



**The status and prestige of Brabantish, and political policy regarding Brabantish**

BA Thesis

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## Abstract

This research analyses the current status and prestige of Brabantish and gives recommendations on how political policies can improve this. This has been done since there is a gap in recent research and because recently the Provincial Council of North Brabant adopted motion M136-2022 asks for proposals, ideas and initiatives in relation to keeping Brabantish alive. This research has been done using a questionnaire which has been answered by 621 participants to collect bottom-up feedback. Furthermore, four interviews were done with members of the Provincial Council and one with two cultural advisors of the province to collect top-down feedback. These two types of feedback will be used to create a middle ground where there are overlapping opinions and areas of agreement between both parties to in turn create policy recommendations. It has been found that the status of Brabantish is positive, as all skills except for writing are reported to be above average. Prestige is also high amongst people who identify as Brabantish, as positive emotions and statements score exceptionally higher than negative emotions and statements. In interviews, it has been found that almost all parties recognise the importance of Brabantish in terms of the sense of identity, unity and community it can form. Furthermore, the diversity Brabantish holds is mentioned often. Most parties hold different views on how and what to focus on regarding political policy. All parties do not go into concise and specific policies they would want to see, but these are discussed when asked for personal opinions. These findings have made for the following recommendations: (1) focus on teaching registers for Brabantish in formal education with appropriate teaching materials, (2) support of initiatives focused on teaching local Brabantish dialects, (3) expanding the frequency of focus on Brabantish on social media channels like Omroep Brabant's, (4) informing parents about why and how children should be taught Brabantish from home, (5) promoting Brabantish at places

where currently is hesitated to speak Brabantish, and (6) looking into the possibility of creating Brabantish websites linked to local cultural organisations and events.

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## Introduction

This research discusses the status and prestige of Brabantish amongst the North Brabantish citizens, and how this can be improved by the use of political policy and planning. The aim is to see whether possible policy, like language recognition or education, is needed according to public opinion of people identifying as Brabantish, and to make a recommendation which can be offered at a higher political level.

### *1.1 Incentive*

When it comes to research regarding the prestige and status of Brabantish, there is a lack of extensive research on the topic. The last extensive known research that has been done regarding the status and prestige of Brabantish was in 2006 (Swanenberg, 2006). Here, mixed methods research was done on Brabantish dialect use and attitude towards the Brabantish dialect, using a questionnaire which was spread among a representative part of the target audience. Furthermore, interviews with eight people involved in Brabantish in different ways were conducted. This research was done to present recommendations for political policies to the Provincial Council of North Brabant. Eventually, three recommendations were done. These include (1) more attention in education, (2) structural attention in media, and (3) an image campaign, possibly done via mass media.

Now, seventeen years later, barely anything can be noticed about these policy recommendations. Teachers report that there is still hardly any opportunity and time to include Brabantish in their education, and the local broadcaster Omroep Brabant does not give any structural media attention to Brabantish (Doreleijers, 2022). In 2019, another piece was published regarding policy change linked to Brabantish, recommending, once again, strengthening the image and prestige of Brabantish, broadening knowledge about Brabantish and empowering the underlying knowledge network (Swanenberg, 2019). This inspired the establishment of the online community ‘Brabanders en hun taal’ (translation: Brabantish people and their language) and the digitalisation of dialect databases (the eWND and BrabantCloud).

The most recent quantitative research was done in 2021 when a questionnaire was set out to document said status and prestige, and thus also the image of Brabantish to get updated numbers on these components of language (Frijns et. al, 2021). This unpublished study seems to show that people have a positive attitude towards Brabantish, both when it comes to emotions like happiness, and to factual statements like ‘Brabantish is important’. There is no way to compare this outcome since there are no previous comparable studies containing questions like these. Therefore, it is impossible to know whether these numbers are high or low, whether we should be concerned, and whether there has been a change over the last few years.

Therefore this research can show the short-term changes that have happened since 2021 when it comes to prestige and status. It would be useful to gain information and insight into the level of Brabantish the target audience reports themselves to acquire, and the image they associate with Brabantish.

Furthermore, motion M136-2022 has been approved by the Provincial Council, stating that “within the scope of heritage, to come with prepositions, ideas, and initiatives to the Provincial Council (via or together with the heritage institutions) to keep regional Brabantish dialects alive” (PVV Noord-Brabant, 2022). This research is done based on this motion, in collaboration with heritage institution Stichting Erfgoed Brabant, giving recommendations to the Provincial Council, increasing the political interest and the relevance of this research.

The eventual goals of this research are to gain information and insight when it comes to both the status and prestige of Brabantish. Furthermore, insight will be gained into what the target

audience wants when it comes to policies about Brabantish, and what actually is possible when it comes to policy work. The eventual end goal is to create a policy document which can be presented to the Provincial Council.

## *1.2 Research framework*

What first needs to be distinguished is the difference between an official language like Dutch, and a regional language, like Brabantish. According to the Cambridge Dictionary, an official language is “the language or one of the languages that is accepted by a country's government, is taught in schools, used in the courts of law, etc.” (*Official language*, 2023). In the case of the country this research discusses, which is the Netherlands, this is Dutch and Frisian within the province Friesland (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2022). In the law, it has been recorded that it is possible to, for example, use these two languages for contact with the municipality or in the courtroom. One can thus distinguish an official language by its recognition of status according to the law.

“Brabantish is regarded as a regional language, which is an umbrella term for (local) dialects, Dutch with regional characteristics, and all varieties in between and associated with the province of North Brabant” (Swanenberg, 2019). The only differences between a regional language and an official language are the official legal status the language has and the standardisation of spelling. For regional languages, attention in education is mostly lower, because of the lack of official status and standardisation. Regional languages often have a social acceptance of certain spellings and grammatical decisions rather than a dictionary one can follow. Apart from writing, these social rules of something being viewed as ‘sounding Brabantish’, also apply to speech.

The term regional language is comparable to the term dialect in linguistics, here incorporating all different forms of the language of all different cities and villages (Swanenberg, 2019).

Brabantish can be considered as “a collection of language varieties that are connected to a certain area, and amongst them have many similarities when it comes to sound palette, vocabulary, and grammar”. This thus includes speech limited to an accent and certain keywords (like the use of a soft g or ‘houdoe’).

What furthermore will be discussed often in this research is the notion of identity. In this research, when discussing identity, it will be referred to as the collective sense of belonging of a community (Wagemakers, 2017). According to Anderson (2006), this is an imagined community, as people will never know all of the community’s members and never will, while members still have a common feeling of belonging to it. Identities are socially constructed, created and changed by interaction and interpretation (Blommaert, 2005; Edensor, 2002; Jenkins, 2008). The feeling of ‘Brabantishness’ is thus a continuing impression of which the outcome varies depending on space and time.

When speaking of the status of Brabantish there will be referred to what is mentioned in the Cambridge Dictionary as “the situation at the present time” (*Status*, 2023). This definition is related to the language competence one reports to have. In this research, this is done by using self-reported levels of use; speaking, writing, listening and speaking. Language competence will thus be discussed as a subjective rather than objective term since standardised testing for Brabantish language level/competence has not been done (Blommaert & Backus, 2013).

Therefore, these levels will be used and compared to other provinces with their respective dialects and regional languages, so these can construct an image of the relative language competence, and thus an image of the status of Brabantish.

When speaking of the prestige of a language there will be referred to the definition of “respect and admiration given to someone or something, usually because of a reputation for high quality, success, or social influence” (*Prestige*, 2023). Prestige is connected to ever-changing emotions linked to a certain object or person, in this case being Brabantish, for its reputation (Adviescommissie Taalvariatie, 2019). When these positive emotions prosper, respect and admiration will increase, thus causing the prestige of Brabantish to grow.

This will be connected to what is described as overt, covert, and dynamic prestige. When prestige is widely and openly expressed in communication within communities, like at work or school, this is called overt prestige (Trudgill, 1975). When speech is not normally overtly expressed, but used in enclosed communities, like with family and friends, it is called covert prestige (Trudgill, 1972). Here, it is mentioned that “covert prestige reflects the value system of our society and of the different sub-cultures within this society”. A recently added form is dynamic prestige, which as a prestige determinant is based on digital media credibility and the internet community (Grondelaers & Van Hout, 2016).

Lastly, what is meant by ‘political policy’ needs to be defined. In the Cambridge Dictionary, a policy is described as “a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organisation, a government, or a political

party” (*Policy*, 2023). In the case of political policies for Brabantish, the policies are related to the political institution best fit to implement the recommended policy, which an institution like Stichting Erfgoed Brabant will have to carry out. Considering that it is not clear yet what measures should be implemented, the institution best capable will not be specified until later in this research. Since the Provincial Council has adopted a motion regarding Brabantish, many references will be made to the Provincial Council, as they are the institution in need of a policy document. Who will need to execute the proposal is heavily dependent on the resources different organisations have.

This research into the status and prestige of Brabantish and how policy can change this consisted of two phases. Firstly, a questionnaire has been spread to the target audience. Secondly, interviews have been conducted with different political figures with questions based on the mentioned questionnaire and previous research. This research has been done in collaboration with Stichting Erfgoed Brabant and under the assignment of Tilburg University, with the supervision of Prof. Dr. Swanenberg.

### *1.3 Previous research*

Previous research has been done in different kinds of ways, which can be divided into quantitative research, research focusing (mainly) on Brabantish and research regarding language and dialects in education.

#### *1.3.1 Quantitative research*

As mentioned above, quantitative research has been done twice in the form of questionnaires.

The first one was done in 2006 by Swanenberg, where a total of 1.605 people aged 12 and above answered the questionnaire (Swanenberg, 2006).

The outcome showed that 43,5% of the participants speak Brabantish and 28,6% can somewhat speak it. Moreover, it showed that the younger people were, the less likely it became that they could actively use Brabantish, and when people were higher educated they reported to be less proficient in Brabantish. When it came to regions, there were barely any notable differences.

When asked in which situations people use Brabantish, this was most often done within the inner social circle, so with family and friends, and with people who immediately show that they are a user of Brabantish, like strangers who approach someone while using Brabantish, which shows covert prestige. Lastly, this research shows that North Brabantish citizens feel overwhelmingly Brabantish (80%) and do experience a form of pride about the way they speak (82%). Brabantish is seen as an important part of the subjective experience of the Brabantish identity.

The second questionnaire was done in 2021, going more in-depth on sociolinguistics; how people use Brabantish, with whom, and in which situations (Frijns et. al, 2021). On top of that, attitudes were asked and linked to different statements and emotions, focusing on the prestige of Brabantish. A total of 820 people of the age of 15 and above answered the questionnaire.

Here, the outcome showed that 75% actively make use of Brabantish. There were no notable differences when it came to the regions' language level, and also no notable differences when it comes to education. This might also have changed since 2006 because the question now was split

into levels of speaking, writing, listening and reading. When asked in which situations and with whom Brabantish was used, the same conclusion was reached as with the questionnaire of 2006; people most often use Brabantish within inner social circles and with people they perceive to be Brabantish users, once again showing high levels of covert prestige.

According to Frijns et. al (2021), people seem proud and positive and thus Brabantish might arguably have prestige amongst North Brabant's citizens. In sliders where people have to display their emotions towards Brabantish, the positive emotions are overwhelmingly chosen on a scale of 1 to 5, an average of 4.46 on the scale of anger to happiness, 4.30 on the scale of shame to pride, 4.21 on the scale of disgust to attraction, 4.45 on the scale of indifference to nostalgia, and 4.10 on the scale of exclusion to inclusion. When shown statements about Brabantish and speakers of Brabantish, with a few exceptions, people most often agreed with the positive statements and disagreed with the negative ones. The participants were less positive about Brabantish being considered attractive and Brabantish being rural (a median of 3 out of 5), and Brabantish being something for the elderly (median of 4). When asked whether Brabantish people were proud, people overall agreed; the average was 3.97 with a median of 4 out of 5.

