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The Case for a Modern Euskara: Proposed Structural Changes to Euskara Batua¹

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"It's perfectly possible and I highly recommend, thinking of a world where everyone speaks at least two languages: his (her) own ethnic language and a global, international language. After all, each of these two languages has a different purpose, one oriented to a group's identity, and the other intended for communication and intelligibility, they do not have to be in internal conflict."

~David Crystal, in "Language Death" (2002).

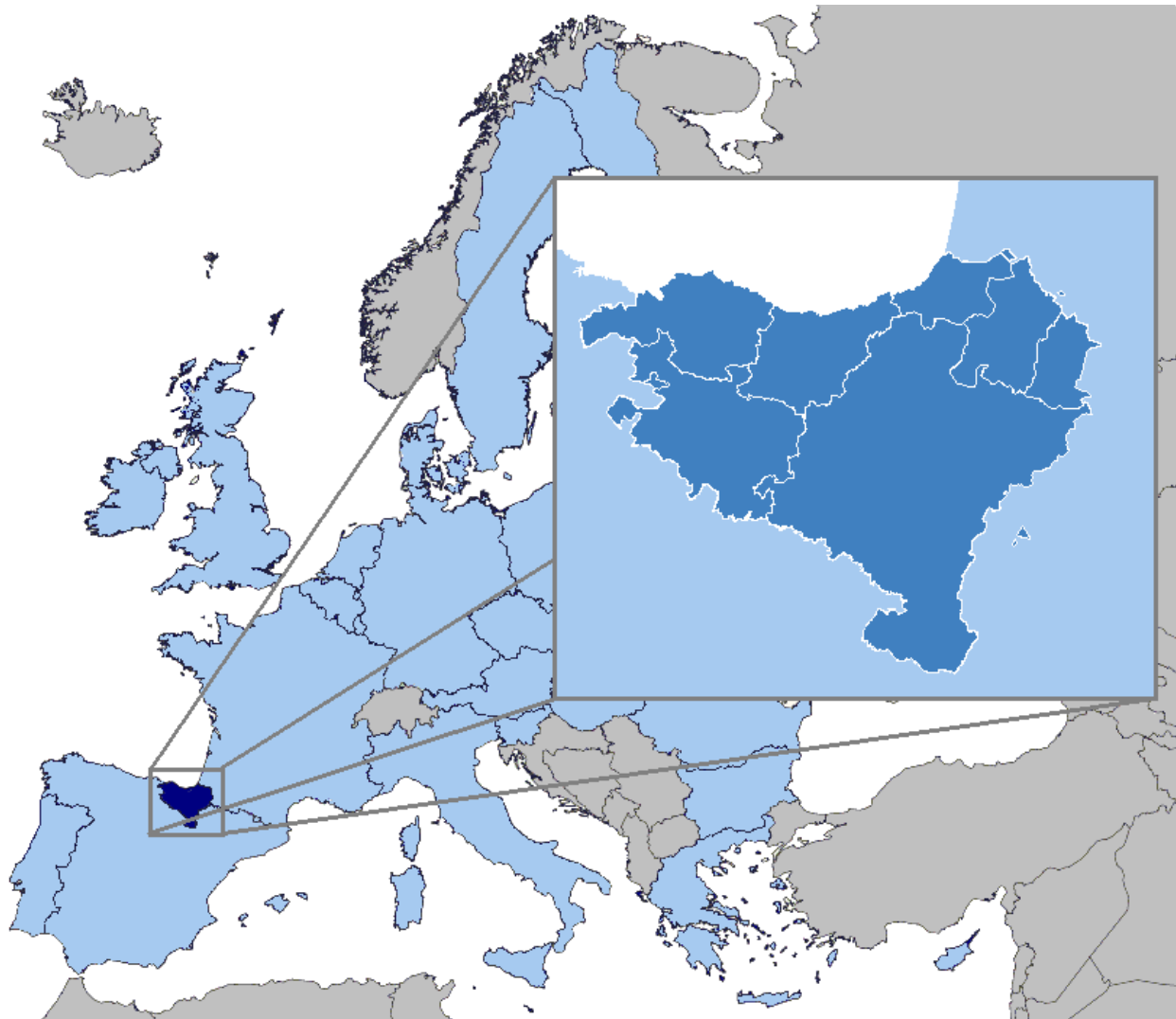
"The search for simplicity (i.e., elegance, austerity, beauty, other) in the understanding and explanation of systems is a crucial dimension in scientific research, and it has a prominent place in the methodology of the natural sciences."

~Noam Chomsky and James McGilvray, en *The Science of Language*, pg. 243, Cambridge, (2012).

Today there exist some 6,000 languages, distributed over earth's five continents, of which only 20-25 languages (4%) enjoy great vitality and expansion. These handful of languages are spoken by some 96% of the world population (e.g., English, Chinese, Spanish, French, etc.). It is also estimated that some 200 of these languages die and disappear each year.^[1] This paper's origin derives from this author's concern about the use and evolution of *Euskara*, the Basque language, which is spoken today in parts of the Basque Country, also called Euskal Herria, with its historical regions in Europe that are bounded by Spain in the south and by France in the north, as well as in dozens of communities worldwide in the Basque Diaspora (those who identify as Basque living outside the homeland).

This paper presents some findings from an independent survey that this author conducted recently in order to ascertain the knowledge of Euskara Batua, in particular the knowledge of auxiliary verbs (*aditz lagunatzaileak*), and the use of Euskara Batua outside the school environment, namely at home, at work, and on the street. Statistical results of this survey are reported in this paper.

¹ Editorial note. The opinions here are those of the author; the point of this journal is to present ideas for consideration and we welcome responses.



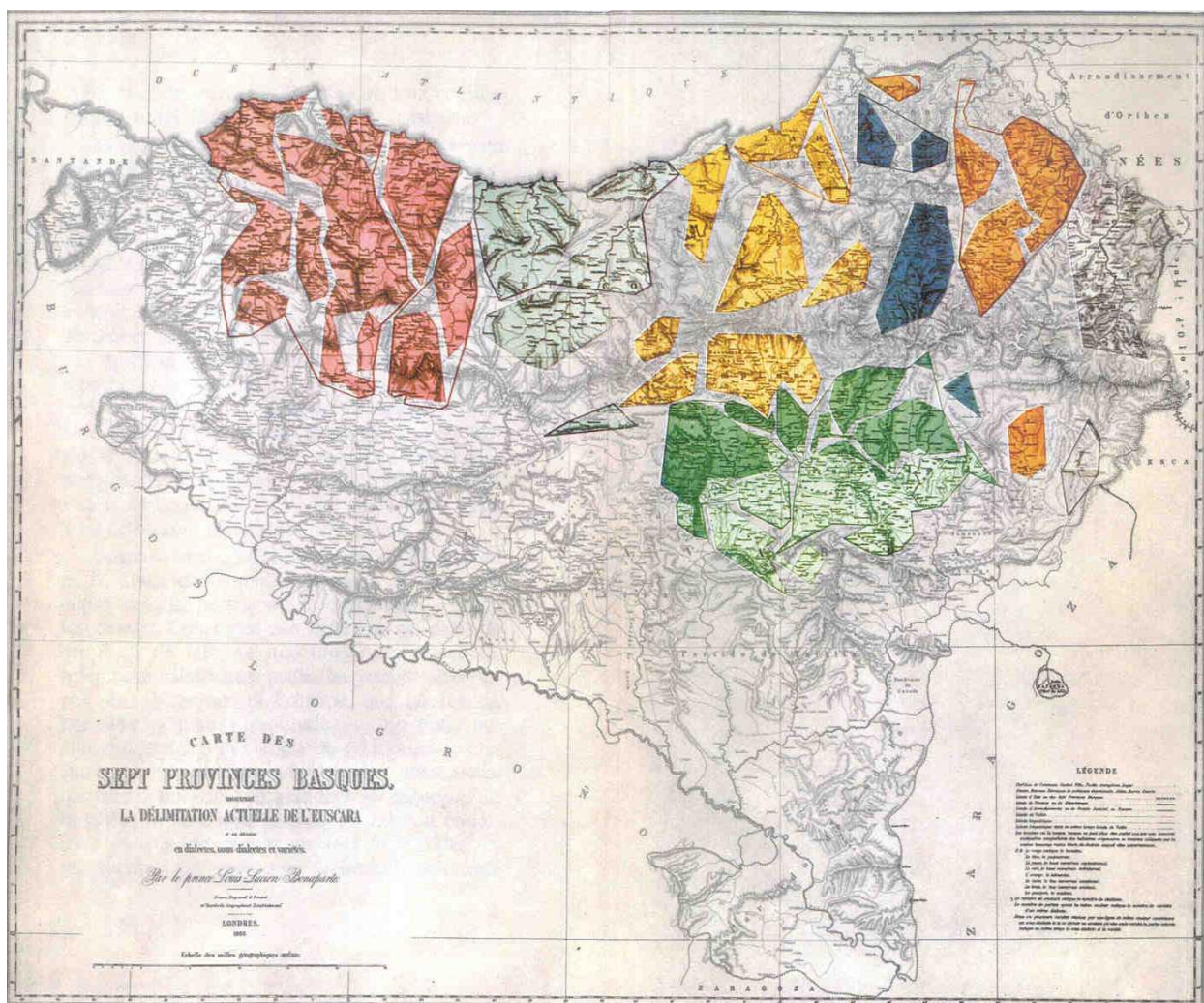
Location of the Basque Country in Western Europe. Source: Wikipedia

My concern over the use and evolution of the Euskara is concentrated on the construction of a system of hundreds of auxiliary verbs (*aditz laguntzaileak*) within the Euskara Batua, “in the unification of the various Basque dialects and the standardization of the language” as proposed by the Euskaltzaindia, the Royal Academy of the Basque Language, founded in 1968. I am also concerned about the methods used in our school system today to teach Euskara, the fact that the language is often not used at home, the work places, on the streets, and how these events and practices may be impacting—in a negative manner—the use, development, and evolution of our language in the Basque communities throughout the world, as I have voiced in my recent book *Euskara Batua: Change and Evolution* (Goikoetxea 2013). Just as we need variety in our ways of thinking, social models, and ethnic richness, we also need, I believe, language variety in order to promote the development and general health in our planet.

In this paper, therefore, we propose that it is time for the Euskaltzaindia to review its objectives, that may have made some sense in the 1960’s and 1970’s, but that today require a reformulation to address the decline of Euskara usage. We do not want a Euskara that looks great only on paper, but one that is able to compete effectively with English, French, and Spanish. Similarly, the time has arrived for a

Basque Government that openly invites individuals and organizations in the private sector to participate in independent surveys and studies on the progress of Euskara Batua, or lack of it, in forums and conferences to address issues and needs, and to insure that a new and refreshed Basque linguistic policy on the part of the Basque Government better reflects those issues and needs.

