het worden, hè, ik bedoel: alles moet via Tiktok, alles moet via Pinterest. [...] En het eigen individu verdwijnt een beetje soms vind ik.”* [I think we're becoming much more of a uniform society now. I mean: everything has to go through Tiktok, everything has to go through Pinterest. [...] The own individual disappears a little bit sometimes I think.] She also stated to think that speaking the dialect of the region can be helpful: *“Het enige wat ik heel duidelijk wil zeggen is dat het kunnen spreken van een taal uit de regio, ik denk wel dat dat deuren opent. [...] Ik denk dan dat, hè, de acceptatie, de wil om bij een gemeenschap te horen, ik denk dat dat wel de sleutel is voor die sociale integratie, zal ik maar zeggen. Zeker als je nieuw komt.”* [The one thing I want to say very clearly is that being able to speak a language from the region, I do think that opens doors. [...] I think, the acceptance, the will to belong to a community, that's the key to social integration. Especially when you are a newcomer in the area.]

Four of the six participating teachers state to think there is not one form of Limburgish, which makes it difficult to use specific methods in schools. One of the teachers, who is a native speaker of Limburgish said: *“Daar zitten wel wat haken en ogen aan denk ik, omdat er zoveel verschillende soorten Limburgs zijn. Volgens mij is Fries meer eenzelfde soort dialect.”* [There are some hurdles to this I think, because there are so many different kinds of Limburgish. I think Frisian is more a unity] In addition, not only the different kinds of Limburgish dialects were mentioned, two of the teachers also said that the use of Limburgish in education will be too difficult because of the various native languages of children. One of the teachers says the following about this matter: *“Wij hebben hier op school toch ook wel een gemengde populatie, en er zitten natuurlijk ook kinderen met een Marokkaanse achtergrond of een Syrische achtergrond. Dan denk ik: ja voor hun is het al fijn als ze gewoon het Nederlands goed beheersen, dan hebben ze vaak ook nog thuis hun eigen taal, of dat ze ouders nog dingen moeten vertalen. Wat kom jij dan aan met Limburg?”* [We have a mixed population at school, and there are also children with a Moroccan or Syrian background. For them it is already nice if they have a good command of Dutch, then they often have their own language at home as well, or that they have to translate things to their parents. Why also teach them Limburgish?]

#### **4.2.5 Educational attitudes about multilingualism**

Five of the participating teachers stated to think that bilingualism or multilingualism is positive and that it is a good thing to raise a child in more languages. One of the teachers even said: *“Ja,*

*ik denk dat je eigenlijk al een kleine voorsprong hebt als je twee talen spreekt. En dat je talig misschien wel makkelijker kunt ontwikkelen.*” [Yes, I think you actually already have a small advantage if you speak two languages. And that you may be able to develop linguistically more easily.] The other participating teacher did not specifically say to think bilingualism is positive or negative. She did, however, say that she thought children should get in touch with different languages at an early age, because in that case, they will be able to learn the language as if it was their native language. She also stated: *“Maar ik vind het wel jammer als er geen reden voor is, dat ouders dan zeggen: Ja we gaan Nederlands praten. Dat vind ik heel jammer. Dat zou ik zelf nooit doen.”* [But I do think it would be a shame if parents decide to speak Dutch to their children if there is no reason for that. I find that very unfortunate. I would never do that.] When asked if the teachers could notice a difference in skills of bilingual Limburgish-Dutch children, in comparison to monolingual Dutch children, four of the teachers said there is no difference in proficiency between those children. One of the teachers, however, stated to notice a difference in Dutch proficiency of two Limburgish-Dutch children. She said that in these cases, Dutch should be stimulated more. At this point, she thinks Dutch is not stimulated enough at home with these children. However, she did not mention specific differences in scores between these two Limburgish-Dutch children and monolingual Dutch children. The last teacher said the opposite: if anything, knowledge of multiple languages would be beneficial for children, so bilingual Limburgish-Dutch children have an advantage. Furthermore, two of the teachers also mentioned that bilingual Limburgish-Dutch children can benefit from their Limburgish knowledge while writing Dutch, since there are certain ‘tricks’ that they can use.

Two of the teachers said that if there would be another language than Dutch in class, it should be in a playful manner: *“Misschien een spelletje, of eens een liedje. Gewoon heel minimaal. En dan een beetje opbouwend eigenlijk, zodat het een beetje... Of een beetje tellen, gewoon omdat je weet dat het in de ontwikkeling bij kinderen na een bepaalde leeftijd niet meer als een natuurlijke taal wordt opgepakt.”* [Maybe a game, or a song. Just very minimal. And then we slowly build that up, so that it is a little bit... Or a little bit of counting, just because you know that in the development of children, after a certain age, it is not picked up as a natural language anymore.]