### *1.3.2 Previous research focusing on Brabantish*

Not all research regarding regional languages and Brabantish is overwhelmingly positive. Versloot (2020) discusses “the death” of regional languages all across the Netherlands. It is mentioned how the majority of people still treasure dialect and how it maintains to be a part of people's identity, but how this is not shown when, for example, speaking it or raising children with it. Here, only the minority uses their dialect actively. There is some kind of “dialect

renaissance” ongoing, where a dialect is on the one hand deemed an important part of a culture, but this renaissance heavily relies on people from the regions themselves, creating their own “dialect-speaking islands”. Therefore, on the other hand, overall there is a loss of dialect, with some small communities keeping their dialects alive.

According to Driessen (2005), this loss of use of dialect at home happens across the whole country with a decline of 27% in 1995 to 18% in 2003 of parents who speak a dialect with their partners (this includes Brabantish, Zealandish, Frisian, Low Saxon and Hollandish). When looking at Brabantish, the use of dialect amongst parents was 19% in 1995, which decreased to 12% in 2003. Furthermore, this study showed how people who speak Brabantish have a lower Dutch proficiency than people who do not use Brabantish, even when adjusted for parental education and degree of language variety use. It does have to be mentioned that this study only includes a small age group and only those with children, which might not be representative of all Brabantish citizens, and that the coefficients of this study overall have weak correlations.

When it comes to Brabantish on social media, Swanenberg (2014) noted a different kind of development. When studying the language use of the new generation of Brabantish citizens, it was found that “in the past decades, language use in North Brabant has become richer rather than poorer”. It is mentioned that the Brabantish regiolect is firmly embedded in the Brabantish youth culture. This does lead to an evolution of the dialect from the ‘official, socially accepted type’ to the ‘diversified, individually created type of use’ where Brabantish as a use of communication comes to the foreground, and where multiculturalism and combination with other languages also take up a role due to the intensification of globalisation and glocalisation. Correctness of use

fades to the background and making yourself understood while showing identity takes up the main role.

This is also prevalent in Swanenberg's (2017) research focusing on the use of dialect on Facebook and Twitter. Since these platforms invite informal use of language, people not only become creative when shortening words and sentences but also tend to use (incorrect) hyper dialect when they choose to use Brabantish. This use of hyper dialect is also mentioned regarding normal speech and the construction of identity (Swanenberg, 2009). Here, it is mentioned how this is mainly done to establish some form of regional identity; showcasing where you are from without explicitly mentioning it. This can originate from a type of pride Brabantish people feel about their heritage and region. The use of hyper dialect and compromising forms of dialect furthermore show how some features of Brabantish are resistant (like diminutives and verbs in the second person), but can change in function due to a changed use in practice.

There have been multiple attempts to at least capture Brabantish as it is today. Since Brabantish has many differences, sometimes even up to different neighbourhoods, a dictionary with one general Brabantish translation cannot be made. To solve this problem, a dictionary has been written including a selection of "the 4.300 most interesting, remarkable or funny words", which includes a note of which region the translation belongs to (Swanenberg, 2011). Furthermore, a digital dictionary has been launched, including not only the dialects belonging to the province of North Brabant but also the Brabantish dialects spoken in Antwerp, Flemish Brabant and Brussels (Van Der Sijs, 2017). This dictionary contains 15.794 terms, 140.091 keywords and 1.704.116 dialect assignments, collected in over 2.950 Brabantish places and thus containing 2.950 dialects.

Multiple organisations have also made dictionaries related to their dialect and thus home region. One of these dictionaries is one regarding the dialect of the city of Bergen van Zoom, written in cooperation with the dialect institution De Berregse Kamer (Heestermans & Dictionary Commission of Dialectgenootschap De Berregse Kamer, 2014). BrabantCloud also stores a big database containing everything related to the construction and spelling of Brabantish dialects.

### *1.3.3 Previous research regarding language and dialect use in education*

When looking at how dialect influences children and their education, it is found that speaking dialect, in general, does not influence the child's Dutch in a noteworthy way (Kraaykamp, 2005). Any backlog can be ascribed to the educational background and occupational status of the parents. There still is a belief that dialect does have a negative influence on educational level and occupational possibilities amongst the youth according to Kraaykamp (2005).

This belief leads to parents increasingly choosing to raise their children in 'standard Dutch' (Kuppens, 2003). Apart from dialect having a negative influence on a child's professional life, parents often report choosing Dutch as a first language for societal reasons; being understandable for everyone, it is perceived as 'more beautiful', and dialect is not being used at schools. The parents holding these beliefs reflect onto the children's attitude towards dialect; these become more negative compared to Dutch.

Schools reinforce these negative attitudes as schools often mark the dialect as 'wrong' in education (Swanenberg, 2010). Awareness of dialect being a different but correct way of

speaking and comparing ways of speaking is not being done by teachers, which leads to the “silent child” who later on might develop insecurity and a fear of speaking the standard language. Language diversity is thus actively discouraged and might even be shamed in the classroom.

The Taalunie, however, argues that language registers are part of learning the standard language in primary education (Adviescommissie Taalvariatie, 2019). Teachers need to teach students what language and what variant of it is appropriate in which situation. They emphasise that in the current complex and diverse situation a less normative and more dynamic and inclusive approach to language and language variation is fitting. Language variants, like Brabantish, are thus not right, incorrect or wrong, but instead per situation fitting or unfitting, judged by the speaker.

#### *1.4 Situation in other provinces*

Friesland is the only province which has its own official language, Frisian. As mentioned, this has been recorded in Dutch law and is recognised according to Part III of the ECRML, which opens gateways for the province when it comes to providing financial and cultural support. This translates into a language policy for education at all schools, and the use of Frisian in media, art, cultural activities, etc. (Projektteam Taalplan Frysk 2030, 2021). According to the Dutch Centraal Bureau voor Statistiek (2021), the status and effort put into this language do reflect when it is looked at how much Frisian is used and in which situations. Frisian is the only language/dialect most often chosen in every situation to use in the respective region when compared to other dialects and their regions.

Only the use of Limburgish in Limburg comes close to the amount of Frisian that is used in Friesland. It is even the ‘language most spoken at home’ in the province, more than Dutch itself (Centraal Bureau voor Statistiek, 2021). Limburgish is officially recognised as a regional language, according to Part II of the ECRML (*Limburgse Dialecten*, n.d.). Limburgish as a regional language here incorporates all forms in the different cities and villages. This recognition is constructed so that Limburgish not only is allowed to be used in education but also can get financial support for the preservation and spread of the dialect as it is today. This is currently done with optional education programmes, a dialect programme on the radio, and encouragement for local dictionaries, language databases, and local writers to publish their works in Limburgish.

Low Saxon is recognised at the same level as Limburgish is; as a regional language according to Part II of the ECRML, which does include all of the different dialects used in the different regions (Bloemhoff, 2021). It thus also can be used in education and gets financial support. Low Saxon spans several Dutch provinces, which is unique for Dutch dialects. At this moment, Low Saxon is encouraged in educational institutions, mostly in primary schools, and an agreement has been signed by multiple provinces to increase the prestige, and encourage the use of the dialect. According to Centraal Bureau voor Statistiek (2021), now it is mostly spoken in intimate circles amongst lower-educated men.

A province with a dialect which can be compared to Brabantish the most is Zealandish, this especially in terms of use and status. It is a ‘language most used at home’ at the same level as Brabantish (Centraal Bureau voor Statistiek, 2001). It does not have any official legal status as a (regional) language and does have many forms across the different cities and villages. Right

now, different dialect-centred activities are being organised, and there are subsidies for a dictionary and the digitalisation of the dialect.

### *1.5 Hypotheses*

As mentioned above, in this research the status and prestige of Brabantish amongst the North Brabantish citizens will be discussed, and how this can be improved by the use of political policy and planning. The aim is to see whether possible policy, like language recognition or education, is needed according to public opinion, and to make a recommendation which can be offered at a higher political level. Linked to this subject and aim, four different hypotheses have been constructed. These include two hypotheses about the attitude regarding Brabantish, and two hypotheses regarding eventual policies.

Firstly, it is expected that learning Brabantish as a dialect early in childhood, as one of the first languages, has a positive correlation with statements regarding positive emotions and outlooks on Brabantish. Growing up with a language and having a good learning environment surrounding it may influence a speaker's view of the language positively. Prejudices often appear later in life, for example in education and on the job market (Swanenberg, 2010).

Furthermore, it is predicted that there is a positive correlation between people's reported level of Brabantish speech and the pride of how they sound. Past research shows that there initially has been a high amount of pride regarding Brabantish (Frijns et. al, 2021; Swanenberg, 2006). This pride is expected to be more prevalent for people who use Brabantish most often and thus have a higher skill when it comes to speaking. This implies most likely learning it in childhood and still

actively using it in intimate circles, where the use of Brabantish is made normal. The aforementioned prejudices might thus disappear more when more in active contact with Brabantish.

There is also an expectation that for both bottom-up (questionnaire) and top-down (interview) feedback, there will be most interest in education as a policy. Firstly, education is a top-of-the-mind solution when it comes to encouraging language use, and it also has been recommended before as a policy (Swanenberg, 2006). Secondly, cost and effectiveness can be easily measured, especially when standardised language materials are involved (Grin, 2003). The questionnaire does not specify what kind of education, so assumptions cannot be made about education type and audience. For top-down feedback, it is expected that the interviewees will mostly focus on language education for adults.

Lastly, to develop a minority language, people need opportunity, capacity and desire (Grin, 2003). When the desire to learn is highly prevalent, one will thus search for the opportunity and capacity to learn. Therefore, there is an expectation that the questionnaire participants with the highest willingness to learn would want education as a political policy most since education creates immediate opportunity and capacity.

H1: Having Brabantish as a dialect as a first language has a positive correlation with positive statements regarding positive emotions and outlooks on Brabantish.

H2: There is a positive correlation between fluency in Brabantish speech and the feeling of pride in the way they sound.

H3: There will be, both from bottom-up and top-down feedback, the most interest in education as a form of policy.

H4: The willingness to learn Brabantish as a dialect has a positive correlation with wanting education as a political policy.

## Method

This study has been inspired by the research done in earlier publications regarding Brabantish status, prestige and policies, and general language and dialect use. Since the research is based on earlier publications, the approach of this study is deductive. The strategy of this research is to use a questionnaire and interviews.

The questionnaire is mostly used to gain the most consistent data, considering quantifiable attitudes, behaviours, characteristics and traits for this study. The questions of the questionnaire remain in the same order and are asked in the same way, without any possible connotations. This is done with the goal of consistency in the obtained answers. The questionnaire as a method furthermore is chosen to easily gather as big a sample size of cross-sectional data as possible. This is needed to gain a representative sample of the Brabantish public opinion when it comes to status, prestige, identities and political policies.

The interviews are done to create an image which is as complete as possible when it comes to the Provincial Council's opinion of political language policies. One council member from four different political parties has been chosen. These parties include the BBB, GroenLinks, VVD, and PVV. These parties have been chosen based on their vote regarding the earlier mentioned

motion M136-2022, on their party program, and on the number of seats the party has in the Provincial Council.