Fortunately HABE (Helduen Alfabetatze eta Berreuskalduntzerako Erakundea—an organization to teach Euskara to adults), the organization within the Basque Government that funds and manages the network of some hundred plus Euskaltegiak (Basque language learning schools) with 1,500 teachers and over 350,000 adult students, is already creating new didactic contents and reviewing its teaching methods in order to meet the Euskara communication needs of the future “euskaldunberri”, adults that know and use Euskara as a second language. Accordingly, more funding for HABE and the Euskaltegiak is needed on the part of the Basque Government, we believe. A look at the new science of “Social Intelligence” may offer wisdom in identifying new directions, objectives, contents, and practices.



Map of various Basque dialects as developed by Luis L. Bonaparte (1863). Euskara Batua is an attempt to forge a common dialect that was drawn mainly from the middle dialects.

Euskara Batua

Euskara Batua is the name given to the newly formulated unified version of the Basque language. There are several dialects in the Basque Country, the larger ones being in Bizkaian (Western dialect), Gipuzkoan (Central dialect), Navarro dialect, and on the “French side” the Navarro-Laburtan dialect, and Suletino dialect. A process of “dialect unification” was initiated in 1918 with the foundation of the *Royal Academy of the Basque Language*, known as the Euskaltzaindia, and with the presentation of several proposals for “unification”, an effort that reached produced some decisions on the form of this new unified Basque at the Congress of Arantzazu, Oñati, Gipuzkoa, in 1968. It was at that meeting where Euskaltzaindia decided to support and promote the proposals listed in a report titled “Decisions of the Bayonne Congress” (*Baionako Biltzarraren Erabakiak*) of 1964, a report that had been written by the Languages Department of the Basque Office of the Secretary (*Euskal Idazkaritza*) of Bayonne. Influential was also the support obtained from the newly created Association of Writers (*Idazleen Alkartea*) and from the Ermua Resolution (*Ermuako Zina*). Also, key were the proposals put on the table by Koldo Mitxelena and Luis Villasante towards a process of “literary unification”, as it was called. Integrated in the Euskaltzaindia in 1972 were Koldo Mitxelena, Iratzeder, Jean Haritxelhar, Alfonso Irigoien, Luis Villasante, Jose Mari Satrustegi, Patxi Altuna, Imanol Berriatua, Juan San Martin, Jose Luis Lizundia, Joseba Intxausti, and Xabier Kintana.^[5] We add that the Euskaltzaindia was founded in 1919 by the Spanish King Alfonso XIII, receiving the support of the four provincial councils (*diputaciones*) of Bizkaia, Gipuzkoa, Araba, and Nafarroa.

Reasons for changing Euskara Batua

The proposal here is that there needs to be a reconsideration of the number of auxiliary verbs that are used in Euskara Batua. What are auxiliary verbs? Certainly, a definition and example are in order. In the English language the list of auxiliary verbs includes the particles: do, does, has, have, had, is, was, were, can, could, will, shall, used to, would, shall, must, may, and might. Basically, a dozen and a half verbal forms or particles. These are verbs that are used with verbs such as: to work, to call, to pay, to make, to dream, etc., in order to make full sentences, e.g., “I had to work hard and earn money to buy this house.” Well, in contrast, Euskara, the Basque language, has hundreds of auxiliary verbs, at least in theory, and the Euskaltzaindia has been promoting the use of all these verbs in the school system at the expense of other didactic materials and opportunities, in ways which may be jeopardizing the promotion and use of Euskara. An independent study conducted by this author reveals that individuals or users of Basque have already moved in this direction, refusing to go along with the vast universe of auxiliary verbs advocated by the Euskaltzaindia.

Accordingly, this author advocates fundamental and major structural changes in the current system of auxiliary verbs, and in the existing teaching policies in the school and university system towards:

- A system of auxiliary verbs easy to remember and utilize.
- A system of auxiliary verbs accessible to the great majority of people in the native population, and to people that wish to learn and use Euskara as a second language, included immigrants from Spain, France, and other countries.
- Economy and efficiency of characters (i.e., number of letters) in the construction of the auxiliary verbs (i.e., verbal forms).

- A short number of combinations of particles to utilize in the construction of the auxiliary verbs, in contrast to the exorbitantly large number of current particles, in the hundreds (e.g., tzai, ke, te, di, zake, ten, zki, etc.) used in Euskara Batua, as established by the Euskaltzaindia. In today's Euskara Batua there exist some 825 combinations of those particles, a number impossible to remember, unnecessary and ultimately counterproductive. In this paper a proposed approach would reduce that number of combinations by as much as seventy percent.
- Precision in communication by the persons participating in a conversation and exercising the language's full potential.
- A system of auxiliary verbs that would help Euskara acquire a "linguistic advantage" when compared to other languages in its immediate surroundings, such as Spanish, French, and English. Such linguistic advantage could come in the form of a smaller number of grammar rules, easier pronunciation, the occasional use of roots that already exist in other languages (i.e., Latin).
- Didactic materials and practices at the Euskaltegiak—Basque Government funded local academies that teach Euskara to adults—that enable adults to learn the basics of Euskara in one or two years instead of the 5-7 years considered until now. The creation of didactic materials that address basic, immediate communication needs in the labor market today for mechanics, secretaries, carpenters, brick-layers, teachers, and nurses, for example. Fortunately, the organization HABE which is responsible for funding and managing the large network of Euskaltegiak is already making significant changes in didactic materials and management policies to address these concerns.^[2]

[Editor's note: informative background sections are included in the appendix covering "The Origins of Human Language," "Euskara in the Language Map of the World," and "The Dialects of Basque."]



Critics of Euskara Batua and alternative thinking

Where are we today with respect to the advance of the Euskara Batua since 1968? What are the criticisms of the Euskara Batua, and what types of alternative thinking has emerged?

Federico Krutwig did not side with Euskaltzaindia from the start, and instead he proposed a language model and process based on the experience with the evolution of modern Italian and modern German. That posture was also favoured by Gabriel Arrest, Luis Villasante, Jon Miranda, and others in his group. That model did not go very far, however.^[7]

Meanwhile other writers and many people argue that the Euskara Batua is an “artificial language”, as is *Esperanto*, and that its existence and promotion is harmful to “authentic Euskara” within the Basque dialects. Sagrario Alemán Astitz, a current member of the Euskaltzaindia and a teacher at the Euskaltegi Arturo Campion in Etxaleku, Navarra, has pronounced herself in favor of a Euskara “that is less artificial.”^[8]

Pello Salaburua recent member of the Euskaltzaindia, that lead the *Grammar Commission* in that organization, and a professor at the University of the Basque Country, and the other 14 members of the Commission announced their resignation in block from the organization on December 2014, voicing discomfort for alleged distancing, a loss of confidence, brought about by other members of the organization.^[9]

The winds of change are there already it appears. But in which direction will they blow?

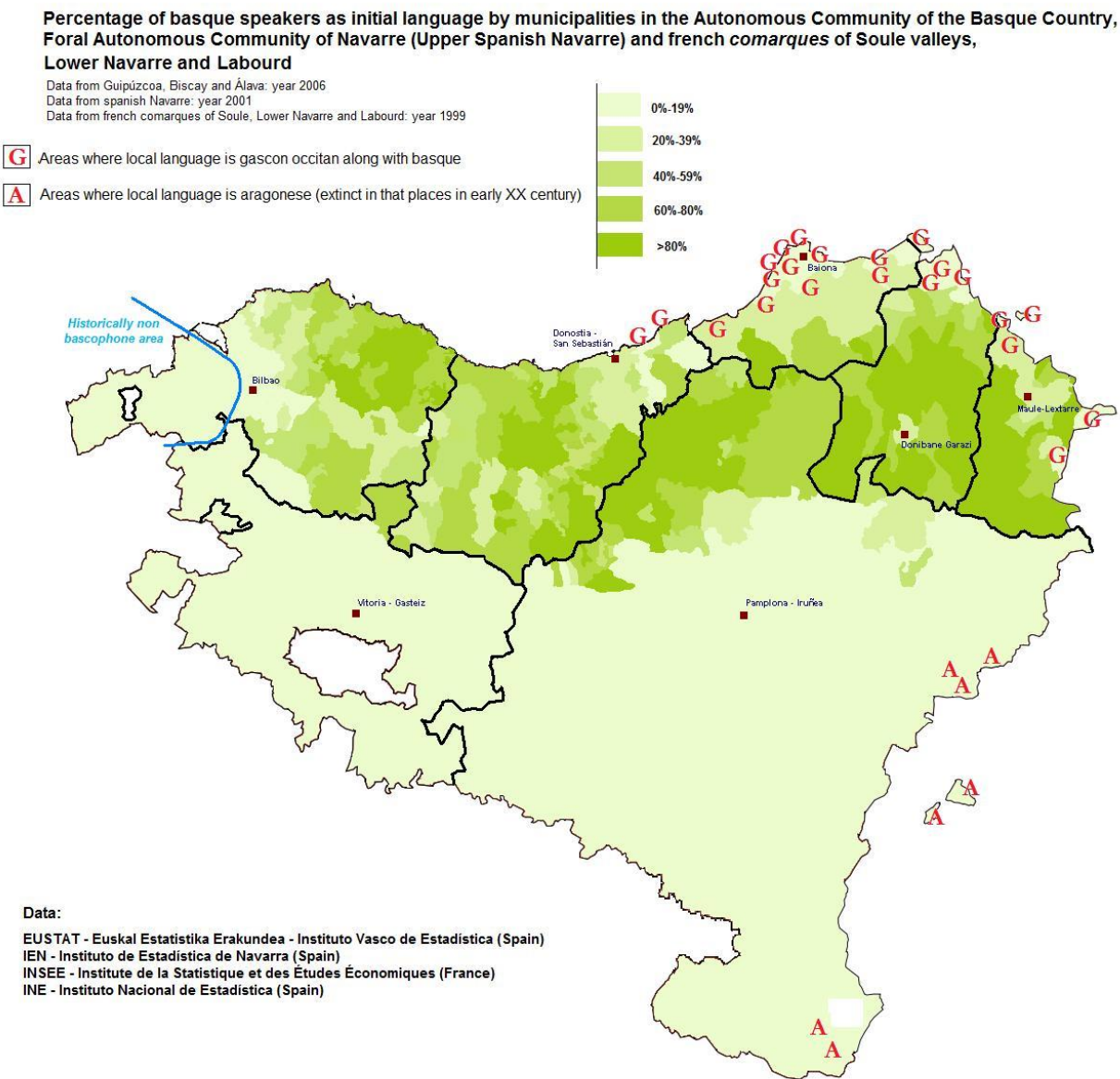
Is Euskara Batua really moving forward?