The interviewed teachers were also asked about the policy their school has when it comes to teaching English. About this, four teachers said that they are obliged to teach English when children are around the age of 11, and one teacher said to already teach English from age four. The last teacher, who does not solely teach one class, since she teaches theater, stated to use English every now and then with the children, using images and short words. However, she

also said that English is mainly taught in the higher classes. In addition, it was stated by two teachers that English is used way more than Limburgish. The teacher who teaches at a special school and is therefore obliged to speak solely Dutch, said about this matter: *“Het is heel gek, wij zijn verplicht om Engels teg even, maar Limburgs geven we niet.”* [It is very crazy, we are obliged to teach English, but we do not teach Limburgish.] In contrast, another participating teacher said she would always choose to teach English over Limburgish. Over all, the teachers do think teaching English is important. One of the participating teachers said about this: *“En goed, je moet Engels tegenwoordig, het is gewoon best belangrijk. Als je al niet naar de wetenschappelijke studies kijkt, maar je hebt alleen al het internetgebruik en zoiets”* [English is important these days. Not only when you look at scientific studies, but even when using internet.] This specific participant thinks it is also important to start teaching English at a younger age. This is also said by another participant, at whose school English is taught in a playful manner to children from around age four. From around the age of eight, the children start to learn English using a specific method.

## **5. Discussion**

This study investigated the attitude of primary school teachers in Limburg towards the use of Limburgish in education and, in addition, the situations in which the teachers use Limburgish were studied. This study applied a qualitative as well as a quantitative method. The qualitative part of the method consisted of interviews, carried out with primary school teachers in Limburg. The quantitative part of the method consisted of a digital survey of primary school teachers in Limburg with a detailed questionnaire. The interviews were transcribed and coded using ATLAS.ti and the results of the survey were analyzed by using JASP. Based on the literature study carried out first, it was expected that not many schools in Limburg would have a policy about the use of Limburgish at school, since the study of Van Reydt (2017) already had pointed out that primary schools did not have an explicit policy. Therefore, it was expected that teachers would not use Limburgish in class often, and that teachers would even be unaware of the right to use Limburgish in class, according to the European charter. This expectation was further substantiated by Hagen (2002), who concluded that only the standard language is usually spoken in the classroom. Furthermore, based on earlier research, it was expected that teachers would evaluate Limburgish as an informal language, and that the use of Limburgish would be limited to informal settings, such as with friends and family, and, in a school setting, to comfort children and in conversation with colleagues in informal settings (Kraaykamp, 2005; Unsworth, 2020; Vallen & Kroon, 2004).

In interpreting the results of this study, it should be taken into account that only 39 teachers took part in the quantitative part (the survey) and six teachers in the qualitative part (the interviews). Of these participants, most are employed at schools in the southern and middle part of Limburg. Besides that, a great amount of the participants were recruited with help from the Huis voor de Kunsten, which could mean that the participating teachers already had knowledge about or were even slightly biased in a positive way towards the use of Limburgish at schools prior to this study. Furthermore, no follow-up interviews were conducted with the teachers who filled in the survey, since this would be even more demanding for the teachers, who were already burdened with stressful times due to the COVID-19 virus. For a possible follow-up study, it could be useful to do so, since the teachers then have the opportunity to explain their responses. The native language of the majority of the participants, was Limburgish: five of the six interviewed participants had Limburgish as native language and 27 of the 39 participants who filled in the survey had Limburgish as native language. In addition, of the people who did not have Limburgish as a native language, the majority could understand and speak Limburgish to a certain level. This corresponds to the research of Veldeke Limburg (2021), who found out that the majority of the people living in Limburg, that is 67%, speak Limburgish fluently and another 11% of the people that live in Limburg are able to speak Limburgish, albeit not fluently. The level of Limburgish knowledge of the participants of current study, therefore, does not seem to be deviating from the general population of Limburg. In addition, the majority of the participants identified themselves as being Limburgish to a greater or lesser degree.

The mixed method approach was chosen, because interviews could explain the results of the survey in more detail and with more information, providing telling and insightful examples and comments. Indeed, in the interviews, clear explanations were given and several statements appeared to be useful as citations. However, the opinion of the teachers that were interviewed, seem to differ slightly from the opinions of the teachers that filled in the survey. The interviewed teachers overall were more positive about implementing Limburgish in education, while the teachers that filled in the survey were not predominantly positive about this matter. This could be due to several reasons, for example the fact that the subject of the interviews was already made clear to the participating teachers beforehand, so that the participants could already look up information about the subject. It could also have to do with the ‘observer’s paradox’. This involves the process in which the researcher has an influence on the results because the participants know that they are being observed. In that case, the interviewed participants would want to respond ‘correctly’ and not according to their own

opinion (Dale & Vinson, 2013). Still, the interviews did have added value in this study, since the questions in the survey could be specified and, next to that, the interviews made it possible to go into more detail about several topics.