Furthermore, two policy advisors of the culture department have been spoken to gain information on what should be included in a policy recommendation to be accepted, how a policy document is set up and how a policy has to be executed. This will be done in connection to motion M136-2022..

A cross-sectional mixed method was chosen to create a complete image when it comes to the opinion of language policies regarding Brabantish. The questionnaire serves as bottom-up feedback, a form of feedback where influential people who can install, in this case, laws can provide their opinion. The interviews serve as top-down feedback, a form of feedback where the general public, which are often not influential people, can provide their opinion. This should create a middle ground where there are overlapping opinions and areas of agreement between both parties. This, in turn, should create the opportunity for recommendations fitted to include in a policy document.

### *2.1 Participants of the questionnaire*

The participants in the questionnaire of this study include 621 people whom all identify as Brabantish. 342 of the participants identify as female and 279 of the participants identify as male. The ages of the participants range from 18 to 88, where  $M=56$  and  $\mu=54.56$ . When asked how many years they have lived in North Brabant,  $M=53$  and  $\mu=49.06$  years. When it comes to education, 4 (0.6%) report being lower educated (includes no certificate or finished primary

education). 333 (53.6%) report having a ‘middle’ level of education (includes high school and mbo certificates), and 281 (45.2%) claim to be higher educated (includes hbo and university-related certificates).

<i>Gender identity</i>	<b>Frequency (N)</b>	<b>Percentage</b>
<b>Woman</b>	342	55.1%
<b>Man</b>	279	44.9%
<b>Total</b>	621	100.0%

	<b>Mean (<math>\mu</math>)</b>	<b>Median (M)</b>	<b>Mode</b>
<b>Age</b>	54.56	56	57
<b>Amount of years lived in Brabant</b>	49.06	53	60

<i>Education</i>	<b>Frequency (N)</b>	<b>Percentage</b>
<b>Low</b>	4	0.6%
<b>Middle</b>	333	53.6%
<b>High</b>	281	45.2%
<b>Total</b>	618	99.5%

601 participants reported their nationality to be Dutch, 4 reported their nationality to be ‘other’ than Dutch or Belgian, and 16 took the time to specify in the ‘other’ section that they viewed Brabantish as their nationality. 10.6% (66) do not live in North Brabant currently. The remaining 555 participants were pretty evenly distributed across the province; 21.4% (133) of the participants were from the west, 21.1% (131) from the middle, 25.3% (157) from the northeast,

and 21.6% (134) were from the southeast. 29.5% (183) of the participants reported being from a city and 70.5% (438) reported being from a village or township.

<i>Nationality</i>	<b>Frequency (N)</b>	<b>Percent</b>
<b>Dutch</b>	601	96.8%
<b>Other</b>	4	0.6%
<b>Brabantish</b>	16	2.6%
<b>Total</b>	621	100.0%

<i>Region</i>	<b>Frequency (N)</b>	<b>Percentage</b>
<b>West</b>	133	21.4%
<b>Middle</b>	131	21.1%
<b>Northeast</b>	157	25.3%
<b>Southeast</b>	134	21.6%
<b>None</b>	66	10.6%
<b>Total</b>	621	100.0%

	<b>Frequency (N)</b>	<b>Percentage</b>
<b>City</b>	183	29.5%
<b>Village/township</b>	438	70.5%
<b>Total</b>	621	100.0%

## 2.2 Questionnaire

The questionnaire consists of seven blocks with a total of 23 questions, estimated to take approximately ten to fifteen minutes to finish. The first block is informed consent, and the second block is an opening question to filter out any non-Brabantish participants, by asking whether they identify as Brabantish.

The third block focuses on demographics. It is asked in which region they live and for how long. The fourth block is related to status, it is asked whether participants actively use Brabantish, their perception of whether they sound Brabantish, and with a slider from zero to ten the pride participants feel about the way they speak. Lastly, questions using two six-point Likert scales are used. Fluency of speech, writing, listening and reading is asked ranging from 'not' to 'fluent', and readiness to learn these skills is asked from 'completely disagree' to 'completely agree'.

The fifth block focuses on prestige. This is done with questions where both positive and negative emotions are asked to be linked to Brabantish using sliders which range from zero to ten, and with fourteen statements where an opinion on Brabantish is asked using a six-point Likert scale ranging from 'completely disagree' to 'completely agree'. Lastly, in what way is Brabantish an important part of their identity is asked. People could choose multiple answers to this multiple-choice question.

The sixth block is related to policymaking. Three questions are asked using multiple-choice, with a limited range, so the answers are easier and clearer to process. It is asked what kind of policy one wants to see, and on what kind of Brabantish there should be a focus (e.g. dialect, accent, one general language). Multiple answers are allowed here. Lastly, it is asked which institution is viewed as most suitable to carry out these policies.

The last block focuses on demographics. Age, gender identity, nationality and highest acquired study certificate are asked here.

### *2.3 Sampling method*

The questionnaire has been spread using snowball sampling. This is a nonprobability sampling method, which is a subjective method, meaning that each person in the population has an unknown chance of being invited for the research. Therefore it has to be assumed that the sample used is a representative sample of the whole population. This has to be done even though the media by which the questionnaire was announced might have influenced the representativity of the sample.

This questionnaire has been spread by posting a link on different social media channels. Firstly by the online community ‘Brabanders en hun Taal’ profile (Brabanders en hun Taal, 2023; Brabanders en hun Taal [@Brabanders\_Taal], 2023). Here, the link has been posted on the community’s Facebook and Twitter accounts. Secondly, the account ‘RoekOe Brabant’ posted the link to the questionnaire on their Facebook (RoekOe Brabant, 2023). Lastly, Omroep Brabant has posted a new article on their website containing a hyperlink to the questionnaire (Joachems, 2023).

### *2.4 Participants in interviews*

In total, five interviews have been conducted. Four of these are with members of the Provincial Council, and one is with two culture policy advisors of the province North-Brabant.

The four members of the Provincial Council include Ms P. van der Kammen of PVV, Ms P. Lepolder of VVD, Ms A Kuiper of BBB, and Mr M. Philippart of GroenLinks. Firstly, the PVV

was chosen since this is the party that proposed motion M136-2022. It would thus be insightful to see why they have proposed this and their view on policy. Secondly, the VVD was chosen as they were the biggest party when the motion was voted for. This party voted against it, so an opposing view might be useful. Thirdly, the BBB was chosen, as they are currently the biggest party. They were not active in the Provincial Council when the motion was voted for, as in March 2023 elections have taken place in which the BBB has become the biggest party, so it might be interesting to see what their opinions are. Lastly, GroenLinks was chosen, as they are the only party that included regional language in their party program. Their insights into what they imagine concerning language policy might thus be very insightful.

The culture policy advisors interviewed are Ms P. Postelmans and Ms M. Meijs. They are involved in creating advice regarding a variety of instances in the cultural area. This can be seen as useful because the policy advisors are the ones named to be responsible for carrying out the accepted policy. They thus know a lot of what it entails and what is possible when it comes to policy making and execution.

D66 has been contacted for an interview, but declined, as the party voted against motion M136-2022.

### *2.5 Interviews*

The questions of the interviews have been split into three categories: General (demographic) questions, personal questions, and party-specific questions. The questions are open to avoid implications so that the interviewees can give broad answers.

The general questions are the same for every interviewee. This starts with questions regarding demographics. This is an introduction of the participant, place of residence and birth, whether one identifies as a Brabantish person, the first language, and how familiar the interviewee is with Brabantish. Lastly, it is asked whether the interviewee is familiar with motion M136-2022. This is to create an image of the interviewee; get information about their background and knowledge regarding the subject of Brabantish.

Furthermore, personal questions are asked. These questions focus on the personal opinions of the interviewer regarding the Brabantish language policy. They include how the individual voted regarding motion M136-2022, why this individual did so, to what extent the interviewee is open to policy regarding Brabantish, and what type of policy they would like to see personally regarding Brabantish.

Party-specific questions focus on what the interviewee's party opinion is and are based on the party program of 2023. All interviewees are asked what their party stands for regarding Brabantish language policy, how the party voted for motion M136-2022, and what policies the party would like to see. Furthermore, two questions are asked based on the party's program for 2023.

The policy advisors have been asked different questions due to the different nature of their job. This interview starts with the same general questions, after which there is a focus on the procedure of a policy recommendation, the information that should be included in a policy recommendation to be accepted, and the situational aspects one needs to take into account when

writing a recommendation. This is done in connection to motion M136-2022 and thus Brabantish.

## Results

Data sets that were incomplete were removed from the analysis. Participants that did not agree to the informed consent or did not fill out the informed consent were removed from the data set.

Participants that answered ‘no’ to the question regarding whether they see themselves as Brabantish were excluded from the study since these participants are not part of the intended audience of this questionnaire.

### *3.1 Descriptives questionnaire*

#### *3.1.1 Status*

The different types of skills of Brabantish were measured with a six-point Likert scale and thus as a scale value. The total number of participants is 621. The skill of listening is reported to be highest with a mean of  $\mu=4.15$  with a median  $M=4$  and a standard deviation of  $\sigma=0.81$ . Writing is reported to be lowest with a mean of  $\mu=2.75$  with a median of  $M=3$  and a standard deviation of  $\sigma=1.07$ . For speech, a mean of  $\mu=3.82$  is measured with a median  $M=4$  and a standard deviation of  $\sigma=1.02$ . For reading, the mean is  $\mu=3.67$  with a median of  $M=4$  and a standard deviation of  $\sigma=0.87$ . Participants thus report themselves to be above average for every skill, except for writing, which generally creates a positive image regarding the status of Brabantish.

<i>Skill</i>	<b>Mean (<math>\mu</math>)</b>	<b>Median (M)</b>	<b>Standard deviation (<math>\sigma</math>)</b>
<b>Speech</b>	3.82	4	1.02
<b>Writing</b>	2.75	3	1.07

<b>Listening</b>	4.15	4	0.81
<b>Reading</b>	3.67	4	0.87

Readiness to learn different aspects of Brabantish was measured with a multiple-choice question and as a scale value. The total number of participants is 621. The frequency ( $N$ ) does exclude participants who have reported to already be fluent and thus differs per skill, as they do not have to learn the mentioned skill.

The readiness to learn reading is reported to be highest with a mean of  $\mu=4.23$  with a median of  $M=4$  and a standard deviation of  $\sigma=1.43$ . The readiness to learn speech is reported to be lowest with a mean of  $\mu=3.69$  with a median of  $M=4$  and a standard deviation of  $\sigma=1.23$ . For writing, results are reported with a mean of  $\mu=3.80$ , a median of  $M=4$  and a standard deviation of  $\sigma=1.51$ . For listening the mean is reported to be  $\mu=4.13$  with a median of  $M=4$  and a standard deviation of  $\sigma=0.95$ . The readiness to learn is thus above average for every skill.

<i>Readiness to learn</i>	<b>Mean (<math>\mu</math>)</b>	<b>Median (M)</b>	<b>Standard deviation (<math>\sigma</math>)</b>	<b>Frequency (<math>N</math>)</b>
<b>Speech</b>	3.69	4	1.23	307
<b>Writing</b>	3.80	4	1.51	508
<b>Listening</b>	4.13	4	0.95	281
<b>Reading</b>	4.23	5	1.43	392

### 3.1.2 Prestige

Emotions regarding Brabantish were measured with a slider ranging from zero to ten and as a scale value. The emotions were divided into two different questions; positive emotions (+) and negative emotions (-). The total number of participants is 621. It can be noted that positive emotions have a high mean and median, whereas negative emotions have a low mean and

median. Participants thus assume positive emotions more than negative emotions with Brabantish.