In all fairness, we also point out that there are numerous works that are in favor of the Euskara Batua. In his work *Euskara Batua Ajeak (Hangovers of Euskara Batua)*, Ibon Sarasola^[10] proposes a list of words and expressions in order to achieve a balance of Basque dialects. In his essays Koldo Zuazo^[11] also defends a coexistence between Euskara Batua and the dialects as a necessary condition “to guarantee the vitality of the language. At the same time he criticizes individuals and programs in the communications media that use “an artificial and heavy language” that pretends to be Batua, calling it “*Marteko hizkuntza*” (Martian language). Some writers in the USA, on the other hand, are of the opinion that Euskara Batua is moving forward today, as Michael James Lancaster notes, and they “applaud the efforts of Euskaltzaindia to protect a language such as Basque, vulnerable yet culturally essential.” He also makes reference to the concern by some Basque writers over the incorporation of words from other languages, “non-Basque” words, into Euskara.^[12]

Next in 2006, *Eustat*, the statistics center of the Basque Government, released statistics that demonstrated the low use of Euskara Batua in some parts of the Basque Country.^[13] Then recently, statements by several individuals and organizations in the news media within the Basque Country and elsewhere in the European Union (EU) have expressed more alarmed concerns.^[14] Izascun Bilbao, representative (Eurodiputada) of the Basque National Party (Partido Nacionalista Vasco, PNV) in the European Parliament spoke of the danger of extinction of Euskara in the Iparralde (Basque Country under current French rule).^[15]

And how is our Euskara doing in the news media and over the Internet in particular? Rather poorly would have to be the answer. The group META-NET, a European network of some 60 centers of investigation in 34 countries, including one group from the University of the Basque Country (UPV/EHU),

that Euskara is one of several European languages with little possibility of survival in the digital age. This diagnostic has been given by Meta-Net, a European network known for excellence in its research.^[16] In a related study from the Universitat Politècnica de Catalunya and the Universitat Pompeu Fabra, the same concern of survival in digital age was found.^[17]



The use of Euskara in the Basque Country is not consistent throughout, with its usage concentrated in the northern areas. Source: Wikimedia

Batua shortcomings: a project to gather information about the various Basque dialects

Finally, there are other objections that have been raised to Euskara Batua. Since 2003 the Badihardugu Association has in place a project to gather data and to conduct interviews with local people in an effort to capture as much information as possible related to the makeup of Basque dialects (“euskalkiak”).^[18] Meetings are arranged with senior town folk (80 years and older) to conduct interviews and record questions and answers for future research by university investigators. A main objective of the Euskal Herriko Ahotsak (Voices of the Basque Country) project is the gathering and diffusion of the oral heritage of the Basque Country. We want to face up to the significant decrease in oral communication and transmission of values of the last generations, the cultural heritage (e.g., traditions, rites, traditional jobs and work styles, etc.), and we are concerned about the survival of the various dialects that in the last fifty years are giving way to the Euskara Batua. All of this is causing a great loss of linguistic and cultural values. The results of their work is posted on their website almost on a daily basis.^[19]

An effort such as this has its merits, but it does not go far enough. No effort has been made on the part of the Euskaltzaindia, for example, to take advantage of the language wisdom gained by the Basque dialects over the last 2,000 years, for example, as was the case in the evolution of the English language, as we addressed earlier. Those dialects, specifically, had ways of simplifying that universe of complex auxiliary verbs, simplifications that could have been incorporated into Euskara Batua, something that has not happened.

As noted above, the number of auxiliary verbs (verbal forms) in Euskara Batua as proposed by the Euskaltzaindia approaches the number of 825, a gigantic number by any scale, any standard, in any language. In contrast, the English is in the order of a dozen and a half, and this small number does the role and functions of all those 825 verbal forms in Euskara Batua. Why are so many recognized by the Euskaltzaindia? As there been an objection to this unreasonable high number of 825 auxiliary verbs? Actually, there have been many objections, calling such a system of verbs “artificial”, “unnecessary”, “preposterous” and more. Nothing, however, has been done about this exorbitant number of auxiliary verbs.

In my research I looked at the early writings of Euskaltzaindia in the 1970’s and noticed that these verbs were illustrated with sentences and phrases in Euskara, followed with their translation into French. Could it be that the members of the Euskaltzaindia were not well versed with English, and how successfully it had evolved from “Old English” into “Modern English” in the last four hundred years? Again a conjecture of mine, the Basque Country was emerging from a devastating and humiliating Spanish Civil war (1936-1939) and the Euskaltzaindia might well have wanted to make a statement that might have skewed their language project: “we are going to show the Spanish State that we in the Basque Country know how to build a complex grammar for our Euskara.” If that was the case, I and others believe, that the objective should have been not to build a gigantic grammar (seven volumes!) and, instead, it should have been to concentrate on communication and to help build an Euskara that could compete effectively and successfully with modern languages like English, French, and Spanish.



Figure 4. Interview and filming of Basque-speaking town people in Berastegi, Gipuzkoa, as part of the project *Euskal Herriko Ahotsak* (Basque Voices). Courtesy of the *Badihardugu Association*.^[18]

		NOR	NOR—NORI	NOR—NORK		NOR—NORI—NORK	
INDICATIVE	PRESENT	naiz haiz da gara zara zarete dira	NA tzai T HA tzai K/N zai O GA tzai zki GU ZA tzai zki ZU ZA tzai zki ZUE te zai E		NA u T HA u K/N D u - GA it u GU ZA it u ZU ZA it u zte ZUE D it u TE	D izki T GU K/N GU - ZU GU ZU ZU ZUE ZUE E TE	
	PAST	nintzen hintzen zen ginen zinen zineten ziren	NIN tzai DA n HIN tzai A/NA n ZI tzai O n GIN tzai zki GU n ZIN tzai zki ZU n ZIN tzai zki te ZUE n ZI tzai zki E n	nuen huen zen genuen zenuen zenuten zuten	nituen hituen ziten genituen zenituen zenituzten zituzten	NIN du DA n HIN du A/NA n () - en GIN tu GU n ZIN tu ZU n ZIN tu zte ZUE n () TE n	N DA n H A/NA n Z O n GEN i(zki) GU n ZEN ZU n ZEN ZUE te n Z E te n
CONDITIONAL	COND.	banintz bahintz balitz bagina bazina bazinete balira	ba NIN tzai T ba HIN tzai K/N ba LI tzai O ba GIN tzai zki GU ba ZIN tzai zki ZU ba ZIN tzai zki ZUE te ba LI tzai zki E	banu bahu balu bagenu bazenu bazenute balute	banitu bahitu balitu bagenitu bazenitu bazenituzte balituzte	ba NIN du T ba HIN du K/N ba () - ba GIN tu GU ba ZIN tu ZU ba ZIN tu zte ZUE ba () TE	ba N T ba H K/N ba L O ba GEN i(zki) GU ba ZEN ZU ba ZEN ZUE te ba L E te
	CONS. PRES.	nintzateke hintzateke litzateke ginateke zinateke zinatekete lirateke	NIN tzai DA ke HIN tzai A/NA ke LI tzai O ke GIN tzai zki GU ke ZIN tzai zki ZU ke ZIN tzai zki ZUE ke te LI tzai zki E ke	nuke huke luke genuke zenuke zenukete lukete	nituzke hituzke lituzke genituzke zenituzke zenituzkete lituzkete	NIN du ke T HIN du ke K/N () - en GIN tu z ke GU ZIN tu z ke ZU ZIN tu z ke te ZUE () TE	N DA ke H A/NA ke L O ke GEN i(zki) GU ke ZEN ZU ke ZEN ZUE ke te L E te
	CONS. PAST	nintzatekeen hintzatekeen zatekeen ginatekeekin zinatekeekin zinateketen ziratekeen	NIN tzai DA ke en HIN tzai A/NA ke en LI tzai O ke en GIN tzai zki GU ke en ZIN tzai zki ZU ke en ZIN tzai zki ZUE ke te en LI tzai zki E ke en	nukeen hukeen lukeen genukeen zenukeen zenuketen luketeen	nituzkeen hituzkeen lituzkeen genituzkeen zenituzkeen zenituzketen lituzketen	NIN du ke DA n HIN du ke A/NA n () - en GIN tu z ke GU n ZIN tu z ke ZU n ZIN tu z ke te ZUE n () TE n	N DA ke en H A/NA ke en L O ke en GEN i(zki) GU ke en ZEN ZU ke en ZEN ZUE ke te en L E te n
	POTENTIAL	PRESENT	naiteke haiteke daiteke gaitezke zaitezke zaitezketete daitezke	NA ki DA ke HA ki A/NA ke DA ki O ke GA ki zki GU ke ZA ki zki ZU ke ZA ki zki ZUE ke te DA ki zki E ke		NA zake T HA zake K/N DE zake - GA it zake GU ZA it zake ZU ZA it zake te ZUE D it zake TE	D ieza(zki) DA ke T A/NA ke K/N IO ke - GU ke GU ZU ke ZU ZUE ke ZUE IE ke TE
PAST	nintekeen hintekeen zitekeen gintzekeen zintzekeen zintzeketen zitezkeen	NEN ki DA ke en HEN ki A/NA ke en ZE ki O ke en GEN ki zki GU ke en ZEN ki zki ZU ke en ZEN ki zki ZUE ke te n ZE ki zki E ke en	nezakeen hezakeen zezakeen genezakeen zenezakeen zenezaketen zezaketeten	nitzekeen hitzekeen zitzekeen genitzekeen zenitzekeen zenitzaketeten zitzaketeten	NIN tzake DA n HIN tzake A/NA n () - en GIN tzake GU n ZIN tzake ZU n ZIN tzake te ZUE n () TE n	N DA ke en H A/NA ke en Z IO ke en GEN ieza(zki) GU ke en ZEN ZU ke en ZEN ZUE ke te n Z IE te n	
HYPOTHET.	ninteke hinteke liteke gintzeke zintzeke zintzekete litezke	NEN ki DA ke HEN ki A/NA ke LE ki O ke GEN ki zki GU ke ZEN ki zki ZU ke ZEN ki zki ZUE ke te LE ki zki E ke	nezake hezake lezake genezake zenezake zenezakete lezakete	nitzake hitzake litzake genitzake zenitzake zenitzakete litzakete	NIN tzake T HIN tzake K/N () - en GIN tzake GU ZIN tzake ZU ZIN tzake te ZUE () TE	N DA ke H A/NA ke L IO ke GEN ieza(zki) GU ke ZEN ZU ke ZEN ZUE ke te L IE ke te	
SUBJUNCTIVE	PRESENT	nadin hadin dadin gaitezen zaitezen zaitezten daitezen	NA ki DA n HA ki A/NA n DA ki O n GA ki zki GU n ZA ki zki ZU n ZA ki zki ZUE te n DA ki zki E n		NA za DA n HA za A/NA n DE za - n GA it za GU n ZA it za ZU n ZA it za te ZUE n D it za TE n	D ieza(zki) DA T n A/NA K/N n IO - n GU GU n ZU ZU n ZUE ZUE n IE TE n	
	PAST	nendin hendin zedin gintzezen zintzezen zintzetzen zitzezen	NEN ki DA n HEN ki A/NA n LE ki O n GEN ki zki GU n ZEN ki zki ZU n ZEN ki zki ZUE te n LE ki zki E n	nezan hezan zezan genezan zenezan zenezaten zezaten	nitzan hitzan zitzan genitzan zenitzan zenitzaten zitzaten	NIN tza DA n HIN tza A/NA n () - n GIN tza GU n ZIN tza ZU n ZIN tza te ZUE n () TE n	N DA n H A/NA n Z IO n GEN ieza(zki) GU n ZEN ZU n ZEN ZUE te n Z IE te n
IMPER.	() hadi bedi () zaitez zaitezte bitez	() T HA ki K/N BE ki O () GU ZA ki zki ZU ZA ki zki ZUE te BE ki zki E		NA za () BE za K/N GA it za () ZUE B it za TE	() T K/N K/N IO - GU () ZU ZU ZUE ZUE IE TE		

A grammar table of Basque auxiliary verbs. Go to the appendix to see the auxiliary verb chart comparison.