The first research question: “In what situations do primary school teachers in Limburg use Limburgish in school context?”, can be answered by looking at table 9 and table 10 in the results part. In these tables, the results of the question ‘How often do you speak Limburgish in the following situations?’ are displayed. From those tables, it can be seen that the situation in which the majority of the teachers almost always speaks Limburgish, is in the schoolyard to their colleagues. The difference between the situation ‘in the schoolyard to colleagues’ and the other situations, always showed a significant effect, except for the situation ‘during formal contact with parents’. The biggest difference in language choice between situations is between ‘in the schoolyard to colleagues’ and ‘in the classroom during instructions’. Even though the majority of the participating teachers estimated to have a percentage of 50 or higher Limburgish speaking children attending their schools, Limburgish is almost never used in the classroom and certainly not in class during instruction giving. In addition, in classroom during circle talk, Limburgish is not spoken often either. The lowest scores were given to all the situations in which the teachers speak to the children (situations 1, 3, 4, 5 and 6), which means that teachers tend to prefer not to speak Limburgish to children. During informal parent contact, however, Limburgish is regularly spoken. The smallest significant mean difference was between situation 5: ‘In class when helping individual children’ and situation 7: ‘During formal parent contact’. From these results it can be concluded that the teachers think Limburgish is not an instruction or a formal language. The use of Limburgish is mainly limited to informal settings. That teachers do not see Limburgish as an instruction language, is endorsed by the fact that the majority of the participating teachers responded with ‘entirely Dutch’ to the question in what language they think education should be done. Of the majority of the teachers who said to have a policy in place at their school about language use, all of the participants specified that this was a ‘Dutch only’ policy. It might be the case that the teachers cannot imagine that a more Limburgish friendly policy might be worthwhile and rewarding. The majority of the teachers think the situation is fine as it is. In more informal settings in school, Limburgish is spoken somewhat more often. This might be because, as Kraaykamp (2005) concluded, speaking a dialect is often seen as informal, so that it is more difficult to use a dialect, in this case a Limburgish dialect, in education.

When these results are compared to the results of the interviews, the following comes up. With parents, both in formal- and informal settings, the majority of the interviewed teachers,

five of the six, speaks Limburgish when possible. In addition, to colleagues in informal settings, Limburgish is spoken by the same five participants, which corresponds to the results of the survey. During formal settings, however, the majority of the interviewed teachers, five of the six, speaks Dutch to their colleagues. In addition, the teachers say that Limburgish is more an informal language and that Dutch is more a 'proper' language of instruction. Furthermore, the special school of one of the interviewed teachers, attended by children with speech- and language impairments, is very strict about only using Dutch while communicating with the children. This is interesting, since it seems as if Limburgish is regarded as a restricted, superfluous language, which is to be used only after the Dutch language has been mastered well enough. Only one other interviewed teacher stated to have a 'Dutch only' policy at school. Three other participants did not have any policy in place at school and one of the interviewed teachers did not know whether or not her school has a policy in place about the language that should be used in school. To sum up: the situations in which the teachers who filled in the survey and the interviewed teachers use Limburgish, are mainly in more informal settings, such as with colleagues or in contact with parents. The instruction language that is used in class, is Dutch, either because of the policy that the schools have in place, or because the teachers think Limburgish is a restricted language that only has qualities in informal settings.

Before answering the second research question: 'What is the attitude of primary school teachers in Limburg towards using Limburgish in the classroom?', it is relevant to take a look first at the general attitude of the participating teachers towards Limburgish. The teachers were asked to state their associations with Limburgish in an open ended question, so that they could fill in anything that came to mind. Apart from two participants who filled in respectively 'failure' and 'none', the rest of the stated associations were positive. This matches the results of Belemans (2002) and Veldeke Limburg (2021) who found that the overall association of people from Limburg towards Limburgish are positive. In the present study, the association that was mentioned most often was 'cozy/coziness'. Furthermore, when the participating teachers were asked to respond to statements about Limburgish, it turned out that the majority of the teachers thought it would be a pity if the Limburgish language was to disappear. This was also concluded from the study of Veldeke Limburg (2021), in which the majority of the participants is also afraid that Limburgish will disappear in the future and wants Limburgish to continue to exist. On top of the fact that the majority of the participants of the current study thinks it would be a pity if Limburgish was to disappear, the majority also thinks Limburgians should be proud of their language and that it would be a good idea to pay attention to Limburgish at school. This is a contradictory finding, because, as mentioned earlier, when the teachers were asked in what

language they think primary education should be, the majority responded ‘Dutch only’. The contradiction between the teachers’ positive attitudes towards Limburgish on the one hand and the belief that primary education should be in Dutch on the other, is a clear example of a divergence between attitude and behavior (Münstermann & Van Hout, 1988).

When asked if the teachers have enough Limburgish educational resources at their disposal, only one of them responded ‘yes’. The other teachers responded ‘no’ or ‘I never/almost never use any Limburgish educational resources’. When asked what kind of Limburgish educational resources the teachers need, they mentioned books, geographic maps, dictionaries, exercises etc. (see figure 8). Based on section 2.5 of the current study, it is safe to say that there already exist Limburgish educational resources that meet the needs and wishes of the teachers (Bakkes & Van de Wijngaard, 2006; Bakkes & Van de Wijngaard 2011; Limburgse Dialecten, n.d.). This means, that teachers are not sufficiently aware of the existence of Limburgish educational resources and that these resources should be more exposed. This is confirmed by one of the participants who stated that ‘familiarity with the teaching materials’ is necessary in order for her to use more Limburgish educational resources. The results of the surveys are coherent with the results from the interviews. Similar as the teachers who filled in the survey, the interviewed teachers also had solely positive associations towards Limburgish themselves. However, the interviewed teachers also mentioned projected associations of people who do not live in Limburg. In contrast, these associations were solely negative. It was, for example mentioned that having a Limburgish accent would have an influence in a job interview. However, Grondelaers, Steegs and Van Hout (2010) concluded that having a Limburgish accent is not evaluated to be negative on all domains. In addition, as Grondelaers and Van Hout (2010) found out, having a Limburgish accent as a teacher scored relatively high on ‘social attractiveness’. Corresponding to the teachers who filled in the survey, the interviewed teachers also thought it would be a pity if Limburgish was to disappear. They also mentioned, even though no specific question about this matter was drawn up, that Limburgians should be aware of – and have knowledge about – their cultural heritage. Two of the interviewed teachers mention that Limburgish could be implemented in education in a playful manner, just as was mentioned by the teachers in the survey. When asked about Limburgish materials, one of the interviewed teachers said that it is difficult for a teacher to find out about these materials and that it should be encouraged to use these materials. This ‘familiarity with the teaching materials’ is something that also came up in the survey. Another interviewed teacher said that Limburgish materials with pictures would be helpful, and that Limburgish materials should be used more as a support, instead of as an actual target. To sum up: the teachers that filled in the survey, as