<i>Emotions</i>	<b>Mean (<math>\mu</math>)</b>	<b>Median (M)</b>	<b>Standard deviation (<math>\sigma</math>)</b>
<b>Pride</b> (+)	8.66	9	1.65
<b>Happiness</b> (+)	8.47	9	1.60
<b>Attraction</b> (+)	8.14	8	1.80
<b>Nostalgia</b> (+)	8.70	9	1.73
<b>Inclusivity</b> (+)	7.53	8	2.31
<b>Shame</b> (-)	1.29	1	1.98
<b>Anger</b> (-)	0.79	0	1.40
<b>Resentment</b> (-)	0.87	0	1.56
<b>Indifference</b> (-)	1.13	1	1.83
<b>Exclusion</b> (-)	1.38	1	1.95

Statements regarding Brabantish were measured with a six-point Likert scale. Statements were split into two different questions; positive (+) and negative (-) statements. The total number of participants is 621. Participants mostly link positive statements to Brabantish, as can be seen by the high means and medians compared to the negative statements. Outliers here are the treatment of Brabantish speakers by non-Brabantish speakers and society being to blame when Brabantish disappears. These outcomes are higher than other negative statements, meaning that more participants agree with these statements. It can thus be concluded that Brabantish has high prestige amongst people identifying as Brabantish.

<i>Statements</i>	<b>Mean (<math>\mu</math>)</b>	<b>Median (M)</b>	<b>Standard deviation (<math>\sigma</math>)</b>	<b>Frequency (N)</b>
<b>Brabantish speakers are family oriented</b> (+)	4.38	5	1.32	573
<b>Brabantish speakers have a good sense of community</b> (+)	5.01	5	0.97	600

<b>Brabantish speakers are proud</b> (+)	4.99	5	1.03	582
<b>Speaking Brabantish is important</b> (+)	5.02	5	1.17	608
<b>Brabantish has a good image</b> (+)	4.23	4	1.31	587
<b>Brabantish should be spoken more</b> (+)	4.97	5	1.24	583
<b>Speaking Brabantish should be done by the elderly</b> (-)	3.13	3	1.44	605
<b>Brabantish is rural</b> (-)	2.82	2	1.45	617
<b>Having a Brabantish accent makes non-Brabantish speakers treat you in a different way</b> (-)	4.09	4	1.36	580
<b>Brabantish is not modern</b> (-)	1.99	2	1.13	615
<b>Brabantish speakers should adjust to Dutch</b> (-)	2.07	2	1.25	611
<b>If Brabantish disappears, society is to blame</b> (-)	4.40	5	1.26	574
<b>It is the government's responsibility to keep Brabantish alive</b> (-)	3.57	3	1.53	578
<b>Brabantish dialect is an important aspect of Brabantish identity</b> (+)	5.28	5	0.99	611

### 3.1.3 Political policies

The interest in policies was measured with a multiple-choice question where multiple answers were possible. Every answer separately was regarded as a scale value. The total number of participants is 621. Out of the policies listed, most agreed with media attention ( $n=294$ ), recognition ( $n=274$ ), and/or education for primary school students ( $n=243$ ). The least number of participants agreed with a dictionary for one Brabantish language ( $n=112$ ), no policy ( $n=134$ ), and/or education for high school students ( $n=152$ ).

<i>Policy</i>	<b>Agree</b>	<b>Do not agree</b>	<b>Total</b>
<b>Education primary school</b>	243	378	621
<b>Education high school</b>	152	469	621
<b>Events focused on dialect</b>	206	415	621

<b>Media attention</b>	294	327	621
<b>Dictionary with one Brabantish language</b>	112	509	621
<b>Recognition (like Frisian/Limburgish)</b>	274	347	621
<b>No policy</b>	134	487	621

What institute is viewed as most suited to implement Brabantish language policy was measured with a multiple-choice question and as a scale value. The total number of participants is 621. Most people ( $n=355$ ) see the Provincial Council as the most suitable institution. Municipalities are seen as the second most suitable institution ( $n=232$ ). The least suited institution to implement language policy is deemed to be the national government ( $n=34$ ).

<i>Institute</i>	<b>Frequency (N)</b>	<b>Percentage</b>
<b>National government</b>	34	5.5%
<b>Provincial council</b>	355	57.2%
<b>Municipality</b>	232	37.4%
<b>Total</b>	621	100.0%

What kind of Brabantish should be focused on for policies was measured with a multiple-choice question where multiple answers were possible. Every answer separately was regarded as a scale value. The total number of participants is 621. Most participants ( $n=419$ ) want a focus on the regional language limited to an accent. The second most chosen focus ( $n=274$ ) is on dialect spoken in small villages. The third most chosen ( $n=185$ ) focus is on dialect spoken in big cities. The focus least chosen ( $n=62$ ) is that of one Brabantish language that should be developed.

<i>Focus policy</i>	<b>Frequency (N)</b>	<b>Percentage</b>
<b>Regional language limited to accent</b>	419	67.5%
<b>Dialect spoken in big cities</b>	185	29.8%
<b>Dialect spoken in small villages</b>	274	44.1%

<b>Develop one general Brabantish language</b>	62	10.0%
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### *3.2 Interviews*

The interviews with PVV and BBB were conducted in person, the interview with GroenLinks over the phone, and the interviews with VVD and with the cultural policy advisors over Microsoft Teams (Veltman, 2023).

PVV is the party that proposed motion M136-2022 (PVV Noord-Brabant, 2022). In the interview, it was mentioned that this was done during the budget debate of the Provincial Council to create more attention for this “important part of heritage” (Veltman, 2023). PVV mentions that Brabantish needs to be preserved, guarded and promoted. There should be “a conscience regarding heritage”, which should result in a blossoming of Brabantish dialects in society.

When asked what Ms Van Der Kammen would imagine what Brabantish language policy should be focused on, an extensive answer was given. She mentioned how a focus should be given to Brabantish as a local dialect, of the local cities and villages. Per village and city measures can be taken linked to the local form of Brabantish. Measures mentioned were attention by media channels like Omroep Brabant, the creation of signage in the local Brabantish dialect for monuments, and attention for Brabantish in education. The latter can be done regarding conversations about differences, excursions, plays in the local dialect, and other “projects”. Ms Van Der Kammen mentions how this can be linked not only to cultural festivities like carnivals but also to local parties and fairs or tied to the local community centres.

BBB did not vote for motion M136-2022, since they as a party were not in the Provincial Council when the motion was voted for. In the interview with BBB, it was mentioned that they would have voted in favour of the motion if they were in the Provincial Council (Veltman, 2023). BBB finds all types of Brabantish important since BBB sees preserving Brabantish as a preservation of culture. Ms. Kuiper mentions that to the BBB the goal of giving attention to Brabantish is important because of the social role it fulfils; a sense of community, social binding and neighbourship. Nationally within the party, a focus on the improvement of the prestige of Brabantish and the treatment of people with a Brabantish accent is focused on. On a provincial level, it is not known what BBB stands for concretely and would like to see.

When asked personally what Ms Kuiper would like to see when it comes to policy about Brabantish, events and educational attention during regional cultural events like carnival is named. It was emphasised that education comparable to official languages such as German would be hard to imagine since a big diversity exists between the way Brabantish sounds in the different regions of North Brabant.

VVD voted against motion M136-2022 and was one of the five parties to do so (Noord-Brabant, 2022). In the interview, it is explained that they voted against it because VVD holds a liberal view, where the province does not have a lot of involvement and instead the society itself has control over what happens to Brabantish (Veltman, 2023). VVD sees Brabantish as a factor that creates unity, identity, culture and cohesion but does not want to be the one pulling it forward. Responsibility should be with the citizens, not with the governmental institution. What they would like to see is a reward system where people only get money when they organise something

of worth. Organisations thus initiate something, this event happens and afterwards, there is a reward in a monetary form. This view corresponds to the ms. Lepolder's personal opinion.

GroenLinks voted in favour of motion M136-2022, in accordance with eight other parties in the Provincial Council (Noord-Brabant, 2022). Regarding motion M136-2022, Mr Philippart does not remember the details, as the Council has to vote for so many different motions, but mentions that "there must not be a lot wrong with it", as it must have been looked at critically and eventually it was voted in favour of (Veltman, 2023). When it comes to GroenLinks, Mr Philippart does not know what is in the party program but also makes clear that the party program ultimately does not matter. The points in there are abstract and not specific since eventually, the coalition agreement is what matters.

There is no clear answer regarding what policy both the interviewee personally and the party GroenLinks want to see. When it comes to personal opinion, it depends on how it is worded, how it would work financially, and the possibilities. A concise answer is thus refused to be given. The interview concludes by mentioning that when a recommendation is worded well, is financially possible, and is in line with the current plans, anything can be possible regarding influencing the coalition of what policy should be implemented.

All three parties thus have noticeably different opinions regarding Brabantish and political policies concerning Brabantish. BBB wants to see policies emphasising the social role that fits into the preservation of Brabantish as a cultural component. VVD also emphasises this social role but takes a liberal standpoint where the initiative of preservation and promotion is from

society itself. GroenLinks seems to be open to all and any policy fitting into the current situation and possibilities. All parties refrain from giving specific recommendations they want to see, except when speaking concerning personal opinion.

When interviewing the cultural policy advisors, they first explain how the two procedures for recommendations work to be passed and become a policy that can be adapted (Veltman, 2023). Firstly, a motion and recommendation can go to a ‘program manager’ of a related policy department and finally it needs an answer which will be created with different types of research, like scientific or based on previous experiences. After, the answer and thus recommendation is given to the Deputy States, and sometimes the Provincial Council or both. The second procedure is that the recommendation gets offered to a Provincial Council member. They have to get a majority vote in the Provincial Council. The Provincial Council then has to give an assignment to the Deputy States. After it has been passed, the officials have to give advice relating to the already existing policies.

Ms Postelmans and Ms Meijs both emphasise that for a recommendation to be successful, it is recommended for a link to the motion with ‘Levendig Brabant’ for culture, heritage, sport, and leisure time to be included. On a ‘higher abstraction level’ recommendations have been made already in this document. It is thus better to make the points more specific and less abstract, as the interviewees mention that you cannot really “go anywhere” with these abstract points, apart from “maybe the Deputy States”, while specific points can be sent to the Provincial Council. Mentioning links to older policy documents is also convenient, as there are many new members in the Provincial Council.

Ms. Postelmans and Ms. Meijs mention how most of the time the initiative comes from external parties who have an interest in their respective topic. This means that doing research does make the perspective broader compared to where normally the initiative comes from since not only one interested party is involved. Furthermore, the current situation, the relevant parties and whether these are linked to the province, and the capacity to perform the policy play a role in whether a policy gets implemented.

### *3.3 Test hypotheses*

Hypothesis H1: ‘Having Brabantish as a dialect as a first language has a positive correlation with positive statements regarding positive emotions and outlooks on Brabantish’ was tested using a two-tailed T-test. It was predicted, based on the literature, that having Brabantish as a dialect as a first language would be a significant factor in both positive statements and emotions.

The aim is to analyse if having Brabantish as a dialect as a first language has a significant effect on positive statements and emotions, therefore a T-test which can compare both means is the right method of analysis there. First language, which is a nominal value, can be compared to positive statements and emotions, which are both scale values. This has been done with the two means of all positive statements and all positive emotions since this can be regarded as the sum of all separate opinions and feelings. Furthermore, it would create a clearer image than proving the hypothesis for all eleven separate components.