A Proposal for Change and Evolution: Multiple Criteria

This section presents a proposal with specific design initiatives to simplify the system of auxiliary verbs in Euskara Batua. Granted, this is just one person pointing in one direction, but it is hoped that it may also encourage others to open up a public debate on this subject. The main idea is that of obtaining verbal forms that are easy to remember and to use in conversation or writing, and to make those new verbal forms accessible to the majority of population in Euskal Herria, Basque Country, and to those persons that wish to learn and use Euskara as a second language, with economy of characters, effectiveness, and without losing precision in communication.

What ought to be the desirable attributes of a “realistic, simplified, and evolutionary” system of auxiliary verbs in Euskara Batua? We propose the following attributes:

- A system of auxiliary verbs easy to remember and use.
- A system of auxiliary verbs accessible to the great majority of native people and persons that wish to utilize Euskara as a second language, including immigrants, and people in other countries.
- Economy and efficiency in the number of characters (i.e., letters) to use in the construction of said verbs. Currently some of these verbs feature as many as 6 syllables and 8-14 characters.
- A small and necessary number of particles to use only in the construction of these verbs. Currently Euskara Batua uses a large number of particles (e.g., tzai, ke, te, zake, etc.) in many and varied combinations to build these verbs.
- Reduce the current number of auxiliary verbs by at least 80%. Currently there are some 825 auxiliary verbs, a number that is impossible to remember and use, for practical purposes. In this proposal and chapter we are able to reduce that number to 200-225 verbal forms, for the time being, while still advocating that a larger reduction is possible and necessary.
- Precision in communication in the construction of the auxiliary verbs so that information on who (or what) initiates the action and who received the action is said one time only, as we explain next.
- A system of auxiliary verbs that contribute to helping Euskara acquire a “linguistic advantage” close to or similar to that already featured in some global and modern languages like English, French, and Spanish.

Proposed general structural changes

In order to implement the above criteria in the construction of a modified system of auxiliary verbs, the following structural changes are proposed:

- The Indicative tense is retained, as the only tense frame and with several structural changes, as we show next. Within this frame are retained the Present, Past, and Future, as well as the Conditional (Baldintza).

- The Conditional within the Indicative is retained, although with structural changes within its two components: (1) Consequential Present (Oraina Ondorioa), and (2) Consequential Past (Lehen Ondorioa).
- The Potential is eliminated given that its verbal forms have very limited use, and because its basic elements already exist within the Indicative. Furthermore we consider that its teaching would rest considerable effort from the learning of basic Euskara. There is no Potential Tense in English, either.
- The Subjunctive is also eliminated for reasons similar to those cited above for the Potential Tense. There is no subjunctive tense in English, either.
- The Imperative is also eliminated for reasons similar to those cited above for the Potential Tense. There is no Imperative Tense in English, either.
- The conjugation structures NOR, NOR-NORI, and NOR-NORK to be retained but with the following specific changes:
 - The conjugations (i.e., verbal forms) for the cases NOR-NORI and NOR-NORK are now simplified, such that they begin with elements in the set [NA, ZU, BERA, GU, ZUE, HAIE], and end with elements in a second set [T/DA, ZU, O, GU, ZUE, TE], being the elements in this second set the ones that carry out the action, a uni-directional representation in the Indicative frame. Currently in the Euskara Batua the action is carried by elements in one set for some cases, and carried by the other set for some cases (i.e., bi-directional), which can be confusing and requires additional, unnecessary memorization.
 - This time “universal particles” are introduced in each table, such that each table utilizes only one particle to build its own verbal relationships “me-you”, “me-her/he”, “me-we”, “me-they”...“they-me”, “they-you”, etc. For the Indicative NOR-NORI, for example, we would now use the particle “tzai” for the Present tense, and “tzei” for the Past tense. Yes, the choice of these two particles is arbitrary, but the verbal forms are now easy to remember and use, plus the number of combinations is now reduced considerably.
 - Similarly, we now propose other universal particles for the other times and cases, as we show next.
- Efficiency in communication. We note that currently there is repetition of information in the verbal forms and structures in Euskara Batua in the construction of phrases and sentences. For example, consider the following sentence:

Mikel-i gauza bat azaltzen ari NATZAI-O. ^[20]
-I am explaining one thing to Mikel.

It goes like this. The particle “i” en Mikel-i already communicates that the action (explaining) is already directed to him, and yet the verbal form (an auxiliary verb) NATZAI-O communicates a second time that the action is directed to him with the particle “O”. Either the particle “i” or the particle “O” is redundant, as would be the case from a perspective of information and communication, we suggest.

Two Approaches

As a systems engineer, a mathematician, and an information and communications engineer I see at least two possibilities to re-structure the auxiliary verbs:

- Approach 1: Implementation of significant structural changes to the Indicative frame for the cases NOR-NORI and NOR-NOR. To that effect we make use of *universal particles* mentioned earlier to re-structure the verbal forms. This approach is illustrated in this paper.
- Approach 2: Implementation of still more significant structural changes to the Indicative frame for the cases NOR-NORI and NOR-NOR. This time making use of the knowledge that we already have of the particle *EZKERO* used within the Gipuzkoan dialect (euskalki), and the use of the particle *KUZU* also in use within the same dialect, this last one to take the role of the word “WOULD” in English. This second approach is illustrated in Goikoetxea (2013) only, and on a second paper possibly.

Accordingly, Tables (21) and (22) are now modified as shown on Figure 8.

Figure 8. Proposed modified Indicative NOR and NOR-NORI

		NOR	NOR-NORI	
Presente (Orain)		(1)	NOR:	NORI: (21)
	Ni	Naiz	NA	T
	Zu	Zara	ZU	ZU
	Bera	Da	BERA tzai (zki)	O
	Gu	Gara	GU	GU
	Zuek	Zarete	ZUE	ZUE
Haiek	Dira	HAIE	TE	
Pasado (Lehen)		(2)	NOR:	NORI: (22)
	Ni	Nintzen	NA	T
	Zu	Zinen	ZU	ZU
	Bera	Zen	BERA tzei (zki)	O
	Gu	Ginen	GU	GU
	Zuek	Zineten	ZUE	ZUE
Haiek	Ziren	HAIE	TE	

Examples of use:^[20]

Niri txokolatea gustatzen ZAI-T. (21)

Niri txokolatea gustatzen BERA-zai-T. (21 modified)

-I like chocolate.

Txokolatea gustatzen ZAIZU. (21)

Txokolatea gustatzen BERA-zai-ZU. (21 modified)

-You like chocolate

Txokolatea gustatzen Zaio. (21)

Txokolatea gustatzen BERA-zai-O. (21 modified)

Niri txokolatea gustatzen ZI-tzai-DA-N. (22)

Niri txokolatea gustatzen BERA-tzei-T. (22 modified)

-I liked chocolate (or “I used to like chocolate”)

Zuei txokolatea gustatzen ZI-tzai-ZUE-N. (22)

Zuei txokolatea gustatzen BERA-tzei-ZUE. (22 modified)

-You all liked chocolate.

Indicative (Indikatiboa), NOR-NORK

Similarly, it is proposed that Tables (41) and (42) be modified using the particles “u”, “itu”, “uzte”, and “ituzte”, as shown on Figure 9:

Figure 9. Proposed modified Indicative NOR-NORK

		NOR-NORK (Modified)		
		(31)	NOR:	NORK: (41)
Present (Orain)	Ni	dut	NA	T
	Zu	duzu	ZU	ZU
	Bera	Du	BERA	O
	Gu	Dugu	GU	it-u GU
	Zuek	Duzue	ZUE	ZUE
	Haiek	Dute	HAIE	TE
	Past (Lehen)	Ni	[NOR 3 pertsona](32)	[NOR 1 edo 2 pertsona] (42)
Ni		Nuen	ZA	T
Zu		Zenuen	ZU	ZU
Bera		Zuen	BERA	O
Gu		Genuen	GU	it-uzte GU
Zuek		Zenuten	ZUE	ZUE
Haiek		Zuten	HAIE	TE

Examples of use:^[20]

Nik Mikel (3^a. Persona) ikusi nuen. (32)

-I HAVE seen Mikel.

Nik ikusi ZA-it-u-T. (41)

Nik ikusi ZU-it-u-T. (41 modified)

-I have seen you (2nd. Person).

Zuk ikusi Na-u-ZU. (41)

Zuk ikusi NA-it-u-ZU. (41 modified)

-You have seen me. (e.g., yesterday)

Nik zu (2a pertsona) ikusi ZINT-u-DA-N. (42)

Nik zu (2a persona) ikusi ZU-it-uzte-T. (42 modified)

-I saw you. (e.g., yesterday)

Zuk ni ikusi ninduzun (NIND-u-ZU-N). (42)

Zuk ni ikusi NA-it-uzte-ZU. (42 modified)

-You saw me.

Haiek zu ikusi zintuzten (ZINT-u-zte-N). (42)

Hauiek ikusi zuituztee (ZU-it-uzte-TE). (42 modified)

-They saw you.

With Approach 1 the number of auxiliary verbs remains the same, but the new structure would be much easier to remember and implement in daily conversations.

[Editors note: the sections on “An Independent Survey,” “Translation of Euskara Batua into English into English,” “Administration of the Survey,” “Design of the Statistics,” and “Statistical Results” are in the appendix]



Social Intelligence

What is social intelligence? What's the relationship between social intelligence and language development? Social intelligence has been described as the ability of individuals to navigate and negotiate complex social relationships.