well as the interviewed teachers seem to agree on positive associations with Limburgish. In addition, both groups think it would be a good idea if Limburgish was to be implemented into education in a playful manner. What is necessary for this to happen, is more familiarity with materials. These materials should serve as support.

In this study, not only the attitude towards Limburgish was investigated, also the attitude towards multilingualism in general was addressed. The overall attitude of the participating teachers towards multilingualism in general, was mostly positive. The majority of the teachers who filled in the survey, as well as the majority of the interviewed teachers, think it is an enrichment for children to be able to speak multiple languages and that it is important for children to be raised multilingual, which corresponds to the literature about multilingualism (Bialystok, 2009; Bialystok, Craik, Klein, Viswanathan, 2004; Diamond, 2010; Costa, Hernández & Sebastián-Gallés, 2008; Ramakrishan, Mekala, Mamidipudi, Yareeda, Mdidula, Bak, Alladi and Kaul, 2017). Besides that, the majority of the teachers also think it does not lead to confusion for the children if the (primary) schools offer multiple languages. In addition, the majority of the teachers think that children learn a language best if they start speaking it at a younger age, before the age of six.

When asked whether or not teaching English in primary schools is important, the majority of the teachers responded positively. Only one of the participants disagreed with that statement. In addition, also the interviewed teachers agree that it is important to teach English in primary schools. When asked in the survey if the teachers think it is better for a child if the school strongly focuses on one language – Dutch – the majority of the teachers thought this would indeed be best. Teaching English in primary schools would therefore only be a smaller part of the curriculum and not one of the main languages of instruction at school. The fact that the majority of the teachers have the judgement that the school should focus on one language contradicts what García and Lin (2017) found out about this, that is that teaching in only one language would be harmful for children. On top of that, research shows that there is no need for only using Dutch in education instead of using Dutch as well as Limburgish, since children with Limburgish language backgrounds score similar as, or even outperform children with a standard Dutch background (Van der Slik, Driessen and De Bot, 2000; Cornips, Van den Heuij and Francot, 2015; Van den Nieuwenhof, Van der Slik & Driessen, 2004). According to Wright and Baker (2017) and Duarte and Günther (2019), children would even benefit from being taught in multiple languages.

Based on the results above, considering that the teachers mostly have a positive judgement about multilingualism, have positive attitudes towards Limburgish, that they do not

want Limburgish to disappear and think a child learns a language best when learning it at a younger age, it could be expected that the participating teachers would say that the implementation of Limburgish in primary schools is a good development. Indeed, teachers see some possibilities for Limburgish to be implemented in primary schools in a playful and casual way, through games, songs or theme weeks. The main reason to do this, is to get children in touch with the Limburgish language and the Limburgish culture. Nevertheless, as mentioned earlier, according to the participating teachers, Dutch ought to remain the main language of instruction at school. Moreover, one of the interviewed teachers said that it would not be a good idea to make it mandatory for schools to implement Limburgish, since there are already enough mandatory elements in school. Furthermore, the teachers state it is already difficult for children with a different language background than Dutch to learn Dutch, so it would even be more difficult if they also had to learn Limburgish. This is in line with Kroon and Vallen (2002), who state that Dutch is used most often in transferring knowledge in schools, because it is difficult in education to combine the use of multiple languages with maintaining the equality between children with different native languages. However, the language background of the children should not be ignored or even stigmatized by schools (Advisory Committee on Language Variation, 2019). What is also important to take into account, is that the participating teachers do not seem to be fully aware of the existing Limburgish educational resources. They do not have a clear picture of the possible ways Limburgish could be implemented into primary schools. In the current situation, the teachers seem to never have thought about the use of Limburgish in education. The policy at schools is usually a ‘Dutch only’ policy and the teachers seem to agree with that. However, while talking about the subject, the teachers seem to become more aware of the different possibilities of implementing Limburgish in education. Furthermore, the teachers seem to become more aware of their own positive associations towards Limburgish and about their fear for Limburgish to disappear.