<i>First language</i>	<b>Frequency (N)</b>	<b>Mean (<math>\mu</math>)</b>	<b>Standard deviation (<math>\sigma</math>)</b>
<b>Brabantish as a dialect</b>	158	4.97	0.78

<b>Other</b>	343	4.82	0.04
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<b>Positive statements</b>	<b>t</b>	1.953
	<b>df</b>	499
	<b>Two-sided significance (<math>\alpha</math>)</b>	0.051

<i>Statements</i>	<b>‘Standard’ Dutch (n=141)</b>	<b>Brabantish as an accent (n=275)</b>	<b>Brabantish as a local dialect (n=201)</b>
<b>Brabantish speakers are family oriented</b>	4.20 (n=127)	4.48 (n=254)	4.34 (n=189)
<b>Brabantish speakers have a good sense of community</b>	4.81 (n=131)	5.08 (n=271)	5.05 (n=194)
<b>Brabantish speakers are proud</b>	4.85 (n=126)	5.10 (n=266)	4.94 (n=187)
<b>Speaking Brabantish is important</b>	4.65 (n=138)	5.00 (n=271)	5.32 (n=195)
<b>Brabantish has a good image</b>	4.10 (n=136)	4.23 (n=258)	4.32 (n=189)
<b>Brabantish should be spoken more</b>	4.61 (n=133)	5.01 (n=262)	5.17 (n=185)
<b>Brabantish dialect is an important aspect of Brabantish identity</b>	5.09 (n=140)	5.34 (n=271)	5.33 (n=196)

For the T-test between Brabantish as a dialect as a first language and positive statements with a total of  $N=501$ , the analysis gave the following results. The mean for Brabantish as a dialect as a first language is  $\mu = 4.97$  with a standard deviation of  $\sigma = 0.78$  for 158 participants. The mean for another language as a first language is  $\mu = 4.82$  with a standard deviation of  $\sigma = 0.04$  for 343 participants. The two-sided significance  $\alpha = 0.051$ , while  $t(499) = 1.953$ . According to Scribbr (n.d.), the critical value of t should be at least 1.984. Since  $1.953 < 1.984$ , the hypothesis regarding positive statements should be rejected. Moreover, as the significance level is higher than 0.05, the hypothesis has to be rejected.

<i>First language</i>	<b>Frequency (N)</b>	<b>Mean (<math>\mu</math>)</b>	<b>Standard deviation (<math>\sigma</math>)</b>
<b>Brabantish as a dialect</b>	201	8.47	1.58
<b>Other</b>	420	8.22	1.50

<b>Positive emotions</b>	<b>t</b>	1.903
	<b>df</b>	619
	<b>Two-sided significance (<math>\alpha</math>)</b>	0.057

<i>Emotions</i>	<b>'Standard' Dutch (n=141)</b>	<b>Brabantish as an accent (n=275)</b>	<b>Brabantish as a local dialect (n=201)</b>
<b>Pride</b>	8.04	8.88	8.82
<b>Happiness</b>	8.05	8.61	8.60
<b>Attraction</b>	7.55	8.28	8.41
<b>Nostalgia</b>	8.17	8.95	8.73
<b>Inclusivity</b>	6.81	7.72	7.79

For the T-test between Brabantish as a dialect as a first language and positive emotions with  $N=621$  the analysis gave the following results. The mean for Brabantish as a dialect as a first language is  $\mu = 8.47$  with a standard deviation of  $\sigma = 1.58$  for 201 participants. The mean for another language as a first language is  $\mu = 8.22$  with a standard deviation of  $\sigma = 1.50$  for 401 participants. The two-sided significance  $\alpha = 0.051$ , while  $t(619) = 1.903$ . According to Scribbr (n.d.), the critical value of t should be at least 1.984. Since  $1.903 < 1.984$ , the hypothesis regarding positive emotions should also be rejected. As the significance level is higher than 0.05, this hypothesis has to be rejected.

For hypothesis 'H2: There is a positive correlation between fluency in Brabantish speech and the feeling of pride about the way they sound', a correlation analysis was used. It was predicted,

based on the literature, that there was a positive correlation between fluency in Brabantish speech and a feeling of pride about the way they sound.

A correlation analysis was appropriate here because metrical values are used to observe the relation. A correlation analysis displays a quantified degree of relation between the two variables. For H2, the correlation between fluency in Brabantish speech and pride of way of own speech, results were for  $N= 621$  a Pearson correlation of 0.321 and significance  $\alpha= < .001$ .

		Pride of own speech mean ( $\mu$ )	Pride of own speech median (M)
Speech	Not ( $N=1n$ )	7.55	8
	Below average ( $n=40$ )	7.15	7
	Average ( $n=203$ )	7.99	8
	Above average ( $n=164$ )	8.55	8
	Fluent ( $n=203$ )	8.94	9

		Pride of way of own speech
Fluency Brabantish speech	Pearson correlation	0.321
	Significance (2-tailed) ( $\alpha$ )	<.001
	Frequency ( $N$ )	621

A Pearson correlation of 0.321 means that there is a low positive correlation between fluency in Brabantish speech and pride of way of own speech. The significance is lower than 0.001, which means that the chance that these results are incorrect is smaller than 0.1%, and there is a confidence of about 99.9% that these results are accurate. A positive correlation was observed between the variables, with significance in the correlation. Therefore, H2: There is a positive

correlation between fluency in Brabantish speech and the feeling of pride about the way they sound has to be accepted.

For the hypothesis ‘H3: There will be, both from bottom-up and top-down feedback, the most interest in education as a form of policy’, for bottom-up feedback, averages for which policies are preferred and, for top-down feedback, the frequency of positive comments from interviewees are investigated. It was predicted, based on past recommendations, relatively easy cost-and-effectiveness measures and the likeliness that the policy measure is top-of-mind that there would be most interest in education as a form of policy.

It has to be noted that, especially in the questionnaire, there is no specific description of what education means. Education does not necessarily have to incorporate learning grammar and vocabulary but could, for example, also be focused on creating conversations about registers and differences between dialects and languages.

For bottom-up feedback, a multiple-choice question was asked about which policy participants would like to see, to which they could give multiple answers. Here, both primary and high school education was a possible answer. Out of the two policies, primary school education was chosen most out of 621 participants; by 243 participants (39.1%), while high school education was chosen by 152 participants (24.5%). This makes primary school education the second most popular choice by participants of this questionnaire, after media attention on dialect ( $N=294$ , 47.3%).

<i>Age &amp; education</i>	<b>Frequenc y primary school education (N)</b>	<b>Frequenc y high school education (N)</b>	<b>Frequenc y events focused on dialect (N)</b>	<b>Frequency media attention on dialect (N)</b>	<b>Frequency dictionary for one Brabantish language (N)</b>	<b>Frequency recognition of Brabantish (N)</b>	<b>Frequenc y no policy (N)</b>
<b>All (n=621)</b>	243 (39.1%)	152 (24.5%)	206 (33.2%)	294 (47.3%)	112 (18.0%)	274 (44.1%)	134 (21.6%)
<b>To 24 (n=33)</b>	14 (42.4%)	11 (33.3%)	6 (18.2%)	16 (48.5%)	14 (42.4%)	23 (69.7%)	7 (21.2%)
<b>25 – 34 (n=33)</b>	21 (63.6%)	15 (45.5%)	12 (36.4%)	16 (48.5%)	16 (48.5%)	22 (66.7%)	4 (12.1%)
<b>35 – 49 (n=114)</b>	46 (40.4%)	29 (25.4%)	25 (21.9%)	51 (44.7%)	15 (13.2%)	54 (47.4%)	23 (20.2%)
<b>50 – 64 (n=292)</b>	104 (35.6%)	61 (20.9%)	85 (29.1%)	125 (42.8%)	38 (13.0%)	117 (40.1%)	73 (25.0%)
<b>65+ (n=148)</b>	57 (38.5%)	35 (23.6%)	78 (52.7%)	85 (57.4%)	28 (18.9%)	57 (38.5%)	27 (18.2%)
<b>Low (n=4)</b>	3 (75.0%)	2 (50.0%)	2 (50.0%)	2 (50.0%)	3 (75.0%)	4 (100.0%)	0 (0.0%)
<b>Middle (n=333)</b>	142 (42.6%)	91 (27.3%)	99 (29.7%)	150 (45.0%)	62 (18.6%)	164 (49.2%)	64 (19.2%)
<b>High (n=281)</b>	95 (33.8%)	57 (20.3%)	104 (37.0%)	140 (49.8%)	47 (16.7%)	105 (37.4%)	70 (24.9%)

For top-down feedback, it is notable that none of the parties mention specific policy measures when talking about the opinion of the party. All either use examples to showcase their opinion or only mention specific measures when speaking about personal opinions. Personal opinions do not necessarily have to correspond to the entire party's opinion, even when interviewees mention that the entire party has the same general opinion.

When it comes to the interviewees' personal opinions, Mr Philippart of GroenLinks explicitly mentions how he does not want “separate courses” for Brabantish education (Veltman, 2023).

Ms Lepolder of VVD makes no mention of education, but VVD's liberal standpoint implies that they too do not support education related to Brabantish.

Ms Van Der Kammen of PVV and Ms Kuiper BBB both do mention education positively when it comes to personal opinions about policy measures. Both want to see a focus on the differences Brabantish carries amongst the different cities and villages and thus the local dialect of each city and village. Ms Kuiper mentions how Brabantish's diversity makes it impossible to teach the language comparable to an official language like German. Therefore, in classrooms, a focus on the diversity and differences between people, and engaging the conversation on this topic, needs to be maintained. Ms Van Der Kammen also wants a focus on these differences but adds how projects like a school play in Brabantish can have a positive influence on Brabantishes' vitality.

Thus, when looking at bottom-up feedback, there is most interest in media attention on dialect as a form of policy, while (primary) education ranks second. When looking at top-down feedback, there is only personal interest in education as a form of policy, and this is the case for two out of four interviewees. Personal opinion cannot be assumed to be the same as the respective party's opinion. Therefore, H3: There will be, both from bottom-up and top-down feedback, the most interest in education as a form of policy has to be rejected.

For hypothesis 'H4: The willingness to learn Brabantish as a dialect has a positive correlation with wanting education as a political policy', a correlation analysis was used. It was predicted, based on the literature, that there was a positive correlation between the willingness to learn Brabantish as a dialect and wanting education as a political policy. A correlation analysis was

appropriate here because metrical values are used to observe the relation. A correlation analysis displays a quantified degree of relation between the two variables.

For H4, the correlation between readiness to learn and primary school education as political policy, results were for speech  $N=307$  a Pearson correlation of 0.281 with a significance  $\alpha<.001$ , for writing  $N=508$  a Pearson correlation of 0.234 with a significance of  $\alpha<.001$ , for listening  $N=281$  a Pearson correlation of 0.169 with a significance of  $\alpha=0.005$ , and for reading  $N=392$  a Pearson correlation of 0.289 with a significance of  $\alpha<.001$ .

For H4, the correlation between readiness to learn and high school education as political policy, results were for speech  $N=307$  a Pearson correlation of 0.215 with a significance  $\alpha<.001$ , for writing  $N=508$  a Pearson correlation of 0.259 with a significance of  $\alpha<.001$ , for listening  $N=281$  a Pearson correlation of 0.101 with a significance of  $\alpha=0.089$ , and for reading  $N=392$  a Pearson correlation of 0.233 with a significance of  $\alpha<.001$ .