Daniel Goleman (2006) proposes that investigations in this area reveal that social intelligence is made up of social conscience (including empathy, power of concentration, and social recognition) and social ability (included synchrony, influence over others, personal interest, and leadership). Social intelligence, therefore, represents the ability of a person or organization to understand its surroundings, his situation, options of action and response, and his ability to react successfully by choosing one of those actions or responses. Dealing and responding to your environment (people, things, events) in a successful manner.

Social intelligence is related to cognition and emotional intelligence. In this context people have special abilities to assess social relationships and make decisions: "What situation am I into, and what type of person is this that I'm talking to?" What has that person said, and what are his/her true intentions? What options do I have available, which option is best for me, and how should I best proceed? The "hypothesis of social intelligence" says that the making of complex societies (i.e., politics, romance, family relationships, disputes, reconciliations, collaboration, leadership, other) was the force that guided the development and size of the human brain. It was the need to live in groups, in societies, that stirred up the capacities of social intelligence.

Steve Mithen (2007) is of the opinion that there have been 2 periods of growth of the human brain motivated by the social intelligence. The first period occurred some 2 million years ago when the brain increased its volume by 50%, as the paleontologists observe. That was due to the fact that humans began to live in larger and more complex groups, having to co-exist with different individuals, a number of social relationships that required larger brains and capable of processing information. The second period of growth of the human brain occurred about 600,000-200,000 year ago, when it reached its current size. Mithen believes that this second period of growth is directly related to the evolution of language. Language is possible the more complex cognitive task that we carry out. "Language is directly related to social intelligence because we use language mainly to mediate our social relationships."

It is not enough to be smart, ingenious, as Nicholas Humphreynotes. "Autistic children generally are ingenious making observations and memorizing complex procedures. However it is argued that initially they have a relatively lower social intelligence. Chimpanzees are also quite good in that sense, and can remember objects and events but, once again, are inept at managing interpersonal social relationships." Fortunately, autistic children today can count on large medical and social resources that enable them to overcome that unbalance successfully. Therefore, something is lacking, something else. What is emerging today is a theory of the mind, a theory that shed more light and knowledge on the process of human thought and the interpersonal behavior of humans.^[21]

Social Intelligence and the Evolution of English

The case of the English language and its success as a global language spoken today by millions of people in dozens of countries is interesting given its historic circumstance, one technological event of great impact, and the abundant use of social intelligence in its process of evolution as a modern language. A process that may offer several “lessons-to-learn” in the case of the evolution of our Euskara.

That technological event was the invention of the press in Europe in the mid-15th century by Johannes Gutenberg in Germany. All of a sudden it was possible for people to make copies of the written word, and disseminate information much more rapidly and broadly. Understandably, those people that wanted to disseminate information wanted that information to be understood by the largest number of persons in that Europe of the 15th century. I propose we learn from the historical development of some of the world’s most used languages, and re-examine the role played by centralized authorities like language academies.^[22]

Towards an Evolved Basque Language Policy

The Basque language policy created and being implemented by the Basque Government and the Euskaltzaindia over the last 40 years has achieved limited results only in Gipuzkoa, Bizkaia, and Araba, mediocre results in Nafarroa, and null if not disastrous results in Iparralde. What is happening, and why these painfully mediocre results over the last 40 years? What are the statistics on resources available to Euskaltegiak, Ikastolak, and Eusko Etxeak (USA, Latin America), and the use of Euskara at work, at home, on the street, in literature, in social and cultural events? “I’m sorry, Dr. Goikoetxea, but our representative from the Basque Government in this High School does not allow our administrators and students to participate on any surveys on the knowledge and use of Euskara Batua as you propose...You would have to get in touch with the Basque Government directly”, said to me recently the director of a High School (Institutua) in Gipuzkoa. And I ask, why is it that everyday citizens cannot carry out any independent studies on the progress being made with Euskara Batua? Yes, the Lekua offices of the Basque Government in Gasteiz-Vitoria have a section on reports and books with statistics on the use of Euskara Batua, but who reads those government reports and books? Very few people, if any. There are many questions on this topic, and both the Basque Government and the Euskaltzaindia refuse to participate in an open debate, so far, one that would be available to the general public, to ask and find answers to these questions, to consider new initiatives, objectives, and strategies.



Modern Euskara: Objectives

The development and evolution of Modern Euskara must be such that it would enable it to be considered a language of personal preference by a majority of people in the Basque Country and in the Euskara-speaking communities of the world within a multi-language environment. Currently Euskara Batua does not feature an overall “linguistic advantage” when compared to global languages such as English, Spanish, and French due mainly to its complex and artificial system of auxiliary verbs (*aditz laguntzaileak*), the declination of “indeterminate” (*mugagabe*) cases, and other structures built into the language since 1968. Also, such a linguistic advantage to build would have to be based on linguistic attributes and values alone, without appealing to “patriotic values” or political ideologies of any kind. If a language has its own values and if it is “linguistically competitive”, it would then be able to compete successfully with other languages in the short and long term.

We need a Euskara that grows, develops, evolves, and it is used “by the people and for the people”, and not a Euskara that is developed and used by government decree, guided by the ideology of one political party or another. We know today that the success achieved by Modern English is due to the fact that it was a language shaped by the people of England, and not by a “British Royal Academy.” The bread maker, the teacher, *bertsolariak*, writers, singers, etc. are the people. They are the ones that ought to decide which words, sounds, and structures stay within Euskara, and which ones go out the window. Ultimately, they are the ones that ought to contribute language structures, the auxiliary verbs themselves, and the grammar rules. What people use every day is what stays within the Euskara language. Simple.

The development of Modern Euskara ought to have attributes that reflect a similarity and relevance to other languages and cultures, on the part of writers, students, and citizens in general. It would not be “socially intelligent” to insist in a Euskara that is integrated by “Basque words” only, for example, as many members of the *Euskaltzaindia* have insisted upon during decades. English, on the other hand, one of the languages of greatest global success, has a vocabulary with as much as 25% of Latin origin, 20%-25% of Germanic origin, and as much as 10%-15% of French origin. I propose that we adopt a “socially intelligent” posture, and that we adopt within our Euskara dictionaries a large volume of words contributed by the new technologies of the information and communication (TICs), scientific discoveries, cultural and business enterprise activities. Adopting into our dictionaries words and sounds from other cultures around us does not mean that we throw out the window Basque words that may have the same or similar meaning. Of course not. Instead let the people in their use of Euskara decide what is to be used every day at home, at work, on the street, and what stays in the dictionary. A Euskara that is also used in the *Eusko Etxeak* and their communities in the USA, and in Latin America in social, cultural, economic, and political settings.

Finally, we need a Basque literature that is rich in shapes, categories, novel flavors, poetry, science-fiction, drama, theatre, movie scripts, erotica, and mystery. A Basque literature that is relevant and that speaks of social transformation, political developments in our Basque communities, the European Union, of scientific discoveries, new socio-economic models, and that denounces economic and political incompetence and corruption events wherever those events occur. A Basque literature that goes beyond writing books for children, important as these are, and invites writers to write in Euskara on all themes and styles. We want to avoid a situation where only Basque writers use Euskara within a “linguistic bubble”, isolated, disconnected, and without global recognition. When was it that a scientific discovery was announced in Basque over the radio or TV for the first time? When was it that a world conference on economics was conducted in Euskara?

Modern Euskara: Strategies

The current strategy of the Basque Government –mainly the government entities led by the Partido Nacionalista Vasco (PNV), also known as the Eusko Alderdi Jentzalea (EAJ)—and of the Euskaltzaindia of being the main and only architects of a modern Euskara, the Euskara Batua, is a failed strategy. It is neither possible nor desirable to try to build a people’s language by means of a government decree, a law. It is a fact known to the four winds today that these two entities “force the Euskara Batua and its artificial verbs down the throat of students of all ages in the educational system”, but that once the students leave the classrooms they use those verbs very minimally and, instead, they use the local Euskara, the local Euskalkia (the local dialect). Not recognizing this error and situation would imply a catastrophic language situation for Euskara in the long run, in my opinion. The longer the delay in recognizing this error and situation, the greater will be the social, economic, and political cost to pay later. The moment has arrived to consider new strategies, to evaluate programs and methods that have worked well, and resource materials that ought to be improved, and open a public debate on the course accomplished to date. Let the people become the determining filter of what stays within a Modern Euskara and what goes out the window. Let the writers, teachers, the general public be that language filter, become the main builders of a Modern Euskara, I propose.

The next step will not be easy, requiring the acknowledgment of the error in building a gigantic system of auxiliary verbs in the Euskara Batua, so artificial, pedantic, and absurd today.² Then another assembly, with invited representatives of the main Euskara dialects (euskalkiak) to participate in the development of a modern Euskara. Our euskalkiak, our dialects and their speakers of all ages, are the keepers of a wisdom and knowledge hundreds and thousands of years old. We cannot ignore and bypass such treasure. To ignore and bypass that treasure of wisdom and knowledge would not be “socially intelligent.” Yes, to consider the idea of incorporating linguistic elements of the euskalkiak would require a larger number of actors, participants from towns and cities (writers, movie and theatre actors, actresses, bertsolariak, other), proposals to evaluate, and a time frame for such a public debate, the next 20-30 years very possibly. A restructuring of teaching methods, didactic materials, and some retraining of our teachers in those changes would also be needed, with its added costs, but the benefits to be gained would justify those costs, easily, intelligently.

The obstacles to the creation of a Modern Euskara are significant. There is of course the unbalance in the social-political situation. A friend commented to me that “the current situation in the Basque Country today is that of an ‘Indian Reserve’ (i.e., a Native American reservation), that of a colony of the Spanish State, as it has been the case for hundreds of years, without a successful exit in sight. My friend continued, “how can we afford the luxury of a voluminous system of auxiliary verbs that not even ourselves can understand!?”³ In a related conversation, “what really bothers me” said a relative of mine

² “But Ambrose, how can you expect those people in the Basque Government and in the Euskaltzaindia to recognize that error after the millions of pesetas and Euros invested, the thousands of teachers and students of all ages that had to pass through the ring of the Euskera Batua, one way or another, over those 40 years? Besides, they build their own statistics, they do not allow anybody else to build the actual statistics, and very possibly there are no other statistics that can share light into that error”, a friend of mine would ask with her eyes wide open and both arms up in the air. Well, I understand the dilemma, I realize how difficult it would be, yes, but it can be done, must be done, and the people would welcome the change.