## **6. Conclusion**

The conclusions that can be drawn on the basis of this study seem somewhat paradoxical. On the one hand, the teachers mainly have positive attitudes towards Limburgish and think it is important for the Limburgish culture and language to survive. In addition, the majority of the teachers think it is an enrichment for children to speak multiple languages and they do not think that the use of multiple languages in primary school leads to confusion amongst the children. However, on the other hand, the teachers have a different attitude towards Limburgish when it comes to the use of it in primary education. In the current situation, the schools of the majority

of the participating teachers pursue a ‘Dutch only’ policy, even though the majority of the schools have an estimate of 50% or more Limburgish speaking children. Teachers still think the main language of education should be Dutch for various reasons. These reasons include the already heavy workload of the children and, in addition, the attendance at schools of children with a different native language than Dutch, so that learning Dutch has the highest priority. The priority of learning Dutch seems to be not only an issue for children with a different language background, but also for children with speech- and language impairments or severe learning problems.

However, as expressed by the participating teachers, if Limburgish was to be implemented in education, it should be in a playful manner, for example by organizing theme weeks, through projects or by implementing Limburgish in the Dutch language classes. After all, the majority of the teachers do not want Limburgish to disappear and think it would be good for schools to pay attention to Limburgish. In order for this to happen, Limburgish educational resources should become better available and familiar, so that teachers will know what kind of possibilities there are when it comes to implementing Limburgish in primary schools. After all, at this moment, as was found out, the teachers do not know what kind of educational resources already exist and in what ways Limburgish could be implemented.

Limburgs in ‘t oonderwies: kwatsj of zjus nuudig? (Limburgish in education: nonsense or very much needed?). Even though most of the participating teachers share the belief that Dutch is and should remain the main language of instruction in education, they do seem open to the idea of implementing Limburgish in a playful manner in education, so that Limburgish, as well as the cultural heritage of Limburg will not disappear.

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**Appendix 1: Distribution interviewed teachers**



## **Appendix 2: Topic list interviews**

### **Intro**

Voorstellen, doel uitleggen, uitleg geven over wat precies bedoeld wordt met het Limburgs, tijdsduur, opnemen gesprek (ivm transcriberen), waarborgen anonimiteit etc.

### **Persoonlijke informatie, algemeen en mbt dialect**

Waar bent u geboren?

Waar woont u nu?

Waar bent u werkzaam?

In welke groep geeft u les?

Wat is uw moedertaal?

Spreekt u een Limburgs dialect?

Wanneer het niet de moedertaal is: op welke leeftijd en welke manier heeft u dit geleerd?

Met wie spreekt u dit dialect?

Welke taal spreekt u het liefst?

Welke associaties heeft u bij het spreken van een dialect?

Hoe staat u tegenover het opvoeden van kinderen in het dialect?

### **Meertaligheid algemeen (uitleg geven over dat de combinatie dialect/Nederlands ook als meertalig beschouwd wordt)**

Wat vindt u van meertaligheid bij kinderen? Vindt u dat positief voor hen? Hangt dit oordeel af van de betrokken talen?

Zijn er kinderen in de klas die een andere moedertaal hebben dan het Nederlands?

Zijn er kinderen in de klas die een Limburgs dialect als moedertaal hebben?

Vindt u dat de basisschool een rol speelt (of moet spelen) in de meertalige ontwikkeling van kinderen? En waarom?

Hoe staat u tegenover het opvoeden van kinderen in het dialect?

Merkt u iets van de invloed van het dialect op school- of studieprestaties? En zo ja, in hoeverre?

Wat vindt u van deze invloed?

Wat vindt u van de beheersing van het Nederlands door kinderen die ook een dialect spreken over het algemeen?

Ziet u verschillen in bepaalde vaardigheden tussen Nederlandse kinderen en kinderen die thuis een dialect spreken? Zo ja, in welke vaardigheden?

Vanaf welke groep wordt er op uw school Engels gegeven aan de kinderen?

Wat vindt u van het geven van Engels op de basisschool?

Vindt u dat er op dit moment genoeg aandacht besteed wordt aan Engels of moet dit nog geïntensiveerd worden?

### **Meertaligheid met collega's**

Welke taal spreekt u met uw collega's?

Hoe staat u tegenover het dialectgebruik/gebruik van het Limburgs met collega's?

Vindt u dat er hierbij een verschil is tussen bijvoorbeeld in de pauze of tijdens teamvergaderingen?

Hoe kijken uw collega's aan tegen meertaligheid?

### **Meertaligheid in de klas (eigen klas, kinderen onderling, collega's in de klas)**

Welke taal gebruikt u het meest in de klas?

Wordt er in de klas wel eens een andere taal dan Nederlands gesproken?

In hoeverre wordt er in de klas een Limburgs dialect gesproken? En in welke situaties?

Wordt een kind verbeterd als het Limburgs spreekt in plaats van Nederlands?

Beschikt u over voldoende kennis van Limburgs om in het dialect met kinderen in de klas te kunnen praten?

Spreken kinderen onderling in de klas dialect met elkaar?

Hoe is dat op de speelplaats? Spreken de kinderen onderling dialect met elkaar?

Zijn er bij uw weten collega's die Limburgs spreken met de kinderen? In welke situaties?

Zou u zelf meer dialect willen spreken in schoolsituaties?

Merkt u iets van de invloed van het dialect op school- of studieprestaties?

Zo ja, in hoeverre? En wat vindt u daarvan?