<i>Readiness to learn</i>		<b>Education primary school</b>	<b>Education high school</b>
<b>Speech</b>	<b>Pearson correlation</b>	0.281	0.215
	<b>Significance (2-tailed) (<math>\alpha</math>)</b>	<.001	<.001
	<b>Frequency (<math>N</math>)</b>	307	307
<b>Writing</b>	<b>Pearson correlation</b>	0.234	0.259
	<b>Significance (2-tailed) (<math>\alpha</math>)</b>	<.001	<.001
	<b>Frequency (<math>N</math>)</b>	508	508
<b>Listening</b>	<b>Pearson correlation</b>	0.169	0.101
	<b>Significance (2-tailed) (<math>\alpha</math>)</b>	0.005	0.089
	<b>Frequency (<math>N</math>)</b>	281	281

<b>Reading</b>	<b>Pearson correlation</b>	0.289	0.233
	<b>Significance (2-tailed) (<math>\alpha</math>)</b>	<.001	<.001
	<b>Frequency (N)</b>	392	392

<i>Readiness to learn</i>		<b>Education primary school</b>	<b>Education high school</b>
<b>Speech</b>	<b>Strongly disagree (n=30)</b>	2 (6.7%)	2 (6.7%)
	<b>Disagree (n=23)</b>	6 (26.1%)	4 (17.4%)
	<b>Somewhat disagree (n=46)</b>	14 (30.4%)	6 (13.0%)
	<b>Somewhat agree (n=121)</b>	55 (45.5%)	43 (35.5%)
	<b>Agree (n=87)</b>	46 (52.9%)	30 (34.5%)
	<b>Strongly agree (n=0)</b>	-	-
	<b>Already fluent (n=314)</b>	120 (38.2%)	67 (21.3%)
<b>Writing</b>	<b>Strongly disagree (n=43)</b>	4 (9.3%)	2 (4.7%)
	<b>Disagree (n=83)</b>	24 (28.9%)	8 (9.6%)
	<b>Somewhat disagree (n=66)</b>	21 (31.8%)	11 (16.7%)
	<b>Somewhat agree (n=120)</b>	50 (41.7%)	37 (30.8%)
	<b>Agree (n=131)</b>	62 (47.3%)	48 (36.6%)
	<b>Strongly agree (n=65)</b>	34 (52.3%)	23 (35.4%)
	<b>Already fluent (n=113)</b>	48 (42.5%)	23 (20.4%)
<b>Listening</b>	<b>Strongly disagree (n=9)</b>	2 (22.2%)	1 (11.1%)
	<b>Disagree (n=8)</b>	1 (12.5%)	1 (12.5%)
	<b>Somewhat disagree (n=32)</b>	8 (25.0%)	5 (15.6%)
	<b>Somewhat agree (n=121)</b>	47 (38.8%)	34 (28.1%)
	<b>Agree (n=111)</b>	52 (46.8%)	31 (27.9%)
	<b>Strongly agree (n=0)</b>	-	-
	<b>Already fluent (n=340)</b>	133 (39.1%)	80 (23.5%)
<b>Reading</b>	<b>Strongly disagree (n=23)</b>	0 (0.0%)	0 (0.0%)

<b>Disagree (n=42)</b>	8 (19.0%)	3 (7.1%)
<b>Somewhat disagree (n=28)</b>	9 (32.1%)	6 (21.4%)
<b>Somewhat agree (n=101)</b>	35 (34.7%)	25 (24.8%)
<b>Agree (n=124)</b>	54 (43.5%)	35 (28.2%)
<b>Strongly agree (n=74)</b>	42 (56.8%)	28 (37.8%)
<b>Already fluent (n=229)</b>	95 (41.5%)	55 (24.0%)

Pearson correlations lying between 0.101 and 0.289 means that there is a low positive correlation between readiness to learn and wanting education as a political policy. In all cases, the significance is equal to or less than 0.089, which means that the chance that these results are incorrect is smaller than 8.9%, and there is a confidence of minimally 91.1% that these results are accurate. A low positive correlation was observed between all variables, with significance in the correlation. Therefore, H4: The willingness to learn Brabantish as a dialect has a positive correlation with wanting education as a political policy has to be accepted.

## Discussion

### *4.1 Contribution to literature*

This research fills up the existing gap in research, as the last extensive research that has been done regarding Brabantish was in 2006, involving dialect use and attitude towards the Brabantish dialect using both a questionnaire and interviews (Swanenberg, 2006). Since the recommendations made by Swanenberg in 2019, no concrete recommendations have been made concerning dialect, only abstract ones which have not explicitly been linked to Brabantish. This research thus also complements these recommendations with newer ones, linked to newer data and opinions.

The only research conducted on the status and prestige of Brabantish has been conducted in a questionnaire in 2021, but this research has not been published. The information that was collected in this research can thus not only be used as an update but also as a comparison to the data collected in 2021, providing useful insights into the true condition of Brabantish.

Lastly, it is the first time the members of the Provincial Council have been involved in research regarding dialect. This combination of a bottom-up and top-down approach has not been applied before. This is noteworthy since the Provincial Council is likely to be involved in recommendations and policy regarding Brabantish; one of the two procedures of recommendations and policies is through a majority vote in the Provincial Council (Veltman, 2023).

#### *4.2 Limits of research*

Firstly, there can be a problem identified when looking at the representativeness of public opinion regarding the questionnaire. While an attempt has been made to make the questionnaire representative, it cannot be guaranteed that the whole public had the chance to take it. This since the questionnaire was not only posted online but also only on platforms with a regional focus. When one does not follow these platforms, they do not have the chance to participate.

Furthermore, participants who filled in this questionnaire are more likely to already be interested in the topic of Brabantish. This may influence the answers, especially considering status and prestige. People who are involved in the topic of Brabantish and follow related media on social

media often possess more skills regarding Brabantish and consequently may have a more positive outlook on the subject, as they are involved with it more than people who do not follow such social media accounts.

Moreover, the political opinion considering the parties that have been talked to might not be representative enough. Interviews have only been conducted with four parties out of the current fifteen parties present in the Provincial Council. Even though all parties are considerably big, the opinions of the smaller parties can also have a big effect when a majority vote needs to be reached to implement a recommendation or motion.

Opinions within the party can also differ, as can be seen in the interview with GroenLinks (Veltman, 2023). Therefore, taking one person per party might not be representative of the opinion of the whole party. Both BBB and VVD did mention that they tried to find the person most knowledgeable for the interviews, but opinions on the matter still might have varied within the party. Especially since the majority of the Provincial Council, including some of the interviewed members, were not installed yet when the motion was voted for and adopted.

Lastly, there was a limit regarding both time and money. With more time and money, a better representation of the public could have been reached and more members of the Provincial Council could have been interviewed. This could have had an impact on the results of this research in general, as now the most direct and involved public has been reached.

## Conclusion & policy recommendations

### *5.1 Policy recommendations*

Firstly, it needs to be established that these recommendations are focused on dynamics and inclusivity (Adviescommissie Taalvariatie, 2019). While the preservation of language is important, it is a fact that every language continuously changes. As a result of this change, multiple varieties of Brabantish exist, like varieties in between Dutch and Brabantish dialects. These varieties are not inherently wrong, but instead less or more appropriate compared to other varieties of Brabantish. When it comes to the general use of language, the user is the most important, as language expresses identity. This is why language varieties will not be discouraged, but the use of any variety of Brabantish will be encouraged, rather proper communication registers will have to be formed.

The formation of these registers can be done in education. According to Taalunie, there is planned room for learning these registers; what to use in which context and how Brabantish can be appropriate in different ways will have to be discussed in classrooms (Adviescommissie Taalvariatie, 2019). This can spark conversation about differences amongst the students; why does one speak differently compared to the other and how both ways of speaking are correct.

Currently, there is no room financially and time-wise for education to adapt and include Brabantish into its curriculum. This was established in past research by Doreleijers (2022), who also found that teachers do want to focus on language conscience and language sensitisation, but are barely familiar with existing dialect education materials. There thus needs to be looked into what teaching supplies are available regarding these topics and, if needed, whether these can be

developed. This attention to Brabantish has to be given parallel to teaching Dutch as a standard language, not instead, as education is still mostly responsible for helping students attain Dutch.

Regarding obtaining the local Brabantish dialect, initiatives focused on teaching Brabantish, like currently done in Roosendaal, have to be supported and promoted (Verhulst, 2022). Support and promotion can be done financially, but also through promotion using different types of media, like physical and online newspapers, or social media.

In general, there should be a bigger focus on discussing topics related to Brabantish on social media, especially amongst the channels which are already focused on North Brabant. This is in accordance with motion M176-2022, which mentions that Omroep Brabant should give more attention to Brabantish (SP Noord-Brabant, 2022). Brabantish can be incorporated into existing media, for example when culture or events like carnival is discussed. This should be done with the goal to focus on and target the newer generations, as they not only are mostly active on different social media platforms but are also the ones we as a society depend on for Brabantish to maintain its relevance and even grow in the future. It can furthermore normalise discussion of the topic more, and consequently heighten prestige even amongst the general non-Brabantish speaking public.

Another measure that can be taken is informing parents about the advantages of second-language learning. The unfavourable view in which people believe that speaking Brabantish can have a negative effect on educational level and future occupational possibilities that Kraaykamp (2005) and Kuppens (2003) discuss can be challenged and explained. Furthermore, the way parents can

teach their children a second language can be explained, as this also often can be a hurdle. A good example of this measure is in New York, where such flyers get distributed at the age that children go to prekindergarten, so below the age of five (New York State Education Department & Office of Bilingual Education and World Languages, n.d.).

Promoting can also be done in other places where Brabantish could be used, but people are hesitating to use it. This can be done in addition to promoting it to parents of young children. The promotion can be done, for example, by having important everyday figures use Brabantish actively. This can be amongst members of the Provincial Council, in community centres or in neighbourhoods. This could, once again, normalise the use of Brabantish through interaction and enlarge both the covert and overt prestige of Brabantish.

Lastly, the possibility of creating Brabantish versions of websites should be considered. This should be done in a cultural light, amongst organisations which have direct links with Brabantish, like dialect organisations, and in certain culturally significant situations, like carnival or fairs. This has, for instance, previously been done by the NS during carnival, where they created amongst other languages a Brabantish version of their website (Erfgoed Brabant, 2023). The interaction people have with such websites can lead to inactive learning and normalisation.

## *5.2 Recommendations for society*

Considering these policy recommendations, a recommendation has to be made for society itself. This research mostly makes recommendations that have to be implemented top-down. However, not everything regarding Brabantish has to rely on top-down policies as people can have influence themselves. From the bottom up people can establish their own projects and create

more involvement on both a local and provincial level. This can be done by associations actively involved in Brabantish, and on an individual level.

Associations can start projects themselves and broaden their field regarding Brabantish. An example of where this is currently happening is in Roosendaal, where local dialect education was set up targeted to adults (Verhulst, 2022). Classes are offered where speaking the local dialect is taught and in a follow-up course where writing is taught, and successfully so since applications had to be closed early due to the interest in dialect classes. The maximum amount of participants was reached quickly.

This shows that when opportunities and capacity are created, one only needs people who have the desire to learn to successfully develop Brabantish (Grin, 2003). This does not only have to be in relation to education, but can also be done by promoting using Brabantish in different kinds of setting to the public and organising events related to Brabantish; broadening the field beyond what is tried now.

These actions do not all have to be initiated by organisations. Individuals can also have an influence by undertaking small actions. These can range from not switching from dialect to Dutch when speaking to someone to writing on social media pages in dialect. This can create a sense of normalcy and acceptance in communities, consequently creating opportunities for others to use Brabantish actively as well.