³ A neighbour of mine that also attends a local Euskaltegi said to me. Yes, I give credit to that person for recognizing the delicate situation of our Euskera in our own country today, and the challenges ahead. A situation today such that at any time the “central Madrid powers” can restrict the teaching of Euskera in our own schools and universities, as they have done in the past repeatedly. So what have we done in order to respond to these

in Boise, Idaho this last summer, “is to think how some politicians and pseudo intellectuals in Madrid must be laughing at the way those hundreds and hundreds of auxiliary verbs in the Euskara Batua have been built and taught in our schools, so artificially and unnecessarily complex, that not even the Basque people want to use them, even if they tried very hard.”

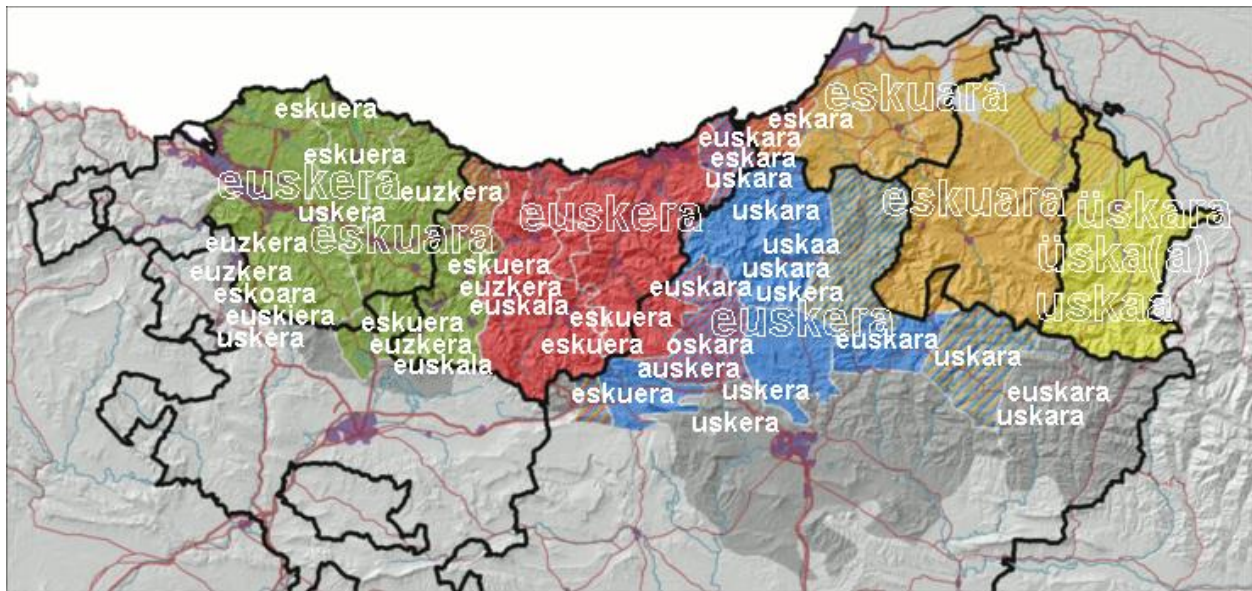
Before reconsidering the current system of auxiliary verbs, a social transformation must come first. It would be intelligent to approach changes in language policy in the Basque Government by first making provisions for the new roles, new responsibilities, some new training for teachers and administrators in the Euskaltegiak, Ikastolak, radio, TV, and the communicating these changes and provisions to all people involved, including the adults taking courses at the Euskaltegiak who would be looking for jobs that welcome “euskaldunberriak” -- the social transformation.⁴ Next, the academic transformation would bring about changes in the system of auxiliary verbs in ways that we outline in this book, the creation of

challenges? Create an artificial system of auxiliary verbs that any secret service of a military world power today would like to have to torture its political prisoners forcing them to memorize and use such verbs in their humid and dark cells. The more reason, then, to develop a modern Euskera in an intelligent way, to make it accessible to the people at large, and not just to a few people endowed with galactic patience and memory, and sadomasochistic tendencies.

⁴ What transformation? I explain myself here through a situation in the USA, in the decade of the 90’s, where I worked as an engineer along with hundreds and thousands of other engineers, government workers, and citizens in general (Goikoetxea 2007). At that time the country was committed to carrying out a technological transformation of all government departments and agencies at the local, State, and Federal level in order to implement all the new technologies of information and communication (TICs) such as databases, Web portal, firewalls, security systems, digital systems for citizens to access government services via the Internet. The government (Public Sector) issued hundreds of contracts to companies which would then proceed to install the new TIC’s in government offices throughout the country during the next 5 years. By the second and third year the results coming in were disastrous. Why? What was happening? Was the task too costly, too difficult? Nope. The new TIC’s being installed in those government offices worked perfectly, but the administrative and manpower side of the task was not working, was not cooperating. The human side of that nation-wide project feared that it was going to lose hundreds and thousands of jobs after the new TIC’s had been installed and, therefore, they decided not to cooperate fully in the testing and delivery phases of the project. Workers would say that the new systems were too complicated, that operating procedures were poorly designed, the manuals difficult to read, etc. such that promised government services over the Internet were delayed time and time again. So what was happening? What had happened is that someone had forgotten to communicate to government workers that their jobs would be safe, secure, with new roles, new responsibilities, new opportunities. Eventually we recognized the error committed high up on the strategy and design part of the project, that changes were needed, and it was then agreed to change the strategy so that from that moment on there would be not one working team only (the Technical Team) but 2 teams: (1) the Organizational Change (OC) team, and (2) the Technological Change (TC) team. The OC team made up of dozens of people, and working on a particular government agency, would work weeks ahead telling the government workers and “clients” in the Private Sector (e.g., hospital personnel, banks, automotive industries, citizen groups, etc.) about the new TIC’s that the TC team would work on during the following weeks, about the new training that they would receive, and the new roles (e.g., database administrator, firewall security, new customer call centers, etc.). More training, more interesting jobs, new added roles, etc. Hey, people liked that, they were going to keep their jobs, and were then eager to go on with the new changes in the “old system”! From that moment on, and over the next decade, together the OC teams and the TC teams achieved both the organizational transformation and the technological transformation of hundreds of government services (e.g., income tax reporting, war veteran services, housing loan support services, medical care, many more). That was “social intelligence” at work! The effort then extended to enterprises in the Private Sector (e.g., small companies, banks, food industry, auto parts industry, oil refining, etc.).

new teaching materials to reflect those changes, this time with relevant social and professional situations, changes in teaching methodologies, new roles and responsibilities to administrators.

Finally, do not appeal to “patriotic values”, but to values and communication needs in today’s society. No need to criticize and blame Madrid for everything, including our own faults. The responsibility of carrying Euskara forward is ours, ours alone, and nobody else’s. Remember that when politicians appeal to “patriotic values” and to political ideology it is most often because they are trying to divert people’s attention from real issues, or trying to hide their own mistakes and schemes, today and always.



Varied names for the Basque language. Source: Wikimedia.org

Social Intelligence and the promotion of Euskara

In this section I propose a list of “situations” which address a variety of means to promote Euskara, and in which is proposed the greater use of social intelligence in order to gain popular interest for our language, to resolve conflicts, to win supporters, and to compete successfully with Spanish, French, and even English, as follows:

Situation 1: Instruction materials

Today many of the teaching materials in the Euskaltegiak are old, incomplete, and socially irrelevant. In fact, in many of the Euskaltegiak it is not possible for a student (an adult person, generally) to begin a course and receive a book of instruction that contains all the didactic materials that she/he will need that year, from day one. Instead, 2-3 pages in black-and-white from the nearby printer is all that she/he can expect to receive at the beginning of each session. Why this austere situation? By contrast, books of instruction in Spanish, French, and English are up to date, with a variety of themes, socially, culturally, and professionally relevant, and even featuring the use of the new technologies of the information and communication (TIC’s). Fortunately, this very year teams at the HABE organization have finally created a set of textbook materials at the A1 level (beginners) to be distributed to the network of Euskaltegiak. Still, additional funding for HABE and the Euskaltegiak is needed to continue creating sound and updated didactic materials.

Situation 2: Methods of instruction

I invite the driving entities (i.e., Basque Government, Euskaltzaindia, Euskaltegiak, teachers, administrators, other) to re-invent the teaching of Euskara with new methods, new materials of instruction, with realistic time frames, and relevant “role playing” (e.g., “today you are an employer and you are interviewing a person looking for a job”, or “this afternoon you are in Bilbo looking for an apartment”, etc.)

- Use music as one of the many means of Communications, singing in Euskara and reading the text in Euskara.
- Use the TV at the Euskaltegiak to listen to the news, the weather, and international news.
- Organize short theatrical representations in Euskara and have the participants act the various roles.
- Lessons of Euskara in Youtube.com. There already exist many lessons and activities in Euskara in this channel contributed by many people and organizations in the Basque Country and throughout the DIASPORA in the USA and Latin America. Let us use those vital resources!
- The use of sayings and expressions in Euskara, their use in everyday life.
- Teach “the Euskara on the street” as well, the local euskalkiak. Many people know “street Spanish” for practical situations (e.g., games, jokes, alerts, other). Why not learn “street Euskara” if it can help communication in special situations?
- Read newspaper sections in Euskara in class from local newspapers (e.g., GARA, Goiena, other).
- Real-life exercises: students and teachers leave classrooms at the Euskaltegiak and visit local stores in order to learn to ask price questions, delivery schedules, payment plans, etc. Coordinate ahead of time with store personnel and invite them to cooperate and respond to students in Euskara.
- In class address Brands and issues in the new technologies, the TIC’s, such as use of the Internet, software programs available to learn Euskara, the use of tablets, other.

Situation 3: Review time frames to learn basic Euskara, more realistic goals

A time frame of 5-7 years to learn Euskara, as some Euskaltegiak pretend to have, is too long, not realistic. No person can afford the luxury of attending an Euskaltegia for such a long time. I recommend time frames of 1-2 years, maximum of 3 years.

Situation 4: Functionality, a high priority

Improve the method of instruction (methodology), leave aside all those cases of NOR-NORI-NORK, and concentrate on practical situations at work, Business, social and cultural life. Also, during the instruction keep in mind the current profession and personal objectives of the student (e.g., a car mechanic, a medical doctor, a teacher, a journalist, a student, other) and introduce lesson materials relevant to those real-life professions, needs, and interests.

Situation 5: More practical EGA exams

Design tests to determine “what and how much” the student knows about a Lumber of subjects, and do not design tests to determine what the student “does not know.” I am aware of recent changes in EGA test design, but more needs to happen in the area of EGA evaluation, taking into consideration the knowledge that a person may already have in the use of a local dialect (e.g., Arrasatekoa euskalkia), for example. It does not make sense to fail a person that has spoken a euskalkia all her/his life because that person does not know enough auxiliary verbs in Euskara Batua.

Situation 6: Encourage and reward the use of Euskara at work

“We do not use Euskara at work, and when we do only minimally...Knowledge of Euskara is being used as a filter in your job application, for nothing else”, we hear many times. We are not happy to hear of

that reality. The need exists to consider rewarding professionally the use of Euskara at work (i.e., the social transformation and academic transformation that we talked about earlier).