Wat vindt u van de beheersing van het Nederlands door kinderen die ook een dialect spreken over het algemeen?

Ziet u verschillen in bepaalde vaardigheden tussen Nederlandse kinderen en kinderen die thuis een dialect spreken?

Zo ja, in welke vaardigheden?

### **Beleid (eigen school, scholen in Limburg in het algemeen)**

In het basisonderwijs mogen Limburgse dialecten gesproken worden volgens de wet. Wist u dat? Hoe is dat bij u op school? Heeft de school een beleid met betrekking tot het gebruik van een Limburgs dialect?

Doet de school er actief iets aan om het gebruik van Limburgs te stimuleren?

Vindt u dat scholen verplicht moeten stellen dat sommige lessen in een Limburgs dialect of juist alles volledig in het Nederlands gegeven worden? Waarom wel/niet?

Vindt u dat scholen een belangrijke rol spelen in de houding tegenover dialecten? Waarom?

### **Meertalig materiaal**

Heeft de school beschikking tot lesmateriaal met een andere taal dan het Nederlands?

Is er Limburgs lesmateriaal op school? Zo ja: wanneer/hoe vaak wordt dat gebruikt?

Wie is er verantwoordelijk voor het regelen van dit materiaal? Het schoolbestuur of docenten zelf?

Waarop wordt gebaseerd of het materiaal geschikt is voor de klassen? Zijn er richtlijnen?

Vindt u dat er genoeg Limburgs lesmateriaal bestaat? (boekjes/cds/etc.?)

Is het beschikbare Limburgse materiaal voldoende geschikt voor in het onderwijs?

Zo nee, wat mist u? Aan welk materiaal heeft u behoefte?

Wat vindt u belangrijk bij het implementeren van Limburgs materiaal in het onderwijs? (bv. Wetenschappelijke onderbouwing, plezier, dat er subsidie voor is, visie van ouders etc.)

### **Rol ouders en contacten met ouders**

Heeft u een idee over hoeveel ouders van de kinderen in uw klas een andere moedertaal hebben dan het Nederlands?

En hoeveel van deze ouders hebben het Limburgs als moedertaal?

Hoeveel procent van de ouders van de kinderen uit uw klas spreekt Limburgs tegen zijn kind denkt u?

Kunt u een inschatting maken over hoeveel procent van de ouders van de kinderen van de hele school dit is?

Welke taal spreekt u met ouders tijdens onofficiële contactmomenten, zoals bijvoorbeeld op de speelplaats?

Welke taal spreekt u met ouders tijdens officiële contactmomenten, zoals open dagen of 10-minutengesprekken?

Wordt er ook wel eens overgeschakeld naar een andere taal wanneer blijkt dat ouders zich daar fijner bij voelen?

Welke taal vindt u dat Limburgse ouders met hun kind zouden moeten spreken?

Vindt u dat ouders een grote rol spelen of zouden moeten spelen in het aanleren van Limburgs aan hun kind?

**Toevoegingen docent?**

**Afsluiting & eventuele vragen**

**Appendix 3: Distribution questionnaires**



## Appendix 4: Questionnaires

---

### Start of Block: Opening

Welkom bij deze enquête over het gebruik van Limburgs in het onderwijs! Alvast hartelijk bedankt voor uw deelname. Deze enquête is bedoeld voor docenten in het basisonderwijs in Limburg. Er worden in de enquête vragen gesteld over de huidige rol van het Limburgs binnen het basisonderwijs en de attitude van docenten hierover. Ook zal er worden gevraagd naar het beleid op school over het Limburgs en of het Limburgs als didactiek wordt ingezet in het onderwijs.

Onder het 'Limburgs' worden alle dialecten verstaan die gesproken worden in Limburg. Wanneer er in de enquête dus gesproken wordt van het Limburgs, worden al deze dialecten bedoeld. De enquête bestaat uit zowel open- als gesloten vragen. Ook zullen er stellingen gegeven worden, waarop u gevraagd wordt te antwoorden met het antwoord dat het best bij u past. Het invullen van de enquête zal ongeveer 15 tot 20 minuten duren. De resultaten van de enquête zullen uiteraard worden geanonimiseerd.

### End of Block: Opening

---

### Start of Block: Persoonlijke informatie

Persoonlijke informatie

---

Q1 Waar bent u geboren?

---

Q2 Waar woont u?

---

Q3 U bent een...

- Man (1)
  - Vrouw (2)
  - Anders (3)
  - Zeg ik liever niet (4)
- 

Q4 Op welke school werkt u?

---



Q45 Wat is de locatie van uw school?

---

Q46 In welke groep geeft u les?

---

Q6 Wat is uw moedertaal?

Nederlands (1)

Limburgs, namelijk... (welk dialect?) (2)

---

Een ander Nederlands dialect, namelijk,.. (3)

---

Anders, namelijk,.. (4) \_\_\_\_\_

Q5 U voelt zich...

Nederlander (5)

Limburger (1)

Limburger en ook Nederlander (2)

Nederlander en ook Limburger (3)

Anders, namelijk... (4) \_\_\_\_\_

Q7 Welke taal spreekt u het liefst?