### *5.3 Recommendations for future research*

The current study can be interpreted as a first step into understanding the status and prestige of Brabantish and how this can be improved. However, the results of this study should be treated with caution, as the sample size of the questionnaire is still limited in terms of representation. Therefore, future research could focus on expanding the representativeness of the questionnaire. This research could also expand on the number of interviews done, and which political parties these interviews are done with.

Future research should furthermore focus on keeping the information presented in this research updated. In future research, the influence of the implementation of different political policies could be measured with this data, and so could the lack of any implementations. This goal can specifically be reached with the help of the used questionnaire.

This research has shown, similarly to past research, that Brabantish still has much prestige amongst the Brabantish-identifying population. There was a lack to prove what kind of prestige Brabantish mostly possesses; overt, covert or dynamic. This and past research imply covert prestige but mostly fail to assess dynamic prestige properly. Future research could create a more detailed perspective on this topic.

Lastly, a more detailed look into the demographics of Brabantish-speakers would be interesting, as Centraal Bureau voor Statistiek (2021), which generally publishes these detailed characteristics, portrays Brabantish-speakers as “dialect speakers”. It does not get clarified what a dialect speaker means; whether it is self-appointed or whether an accent or variety in between Brabantish and Dutch also gets viewed as dialect. Furthermore, Brabantish not having a separate category does not represent the province correctly, as people who speak dialects like Zeelandish

also live in North Brabant. Such research could showcase whether Brabantish dialect-speaking islands exist in reality and to what extent these have developed (Versloot, 2020). This furthermore could lead to a visualisation of the knowledge and interest in Brabantish.

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## Appendix A: Questionnaire

### [Questionnaire: Erfgoed Brabant - Het Brabants](#)

Start of Block: Default Question Block

Introductie Welkom bij deze enquête! Dit onderzoek is geïnitieerd door een samenwerking van Tilburg Universiteit & Stichting Erfgoed Brabant. Dit onderzoek wordt gedaan met als doel de status en prestige van het Brabants beter in kaart te brengen, en uiteindelijk om een beleidsvoorstel te kunnen doen op politiek niveau.

Deze enquête gaat over de waarneming van de Brabantstalige spreker, en de behoefte aan een taalbeleid voor Brabants. Beantwoord de vragen a.u.b. zo eerlijk mogelijk. Er zijn geen goede of foute antwoorden. U kunt altijd stoppen met de enquête of terugkeren naar de enquête op elk moment. Deze enquête invullen duurt 10 tot 15 minuten.

Voor verdere informatie kunt u naar de Tilburg University-website gaan [www.tilburguniversity.edu/privacy](http://www.tilburguniversity.edu/privacy) of de onderzoeker contacteren via [angelaveltman@erfgoedbrabant.nl](mailto:angelaveltman@erfgoedbrabant.nl).

Voorwaarden:

Door toestemming te geven, bevestig ik dat ik ten minste 18 jaar oud ben en dat ik de voorwaarden voor deelname aan dit onderzoek accepteer.

Deze voorwaarden zijn:

- Er is geen dwang van welke aard dan ook voor mij om deel te nemen aan dit onderzoek. Ik accepteer vrijwillig om deel te nemen.

- Ik heb de intentie om de enquête te voltooien.
- Ik heb voldoende informatie over het onderwerp en het doel van het onderzoek, en heb de mogelijkheid om vragen te stellen, die naar behoren worden beantwoord.
- Ik heb het recht de enquête te stoppen op elk moment, zonder enige reden.

De onderzoeker garandeert dat de gegevens verzameld in deze enquête anoniem zullen worden gehouden, dat mijn privacy wordt gegarandeerd, en dat de gegevens verzameld in deze enquête alleen zullen worden gebruikt voor wetenschappelijke publicaties van de onderzoeker. Er zijn geen voorzienbare risico's verbonden aan deze enquête.

- Ik geef **wel** toestemming (1)
- Ik geef **geen** toestemming (2)

Skip To: End of questionnaire If Welkom bij deze enquête! Dit onderzoek is geïnitieerd door een samenwerking van Tilburg University... = Ik geef **<u>geen</u>** toestemming

Page Break

Openingsvraag: Ziet u uzelf als Brabants?

- Ja (1)
- Nee (2)

Skip To: Eind enquête If Ziet u uzelf als Brabants? = Nee

Page Break

Contact: Voor verdere informatie kunt u naar de Tilburg University-website gaan [www.tilburguniversity.edu/privacy](http://www.tilburguniversity.edu/privacy) of de onderzoeker contacteren via [angelaveltman@erfgoedbrabant.nl](mailto:angelaveltman@erfgoedbrabant.nl).

## Q1 - Foto



Q1 Woont u in Brabant? Zo ja, kies één van de regio's op de bovenstaande foto. Zo niet, kies dan 'Nee'.

- West (blauw) (1)
- Midden (grijs) (2)
- Noordoost (groen/geel) (3)
- Zuidoost (beige) (4)
- Nee (5)

Q2 Woont u in een stad of dorp?

*Wanneer dit een buurtschap is, selecteer 'dorp'.*

- Stad (1)

Dorp (2)

Q3 Hoeveel jaar heeft u in Brabant gewoond?

Reageer alleen in **hele getallen**. Dus wanneer u 15,5 jaar in Brabant heeft gewoond, antwoord met 15.

---

Page Break

Q4 Wat is uw moedertaal/eerst aangeleerde taal?

Algemeen Nederlands (1)

Brabants als streektaal (*gelimiteerd tot accent, zoals zachte g en woorden als 'houdoe'*) (2)

Brabants als lokaal dialect (3)

Een andere taal (*Engels, Spaans, Limburgs, etc.*) (4)

Q5 Gebruikt u het lokale Brabantse dialect actief?

Ja (1)

Nee (2)

Q6 Denkt u dat mensen aan uw manier van spreken kunnen horen dat u Brabants klinkt?

Ja (1)

Nee (2)

Weet ik niet (3)

Q7 Op een schaal van 1 tot 10, hoe trots bent u op de manier waarop u spreekt?

0 = totaal niet trots

10 = heel erg trots

0 1 2 3 4 5 6 7 8 9 10

Trots ()	
----------	--

Q8 Geef uw vaardigheid van Brabants als lokaal dialect aan op deze schaal, van niet tot vloeiend.

	Niet (1)	Onder gemiddeld (2)	Gemiddeld (3)	Boven gemiddeld (4)	Vloeiend (5)
Spreekvaardigheid (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijfvaardigheid (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**verstaan**

(3)

Ik ben  
bereid  
dialect  
leren te  
**lezen** (4)
      

Page Break

Informatie: Vanaf dit punt verwijst 'het Brabants' naar **beide** de streektaal en het dialect. Er wordt geen onderscheid meer gemaakt tussen Brabants als streektaal en Brabants als dialect.

Q10 Geef alstublieft uw positieve gevoelens aan tot het Brabants op een schaal van 0 tot 10

0 = staat totaal **niet** gelijk aan gevoel

10 = staat **volledig** gelijk aan gevoel

0 1 2 3 4 5 6 7 8 9 10

Trots ()	
Blijheid ()	

Aantrekking ()	
Nostalgie ()	
Inclusiviteit ()	

Q11 Geef alstublieft uw negatieve gevoelens aan tot de Brabantse taal op een schaal van 0 tot 10

0 = staat totaal **niet** gelijk aan gevoel

10 = staat **volledig** gelijk aan gevoel

0 1 2 3 4 5 6 7 8 9 10

Schaamte ()	
Woede ()	
Afgunst ()	
Onverschillig ()	
Uitsluiting ()	

Q12 Geef aan in hoeverre u het eens bent met de volgende 13 stellingen over Brabants(taligen).



Het spreken van het  
Brabants is vooral  
voor ouderen  
weggelegd. (7)

Brabants is  
plattelands. (8)

Een Brabants  
accent zorgt voor  
een andere  
behandeling door  
niet-Brabants  
sprekenden. (9)

Brabants is niet  
meer van nu. (10)

Brabantstaligen  
zouden zich aan  
moeten passen aan  
het Algemeen  
Nederlands. (11)

Als het Brabants  
verdwijnt, is dat de  
schuld van de  
samenleving zelf.  
(12)

Het is de  
verantwoordelijkheid  
van de politiek het

Brabants in leven te houden. (13)

Het Brabants dialect is een belangrijk aspect van de Brabantse identiteit. (14)



Q13 In welk opzicht is Brabants een belangrijk deel van uw identiteit?

*U kunt meerdere antwoorden kiezen*

- Brabants is **geen** belangrijk deel van mijn identiteit (1)
- Communicatie (lezen, luisteren, spreken, schrijven) (2)
- Gevoel & emotie (thuis behoren, familie historie) (3)
- Sociaal (gevoel van verbondenheid) (4)
- Cultureel (literatuur, poëzie, muziek, theater) (5)
- Politiek (aandacht en erkenning voor het Brabants) (6)

Page Break

Q14 Op welke manier zou u politiek beleid willen zien voor het Brabants (indien van toepassing)?

*U kunt meerdere antwoorden kiezen*

- Educatie van dialect op basisscholen (1)
- Educatie van dialect op middelbare scholen (2)
- Organisatie van evenementen gericht op dialect (3)
- Bespreken van dialect in de media via Omroep Brabant (*radio, tv, krant*) (4)
- Een woordenboek voor één algemene Brabantse taal (5)
- Officiële erkenning voor het Brabants als taal (*zoals Fries, Limburgs & Nedersaksisch*) (6)
- Niet van toepassing, **geen** beleid voor het Brabants (7)

Q15 Mocht er politiek beleid komen, op welke manier van spreken zou een focus moeten liggen?

*U kunt meerdere antwoorden kiezen*

- De streektaal (*gelimiteerd tot accent, zoals zachte g en woorden als 'houdoe'*) (1)
- De lokale dialecten gesproken in de grote steden (2)
- De lokale dialecten gesproken in de kleinere dorpen (3)

Één algemene Brabantse taal moet worden ontwikkeld (4)

Q16 Wie ziet u als het meest geschikt om zulk politiek beleid door te voeren?

De landelijke overheid (1)

De Provinciale Staten (2)

De gemeente (3)

Q17 Andere vragen of uitspraken die u wilt doorgeven?

*Zo niet, graag vak leeg laten*

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Page Break

Contact: Voor verdere informatie kunt u naar de Tilburg University website gaan [www.tilburguniversity.edu/privacy](http://www.tilburguniversity.edu/privacy) of de onderzoeker contacteren via [angelaveltman@erfgoedbrabant.nl](mailto:angelaveltman@erfgoedbrabant.nl).

Q18 Leeftijd

---

Q19 Genderidentiteit

- Vrouw (1)
- Man (2)
- Anders, namelijk... (3) \_\_\_\_\_

#### Q20 Nationaliteit

- Nederlands (1)
- Belgisch (2)
- Anders, namelijk... (3) \_\_\_\_\_

#### Q21 Hoogst behaalde studie certificaat

- Geen studie certificaat behaald (1)
- Basisschool (2)
- Praktijkonderwijs (3)
- Vmbo-bb (4)
- Vmbo-kb (5)
- Vmbo-tl/mavo (6)
- Havo (7)

- Vwo (8)
- MBO (9)
- HBO Bachelor (10)
- HBO Master (11)
- Universiteit Bachelor (12)
- Universiteit Master (13)
- PhD (14)
- Anders, namelijk... (15) \_\_\_\_\_

Page Break

Display This Question:

If Ziet u uzelf als Brabants? = Nee

Eind enquête Jammer genoeg kunt u niet deelnemen aan de rest van deze enquête, aangezien u niet aan de criteria voldoet. Alsnog bedankt voor uw tijd en deelname aan dit onderzoek.