Situation 7: Reward the use of Euskara on the street

Only a low percentage of people that know Euskara use it on the street. Another reality that is not pleasing to hear. A practical and agile Euskara is “a must” in order to compete with the other languages. Again, the pursuit of social intelligence practices and know-how ought to guide this effort.

Situation 8: Integrate into Euskara words from other languages

Today’s Euskara Batua is not “user-friendly”, and people that already speak other languages cannot find “familiar” words, a “neutral zone”, or an “international zone” in Euskara. The new words contributed by the new technologies ought to be integrated into Euskara and its dictionaries with their original name, based on “who invented that technology and terminology first.” For example, a mobile phone or cell phone would be a “mobila” or a “celfon”, and not a *urrutiezkina*, for example, as some Basque dictionaries propose! As much as 20%-25% of a Basque dictionary ought to adopt and feature word contributions from other languages and cultures (again, social intelligence!).

Situation 9: Reward and facilitate the use of Euskara on the communications media (Radio, TV, Web sites, other)

Subtitles in Euskara! Invite and offer to speakers of other languages to communicate their contents in their own language but with subtitles in Euskara, and vice versa. Often we also hear from “Euskara natives” talk about the other extreme practice: “These days I only understand 25% of what announcers and speakers say on the radio and TV...Their Euskara (Euskara Batua!) is very mechanical and artificial.”

Situation 10: Also promote the dialects (the euskalkiak)

The dialects in Euskara, the so-called *euskalkiak*, and the people that speak them are part of our rich language heritage, our own. An intelligent Euskara Batua would integrate and feature a large chunk of the various *euskalkiak*, it would make effective use of that treasure received from our parents and grandparents.

Situation 11: Refashion the auxiliary verbs

Modify and simplify the current system of auxiliary verbs (*aditz laguntzaileak*) in Euskara Batua. This is, of course, the main proposal made in this paper, to simplify and reduce that system of verbs by as much as 80% in order to contribute to a practical, real, agile, and intelligent modern Euskara.

Situation 12: Fairs, conferences, events, and books on all subjects in Euskara.

Yes, we already have the *Durangoko liburu azoka* (December of each year), a fair of books, CDs, music, more in Euskara in the City of Durango, Gipuzkoa. No, I do not read books in Euskara because many of them are translations from English or Spanish, so I prefer to read them in their original language”, we also hear many times, unfortunately. We need to invent “commercial value” for books, CDs, conferences, and other activities in Euskara. Hey, that’s what we did with the “soccer” sport in the USA. At the beginning, in the early 90’s in the USA soccer imported from Europe and Latin America was going nowhere, it was not catching up, until its commercial infrastructure materialized and then it succeeded beyond expectations (again, social intelligence!).

Situation 13: Participation of the bertsolariak at the Euskaltegiak.

Learn exercises and practices from *bertsolariak* while improvising song making and singing in Euskara. As we have said before, it is important to give “music” to words in Euskara, to control and manage breathing, to enjoy the sound of our own Euskara! We also do just that in English, Spanish, and French. Why not discover and enjoy the sound of our own Euskara, the sound of our own dialects, the *euskalkiak*, in particular! Those great sounds and music are already there, we just need to become aware of them, and to bring them out in order to please our ears, our lives.

Situation 14: Basic social psychology

At the Euskaltegiak the subject of how to nurture a minority language as Euskara (as is often the case in many towns and cities in the Basque Country today, unfortunately) in a surrounding where Spanish (or French) is often a widely spoken language, ought to be addressed. An uneasy issue? Well, it ought to be addressed anyway, I propose. “Sometimes I feel embarrassed when I try to speak Euskara and most people gathered are speaking Spanish (or French)”, we hear. Well, there are many ways of addressing this and similar situations, and they ought to be discussed at the Euskaltegiak. Also, how to participate in an ongoing conversation in Euskara when you are still learning Euskara: “Bai, bai, ulertzen dut, baino nire galdera da...” A variety of techniques to participate and lead a conversation, with questions of your own, with descriptions and stories that you already know well. Therefore, you begin the conversation on a topic of interest to you, and for which you already know most of the words, for example, and you keep the conversation within those themes already familiar to you. A whole world of “language and conversation dynamics” that ought to be addressed at the Euskaltegiak, at the Ikastolak, and other Euskara centers, in my opinion.



Source: tumblr.com

Summary and Conclusions

Only 60,000 years have gone by since the very first hominid began to use language, to use his (her?) tongue, palate, nose, lips, and lungs to utter rounds that today we call language. All the live languages in our planet today originated during the last 10,000-15,000 years, a time span relatively short, very short, in the time scale of human evolution.

Our Euskara is a linguistic jewel, in the sense that it is among the first languages in the European continent. Through the study of its structure we can venture to think how human beings began to form this language, other languages. A “time machine” through which we can travel to remote times, that incredible time span during which the live, modern, languages of the planet began to take form and sound.

The system of auxiliary verbs (aditz laguntzaileak) in Euskara Batua created in 1968 and used today is abundantly artificial, voluminous, repetitive, and unnecessarily complex. Why did those original members of the Euskaltzaindia opt for such an artificial and complex system? Were they trying to impress members of the Spanish Royal Academy (1713) of the Spanish language, or the members of the French Academy (1635) with such a construction of some 825 verbal forms? One can only speculate that those member of the Euskaltzaindia had no knowledge whatsoever of English, and how this language evolved into Modern English today, which requires only a dozen and a half verbal forms (have, has, do, does, can, could, will, would, etc.) to do the job of those 825 verbal forms in Euskara Batua. How and where to begin to find remedy for this very unfortunate beginning in the development and promotion of our Euskara?

The perspective of this author, and that of organizations like Badiardugu Association, is that the existence today of those 5-6 Basque dialects constitutes a rich volume of linguistic content. Unfortunately, those dialects and the people that use them today are slowly giving way to Euskara Batua. Can this association and others still contribute to the evolution and successful promotion of Euskara today?

The percentage of correct knowledge of the auxiliary verbs (survey questions 1-12) is 38%, 43%, and 25% for age groups SG1, SG2, and SG3, respectively. This knowledge of Euskara Batua is relatively low in each one of those 3 age groups, we would say. The use of the auxiliary verbs in the work place is also low for the SG3 (31-50 years) age Group in Gipuzkoa. 50% of the 75 survey participants indicate that they make little use of their Euskara Batua in the work place.

In our survey the correlation coefficient ρ between the variables SG3 (knowledge of Euskara Batua, 31-50 years age group) and S4 (use of Euskara Batua in the work place) registered a low value [ρ [SG3, S4] = 0,22] meaning that there exists in this age Group little correlation between their knowledge of Euskara Batua and its use of Euskara in the work place. That is, those persons that know Euskara Batua do not use necessarily in the work place. These statistics reveal that there is a need for an open debate on where the Euskara Batua is going in the Basque Country today. A debate open to the general public, not just one conducted inside a parliament or a conference room within the Euskaltzaindia in order to analyze and redefine its own objectives, measurement methods, and funding resources available to the teaching and learning of Euskara in the Basque Country, Euskal Etxeak, and Basque communities of the Basque Diaspora.

APPENDIX

The Origins of Human Language

Have we asked ourselves since when we human beings have had the capacity to use language as a main form of expression and communication? As of 5,000 years ago? 20,000 years? The answer to this question already exists, fortunately, thanks to the discoveries of the scientific community of the last 30-40 years. Today there exist considerable scientific consensus supporting the belief that human beings began to use language, for the first time, in Africa some 60,000 years ago. As Chomsky (2012) says:

Yes, animals have communication systems, but they do not seem to have something like a language. Consider the human language. Where does language come from? Well, based on what we can determine based on the study and analysis of fossils, the hominids with a physiological apparatus relatively larger already existed in small regions of Africa for hundreds of thousands of years. We know today, however, that human language does not go back more than the last 60,000 years... there exists a strong scientific consensus on this matter. The road from Africa (to the other continents) began at that time, approximately, and quickly advanced on the evolution scale... Now, mutations occur to a single person, not to a group. To an individual in that group, a small mutation must have happened, a mutation that made possible a giant leap forward. It must have happened to that individual alone, at that moment.

At that moment, then, is when the “accident” of language happened, an accident with a biological basis in the human species *Homo Sapiens Sapiens*, some 20,000 years before leaving Africa 40,000 years ago. Africa? Yes, Africa, we all come from Africa. Germans, Russian, Tibetans, Galicians, Catalans, Jews, Basques, everyone on the planet today, had ancestors from. Across those forty thousand years ago, the colder climate in the other continents, the sun radiation, DNA changes, and other factors did the trick, and human exterior diversity emerged as we know it today.

Euskara in the Language Map of the World

What are the origins of Euskara, the Basque language, and what other languages is it related to? This is the basic question that linguists, writers, and the general public have been asking for centuries. Katzner (1995) offers this answer:

The Basque language is not related to any other language in the world. After many efforts in the field of philology, it has not been possible to establish any connection between Euskara and any other language in the world. Some structural similarities with some languages in Asia have been reported, but at the moment it must be said that this language appears to be completely isolated and independent... Being the only language Pre-Indo-European in Western Europe, Euskara would appear to be the only survivor of those languages spoken before the Indo-European languages show up in Western Europe. Probably it was part of an extended group of languages that included Euskara and other languages in Southern Europe.

Today Euskara is spoken by over one million people in the southern side of the Basque Country (Gipuzkoa, Bizkaia, Araba, and Nafarroa territories), in Spain, plus another half million people that understand it but that speak it with difficulty (passive bilingualism). It is a minority language surrounded

by Spanish and French which are dominating languages. There are also Basque speaking communities in the American continent where third and fourth generation Basque-Americans can be found, still speaking the old Basque dialects.^[3] In 2009 Euskara was added to the Unesco’s red book of languages in danger of extinction, a list of vulnerable languages today.^[4]

The consensus among several writers (Rhullen 1997, Campbell 1995, Ketzner 1995) is that the origin of the Indo-European populations is found in Europe 3,000 years BC (before Christ). These populations possibly lived in the cold regions of Northern Europe, although not close to the sea, but in forested areas, where they domesticated and used animals like the horse, cows, sheep, and the dog. The bear and the wolf were integral parts of the fauna with which they competed for food and possession of land spaces. It was 2,500 BC when these populations began to break into groups and move in several directions. A group migrated towards today’s Russia, while another group crossed into today’s Iran where later they would give rise to the Persian Empire, while another group moved East towards today’s Afghanistan, and still another group got to today’s India. Still another group moved south into Italia and the Greek islands, while another group moved west and eventually reached the British islands where already existed autochthonous populations. Wherever these new populations arrived they managed to dominate most of the already existing populations, imposing their customs and language. Most, but not all, we add. A total of some 50 languages of Indo-European origin were already recognized in 1818. Albanian and Armenian were later added to this list in 1854 and 1875, respectively.