Nederlands (1)

Limburgs, namelijk... (welk dialect?) (2)

---

Een Nederlands dialect, namelijk... (3)

---

Anders, namelijk... (4) \_\_\_\_\_

End of Block: Persoonlijke informatie

---

Start of Block: Limburgse kennis

Q40 Er volgen nu een aantal vragen over uw kennis van het Limburgs.

---

Q8 Ik kan het Limburgs...

	Niet (1)	Met moeite (2)	Redelijk (3)	Goed (4)	Heel goed (5)
Verstaan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreken (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

*Display This Question:*

*If Ik kan het Limburgs... != Verstaan [ Heel goed ]*

Q31 Ik zou het Limburgs beter willen kunnen verstaan.

Ja (1)

Nee (2)

Weet ik niet (3)

---

*Display This Question:*

*If Ik kan het Limburgs... != Spreken [ Heel goed ]*

Q32 Ik zou het Limburgs beter willen kunnen spreken.

- Ja (1)
  - Nee (2)
  - Weet ik niet (3)
- 

*Display This Question:*

*If Ik kan het Limburgs... != Lezen [ Heel goed ]*

Q33 Ik zou het Limburgs beter willen kunnen lezen.

- Ja (1)
  - Nee (2)
  - Weet ik niet (3)
- 

*Display This Question:*

*If Ik kan het Limburgs... != Schrijven [ Heel goed ]*

Q34 Ik zou het Limburgs beter willen kunnen schrijven.

- Ja (1)
  - Nee (2)
  - Weet ik niet (3)
-

Q10 In welke taal spreekt u tegen de volgende personen?

	Altijd in het Nederlands (1)	Vaker in het Nederlands dan in het Limburgs (2)	Vaker in het Limburgs dan in het Nederlands (3)	Altijd in het Limburgs (4)	Anders (5)	Niet van toepassing (6)
Partner (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eigen kinderen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vader (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moeder (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broers/zussen (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vrienden (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buren (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collega's tijdens vergaderingen (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collega's tijdens informeel contact (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leerlingen tijdens de lessen (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leerlingen tijdens informeel contact (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 In welke taal spreken de volgende personen tegen u?

	Altijd in het Nederlands (1)	Vaker in het Nederlands dan in het Limburgs (2)	Vaker in het Limburgs dan in het Nederlands (3)	Altijd in het Limburgs (4)	Anders (5)	Niet van toepassing (6)
Partner (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eigen kinderen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vader (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moeder (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broers/zussen (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vrienden (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buren (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collega's tijdens vergaderingen (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collega's tijdens informeel contact (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leerlingen tijdens de lessen (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leerlingen tijdens informeel contact (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 Wat voor associaties heeft u bij het Limburgs?

---

End of Block: Limburgse kennis

---

Start of Block: Schoolsituatie

Q41 De volgende vragen gaan over de situatie bij u op school.

---

Q13 Zijn er op uw school afspraken gemaakt over de voertaal die in de klas gesproken wordt?

- Ja (1)
  - Nee (2)
  - Weet ik niet (3)
- 

*Display This Question:*

*If Zijn er op uw school afspraken gemaakt over de voertaal die in de klas gesproken wordt? = Ja*

Q14 Hoe zien deze afspraken eruit?

---

*Display This Question:*

*If Zijn er op uw school afspraken gemaakt over de voertaal die in de klas gesproken wordt? = Ja*

Q15 Staat u achter deze afspraken?

- Ja (1)
  - Deels (2)
  - Nee (3)
- 

*Display This Question:*

*If Staat u achter deze afspraken? = Deels*

Q16 Wat vindt u goed aan deze afspraken?

---

Display This Question:

*If Staat u achter deze afspraken? = Deels*

Q17 Wat zou u graag anders willen zien met betrekking tot de gemaakte afspraken op school?

---

Q18 Kunt u, bij benadering, aangeven hoe hoog het percentage Limburgstalige kinderen bij u op school is?

---

Q19 Kunt u, bij benadering, aangeven hoe hoog het percentage Limburgstalige kinderen bij u in de klas is?

---

End of Block: Schoolsituatie

Start of Block: Limburgs in de klas

Q42 Er volgen nu een aantal vragen over het Limburgs in de klas.

Q20 Heeft u wel eens lesgegeven in het Limburgs?

- Nooit (1)
- Wel eens gedaan (2)
- Regelmatig, namelijk ... keer per week (graag invullen) (3)

---

Q12 Hoe vaak spreekt uzelf Limburgs in de volgende situaties?

	Nooit (1)	Een enkele keer (2)	Regelmatig (3)	Vaak (4)	Bijna altijd (5)
Op het schoolplein tegen de kinderen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op het schoolplein tegen collega's (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de klas tijdens het kringgesprek (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de klas tijdens klassikale instructies (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de klas bij het helpen van individuele leerlingen (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de klas bij het troosten van een leerling (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijdens formeel oudercontact (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijdens informeel oudercontact (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---



Q35 Hoe vaak spreken uw Limburgssprekende leerlingen Limburgs in de volgende situaties?

	Nooit (1)	Een enkele keer (2)	Regelmatig (3)	Vaak (4)	Bijna altijd (5)
Op het schoolplein tegen andere kinderen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op het schoolplein tegen docenten (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de klas tegen leerlingen (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In de klas tegen docenten (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijdens individuele gesprekken met een docent (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q21 Hoe vaak leest u een boek in het Limburgs voor?