End of Block: Default Question Block

## Appendix B: Information letter

**De status en het prestige van het Brabants en hoe politiek beleid dit kan veranderen**  
**Onderzoeker**

Angela Veltman, Tilburg University: Humanities & Digital Sciences, Stichting Erfgoed Brabant

## **Introductie**

Deze informatiebrief bestaat uit belangrijke informatie over dit onderzoek en bijbehorende regels. Lees alstublieft deze brief voorzichtig door en contacteer de onderzoeker bij vragen voordat u accepteert te participeren in dit onderzoek.

## **Waar gaat dit onderzoek over?**

### **Doel**

Dit onderzoek wordt gedaan met als doel een beeld te vormen over de status van het Brabants (taalniveau) en het prestige van het Brabants (gevoel/emotie). Daarnaast zullen er aanbevelingen worden gedaan voor politiek beleid in de bachelor scriptie die zal worden geschreven, met als uiteindelijk doel de samenstelling van een beleidsstuk.

### **Achtergrond**

Dit onderzoek is begonnen gebaseerd op eerdere beleidsstukken geschreven door prof. dr. Jos Swanenberg (2006 & 2019) en Motie M136-2022 'Brabantse taal' (november 2022). Er is een enquête verspreid via verschillende sociale mediakanalen. Gebaseerd op deze enquête, en in combinatie met de te houden interviews zullen aanbevelingen voor beleid worden gedaan.

### **Aard en duur van het onderzoek**

Dit onderzoek maakt deel uit van een bachelorscriptie voor Tilburg University. Dit onderzoek eindigt op 13 augustus 2023.

## **Wat houdt deelname aan dit onderzoek in?**

### **Content**

Er zal worden gevraagd naar (1) uw persoonlijke relatie met het Brabants, (2) uw persoonlijke mening omtrent het Brabants en eventueel streektaalbeleid gerelateerd aan het Brabants, en (3) uw partij's mening omtrent het Brabants en eventueel streektaalbeleid gerelateerd aan het Brabants. Dit interview zal rond de 30 minuten duren, tot maximaal 45 minuten. Dit kan verschillen door de lengte van de antwoorden op de vragen.

### **Potentiële negatieve gevolgen door participatie**

Er zijn geen bekende potentiële negatieve gevolgen door participatie.

## **Participatie informatie**

### **Vrijwilligheid van deelname**

We vragen uw toestemming om deel te nemen aan deze studie, die van toepassing is voor de duur van deze studie. Deelname aan dit onderzoek is vrijwillig. U heeft het recht om niet deel te nemen aan dit onderzoek. Als u besluit deel te nemen aan dit onderzoek, staat het u te allen tijde vrij om u terug te trekken uit dit onderzoek, zonder enige negatieve gevolgen en zonder reden. U bent vrij om alleen vragen te beantwoorden die u wilt beantwoorden.

De onderzoeker kan het onderzoek indien nodig beëindigen. De beslissing om het onderzoek te beëindigen kan worden genomen om uw gezondheid en veiligheid te beschermen, of omdat het

onderzoeksplan bepaalt dat personen die niet aan bepaalde voorwaarden voldoen of de instructies niet strikt opvolgen, niet kunnen deelnemen

### **[Voor persoonsgegevens] Welke rechten heb ik?**

U heeft het recht om toegang te vragen tot en rectificatie, verwijdering, beperking of bezwaar tegen de verwerking van uw persoonsgegevens. Voor meer informatie:

[www.tilburguniversity.edu/privacy](http://www.tilburguniversity.edu/privacy)

### **Vertrouwelijkheid**

Alle informatie die tijdens dit onderzoek wordt verzameld, wordt vertrouwelijk bewaard. Uw onderzoeksgegevens kunnen op verzoek worden geanonimiseerd met een codenaam of nummer. Persoonlijke informatie wordt niet vrijgegeven zonder uw schriftelijke toestemming.

### **Onderzoek datamanagement beleid**

De geanonimiseerde onderzoeksgegevens worden voor een periode van 10 jaar veilig bewaard. Alleen de onderzoeker en scriptiebegeleider hebben toegang tot deze gegevens. Wanneer de resultaten van dit onderzoek worden gepubliceerd of gepresenteerd, zal er geen informatie worden gepresenteerd die uw persoonlijke identiteit kan onthullen. Geanonimiseerde gegevens die in dit onderzoek zijn verzameld, kunnen nuttig zijn voor toekomstig onderzoek en daarom zullen deze gegevens anoniem beschikbaar zijn.

### **Gegevensverwerking**

Gegevens worden via het programma Atlas.ti verwerkt. Gegevens zullen niet worden gedeeld met derden. Alleen de onderzoeker heeft toegang tot deze gegevens en de scriptiebegeleider wanneer deze gegevens worden opgevraagd.

### **Beloning/vergoeding**

Deelname aan dit onderzoek wordt niet vergoed.

### **Ethische goedkeuring**

Volgens Tilburg University is er geen officiële ethische goedkeuring nodig van de Ethics Review Board. De Tilburg University 'Ethics checklist' voor bachelorstudenten is doorlopen en hieraan wordt voldaan.

### **Deelname**

Als u besluit deel te nemen aan dit onderzoek, kunt u het toestemmingsformulier ondertekenen tijdens de fysieke afspraak. Als u besluit niet deel te nemen kunt u de onderzoeker hierover informeren.

### **Contact**

Vragen over dit onderzoek kunt u stellen aan:

Angela Veltman

[angelaveltmann@erfgoedbrabant.nl](mailto:angelaveltmann@erfgoedbrabant.nl)

[a.j.veltman@tilburguniversity.edu](mailto:a.j.veltman@tilburguniversity.edu)

## Bijlage

Het geïnformeerd toestemmingsformulier kan u ondertekenen tijdens de fysieke afspraak.

## Appendix C: Informed consent



### **Formulier voor geïnformeerde toestemming 'The status and prestige of Brabantish, and how political policy can change this'**

#### **Onderzoeker**

Angela Veltman, Tilburg University: Humanities & Digital Sciences, Stichting Erfgoed Brabant

#### **Handtekening**

Door het ondertekenen van dit formulier 'geïnformeerde toestemming' gaat u er vrijwillig mee akkoord om te participeren in dit onderzoek. Het document ondertekenen heeft geen invloed op uw recht om u terug te trekken van dit onderzoek op elk moment dan ook zonder enige uitleg. Door het ondertekenen van dit geïnformeerde toestemmingsdocument, ik (de participant) bevestig dat:

- Ik de gehele informatiebrief heb gelezen en begrepen die bij dit onderzoek hoort.
- Ik de mogelijkheid heb gekregen vragen te stellen over dit onderzoek en dat deze vragen zijn beantwoord naar toebehoren.
- Ik genoeg tijd heb gehad om te bepalen of ik wil participeren aan dit onderzoek of niet.
- Ik weet dat de participatie volledig vrijwillig is.
- Ik weet dat dit onderzoek duurt tot 13 augustus 2023.
- Ik weet dat de audio van dit interview opgenomen wordt.
- Ik weet dat ik kan beslissen me terug te trekken van dit onderzoek op elk moment, zonder enige negatieve gevolgen en zonder enige uitleg.
- I.v.m. persoonsgegevens weet ik dat ik het recht heb om toegang te vragen tot, en rectificatie, verwijdering, beperking of bezwaar te maken tegen de verwerking van mijn persoonsgegevens.
- Ik weet dat mijn onderzoeksgegevens worden verwerkt zoals beschreven in de informatiebrief en dat alleen de onderzoeker toegang heeft tot deze gegevens.
- Ik geef toestemming om mijn onderzoeksgegevens te laten gebruiken voor de doeleinden die worden genoemd in de informatiebrief die bij dit onderzoek hoort.
- Ik geef toestemming om mijn onderzoeksgegevens voor de periode van 10 jaar te laten bewaren.





Hierbij ga ik vrijwillig akkoord met deelname aan het onderzoek:  
'The status and prestige of Brabantish, and how political policy can change this'

Naam participant:

Michiel Philippart

Handtekening:

Datum: 01/ 06/ 2023

A handwritten signature in black ink, appearing to be "Michiel Philippart", written over a horizontal line.

In te vullen door de onderzoeker(s):

Hierbij verklaar ik dat ik de bovengenoemde participant volledig heb geïnformeerd  
over dit onderzoek.

Naam onderzoeker:

Angela Veltman

Handtekening:

Datum: 01 / 06 / 2023

A handwritten signature in blue ink, appearing to be "Angela Veltman", written over a horizontal line.



Hierbij ga ik vrijwillig akkoord met deelname aan het onderzoek:  
'The status and prestige of Brabantish, and how political policy can change this'

Naam participant:

M.T.E. Meys-Appels

Handtekening:

A handwritten signature in black ink, appearing to be "M.T.E. Meys-Appels", written over a horizontal line.

Datum: 28 / 6 / 2023

In te vullen door de onderzoeker(s):

Hierbij verklaar ik dat ik de bovengenoemde participant volledig heb geïnformeerd  
over dit onderzoek.

Naam onderzoeker:

Angela Veltman

Handtekening:

A handwritten signature in black ink, appearing to be "Angela Veltman", written over a horizontal line.

Datum: 28 / 06 / 2023



Hierbij ga ik vrijwillig akkoord met deelname aan het onderzoek:  
'The status and prestige of Brabantish, and how political policy can change this'

Naam participant:

Patricia Potelmann

Handtekening:

Datum: 13 / 6 / 2023

P Potelmann

In te vullen door de onderzoeker(s):

Hierbij verklaar ik dat ik de bovengenoemde participant volledig heb geïnformeerd over dit onderzoek.

Naam onderzoeker:

Angela Veltman

Handtekening:

Datum: 13 / 6 / 2023

[Handwritten signature]



Hierbij ga ik vrijwillig akkoord met deelname aan het onderzoek:  
'The status and prestige of Brabantish, and how political policy can change this'

Naam participant:

Petra Lepolder

Handtekening:

Datum: 15 / 06 / 2023

A handwritten signature in blue ink, appearing to read 'Petra Lepolder', written over a horizontal line.

In te vullen door de onderzoeker(s):

Hierbij verklaar ik dat ik de bovengenoemde participant volledig heb geïnformeerd  
over dit onderzoek.

Naam onderzoeker:

Angela Veltman

Handtekening:

Datum: 15 / 06 / 2023

A handwritten signature in black ink, appearing to read 'Angela Veltman', written over a horizontal line.



Hierbij ga ik vrijwillig akkoord met deelname aan het onderzoek:  
'The status and prestige of Brabantish, and how political policy can change this'

Naam participant:

*[Handwritten signature]*

Handtekening:

Datum: 22 / jun / 2023

In te vullen door de onderzoeker(s):

Hierbij verklaar ik dat ik de bovengenoemde participant volledig heb geïnformeerd over dit onderzoek.

Naam onderzoeker:

*Angela Veltman*

Handtekening:

Datum: 22 / 06 / 2023

*[Handwritten signature]*



Hierbij ga ik vrijwillig akkoord met deelname aan het onderzoek:  
'The status and prestige of Brabantish, and how political policy can change this'

Naam participant:

Angela Kuiper

Handtekening:



Datum: 30 / 05 / 2023

In te vullen door de onderzoeker(s):

Hierbij verklaar ik dat ik de bovengenoemde participant volledig heb geïnformeerd  
over dit onderzoek.

Naam onderzoeker:

Angela Veltman

Handtekening:



Datum: 30 / 05 / 2023