- Nooit (1)
  - Een enkele keer (2)
  - Met enige regelmaat (ongeveer eens per maand) (3)
  - Wekelijks (4)
  - Dagelijks (5)
-

Q22 Hoe vaak zingt u in de klas Limburgse liedjes?

- Nooit (1)
  - Een enkele keer (2)
  - Met enige regelmaat (ongeveer eens per maand) (3)
  - Wekelijks (4)
  - Dagelijks (5)
- 

Q23 Hoe vaak schrijft u iets in het Limburgs op het bord?

- Nooit (1)
  - Een enkele keer (2)
  - Met enige regelmaat (ongeveer eens per maand) (3)
  - Wekelijks (4)
  - Dagelijks (5)
- 

Q24 Hoe vaak kijken uw leerlingen op school naar Limburgse televisieprogramma's?

- Nooit (1)
- Een enkele keer (2)
- Met enige regelmaat (ongeveer eens per maand) (3)
- Wekelijks (4)
- Dagelijks (5)

**End of Block: Limburgs in de klas**

---

**Start of Block: Materiaal/leermiddelen**

Q43 De volgende vragen gaan over materiaal en de leermiddelen.

---

Q25 Heeft u voldoende Limburgse leermiddelen tot uw beschikking?

- Ja (1)
- Nee (2)
- Ik gebruik niet/nauwelijks Limburgse leermiddelen (3)

---

*Display This Question:*

*If Heeft u voldoende Limburgse leermiddelen tot uw beschikking? = Ja*

Q36 Waaruit bestaan de beschikbare Limburgse leermiddelen?

---

---

*Display This Question:*

*If Heeft u voldoende Limburgse leermiddelen tot uw beschikking? = Nee*

Q26 Wat voor Limburgse leermiddelen mist u?

---

---

*Display This Question:*

*If Heeft u voldoende Limburgse leermiddelen tot uw beschikking? = Ik gebruik niet/nauwelijks Limburgse leermiddelen*

Q27 Zou u meer Limburgse leermiddelen willen gebruiken?

- Ja (1)
- Nee (2)
- Weet ik niet (3)

---

*Display This Question:*

*If Zou u meer Limburgse leermiddelen willen gebruiken? = Ja*

Q37 Wat is er voor nodig zodat u meer Limburgse leermiddelen gaat gebruiken?

---

**End of Block: Materiaal/leermiddelen**

---

**Start of Block: Attitude**

Q44 In dit laatste blokje zullen er vragen gesteld worden over uw attitude tegenover Limburgs en meertaligheid.

---

Q28 In welke taal vindt u dat het onderwijs gegeven zou moeten worden?

Geheel Nederlands (1)

Geheel dialect (2)

Geheel in een andere taal, namelijk... (3)

---

Deels Nederlands, deels dialect (4)

Deels Nederlands, deels een andere taal, namelijk... (5)

---

Deels dialect, deels een andere taal, namelijk... (6)

---

Anders, namelijk... (7) \_\_\_\_\_

---

Q29 Beantwoord de volgende stellingen over het Limburgs:

	Helemaal niet mee eens (1)	Niet mee eens (2)	Neutraal (3)	Mee eens (4)	Helemaal mee eens (5)	Weet ik niet/niet van toepassing (6)
Het is goed dat er op school aandacht besteed wordt aan het Limburgs. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het Limburgs is, net als het Nederlands, een echte taal. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou het jammer vinden als het Limburgs zou verdwijnen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limburgers moeten trots zijn op hun taal. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limburgstalige ouders moeten Nederlands met hun kinderen praten. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nederlandstalige ouders moeten hun kinderen aanmoedigen om Limburgs te praten. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het is belangrijk dat in Limburg de kinderen Limburgstalig opgroeien. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iedereen in Limburg moet het Limburgs kunnen verstaan. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iedereen in Limburg moet het Limburgs kunnen spreken. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 Beantwoord de volgende stellingen over meertaligheid. Onder meertaligheid valt het spreken van twee of meerdere talen. Iemand die zowel Nederlands als Limburgs spreekt, is ook meertalig.

	Helemaal niet mee eens (1)	Niet mee eens (2)	Neutraal (3)	Mee eens (4)	Helemaal mee eens (5)	Weet ik niet/niet van toepassing (6)
Het is voor een kind beter als de school zich heel sterk op één taal richt: het Nederlands. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een kind dat meerdere talen leert, heeft meer tijd nodig voor de ontwikkeling dan een kind dat één taal leert. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het gebruik van meerdere talen op de basisschool leidt tot verwarring bij de leerlingen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een kind heeft meer problemen met het Nederlands als het ook een andere taal spreekt. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voor een kind is het een verrijking als het meerdere talen spreekt. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kinderen leren een taal het best, als ze daar voor hun zesde levensjaar mee beginnen. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Het is belangrijk dat kinderen meertalig worden opgevoed. (7)

Het geven van Engels in het basisonderwijs is belangrijk. (8)

End of Block: Attitude

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# Appendix 5: Teachers' associations towards Limburgish