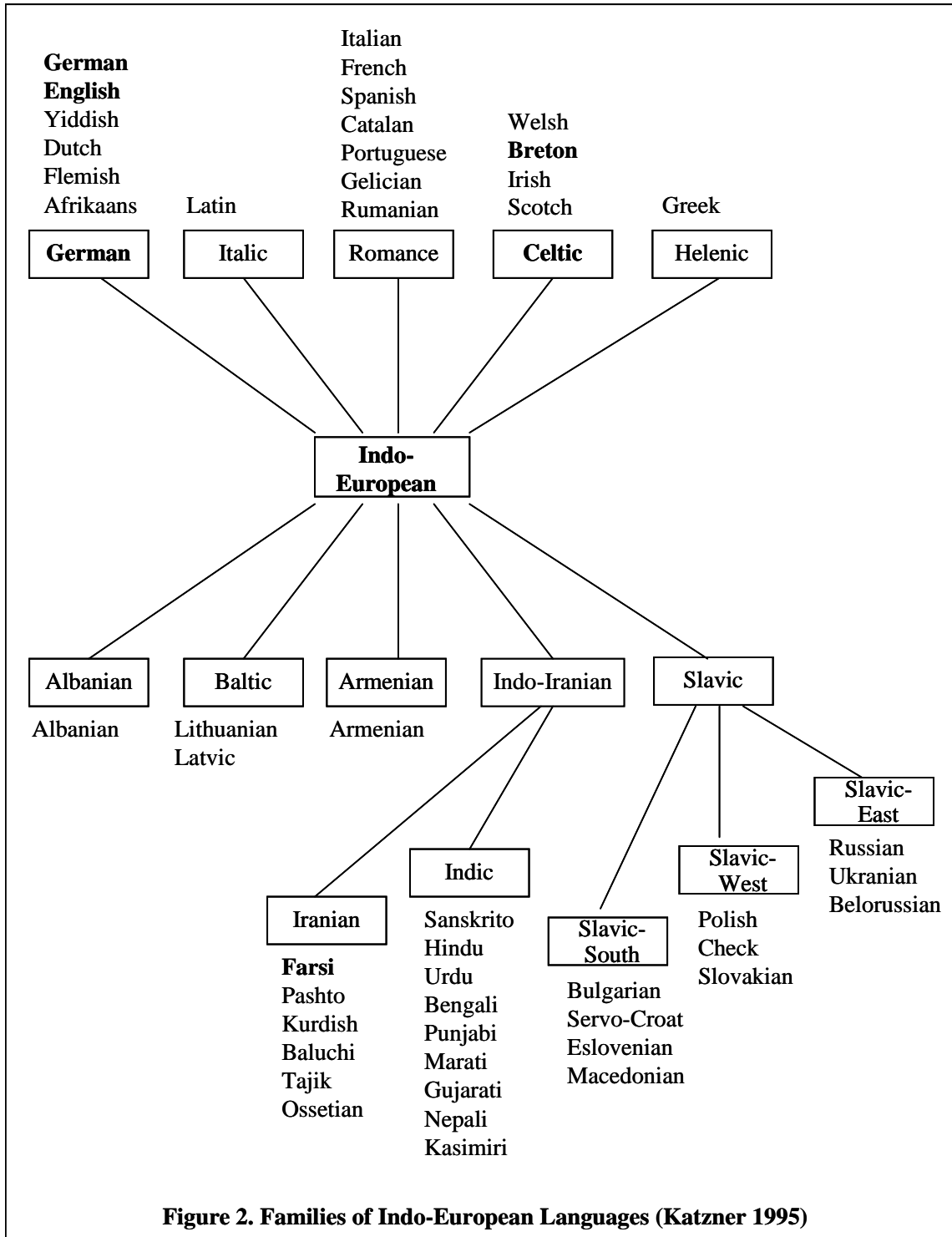
Euskara and the Indo-European language families form the language map show non Figure 1. Indo-European, Uralic, Altaic, Caucasian, Euskara (Basque), Dravidian, etc., up to *a total of 26 meta families*, each one with its own list of language sub-families. The Altaic family by itself, for example, consists of 11 main languages that include Turkish, Azerbaijani, and Mongolian.

Indo-European	Uralic	Altaic	Caucasian	Basque	Dravidian
Munda	Sino-Tibetan	Japanese	Korean	Mon-Khmer	Vietnamese
Malayo-Polynesian	Papuan	Australian	Paleo-Asiatic	Eskimo-Aleut	Niger-Congo
Afro-Asiatic	Chari-Nilo	Sahara	Maban	Khoisan	Algonkian
American-Indian	Esperanto (Artificial)				

Figure 1. Families of Languages in the World (Katzner, 1995)

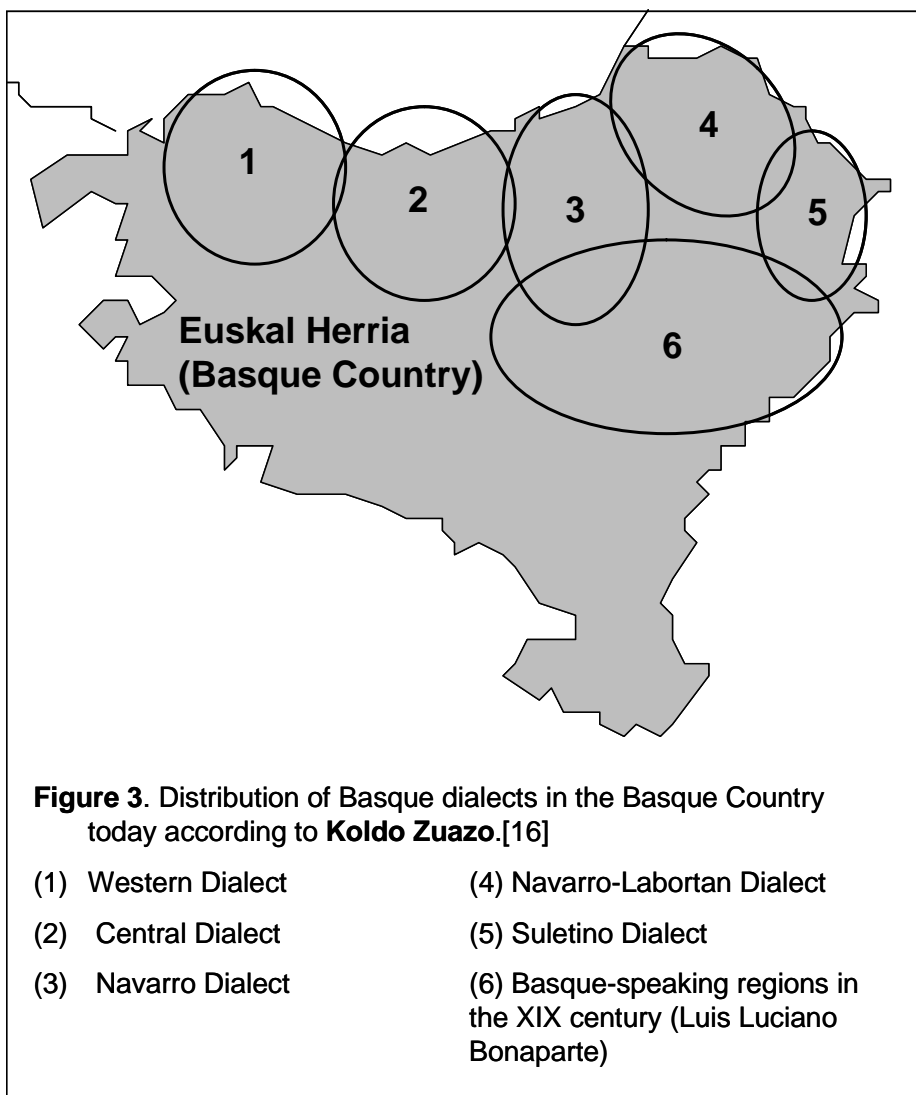
Next, we take a look at the languages that make up the family of Indo-European languages, as shown on Figure 2. In the sub-family of *Romance languages*, for example, can be found Italian, French, Spanish, Catalan, Portuguese, Galician, and Rumanian. Similarly, in the *Celtic family*, we can find Welsh, Breton, Irish, and Scotch. The *Indo-Iraneo family*, on the other hand, includes Farsi, Pashto, Kurdish, Baluchi,

Tajik, and Ossetian; the Indic sub-family includes Sanskrit, Hindi, Urdu, Bengali, Punjabi, Marati, Gujarati, Nepali, and Kasimiri. Euskara is not shown in this Figure 2 because it already existed on its own in Western Europe, Central Europe, Eastern Europe, and Central Asia before the arrival of these Indo-European languages and, thus, *Euskara* is called a Pre-Indo-European language.



Dialects of Basque

There are five main Basque dialects, distributed geographically as shown on Figure 3, according to a recent classification:^[6]



- Western or Bizkaino dialect
- Central or Gipuzkoan dialect
- Navarro dialect
- Navarro-Labortan dialect, and
- Suletino dialect.

Often reference is made by some Basque writers at the preface section of their books to the difficult task of communicating with other Basques who may speak a different dialect. The territorial frontiers within the Basque Country itself imposed by the Spanish State and the French State through the centuries have contributed to the difficult task of language unification, it has been claimed. Still, within that context of language diversity there have been several models that addressed the need for effective communication in Euskara. Joannes Leizarraga, for example, was a Calvinist minister, and he authored the first translation of the Bible into Euskara in 16th century, a Euskara that he felt could be understood by the inhabitants of Laburdi, Lower Nafarroa, and Zuberoa. Later, in the 18th century, the Gipuzkoan Jesuit Manuel de Larramendi appear in the map, just south of the Bidasoa region, with a Basque grammar title, *El Imposible Vendido, Arte de la Lengua Bascongada*, and a *Tri-Lingual Dictionary* (Spanish-Euskara-Latin).

In 1936 arrives the Spanish Civil War and its Franco dictatorship, and almost all activity promoting the Basque language comes to a halt. We say “almost” because in the 1950’s a group of writers, cultural activists, and *Euskaldun Berriak* (people that were learning Basque as a second language) bring up a new interest for the Euskara, individuals like Gabriel Aresti, Jon Mirande, and Federico Krutwig. They wanted to advance Euskara to the point that it could be used in schools and universities, as well as in work environments. It was a few years later, in 1968, as we mentioned earlier, when that *Congress of Arantzazu* takes place with the intent of drawing a road map: (1) basic Basque grammar, (2) spelling and orthography, (3) morphology (i.e., names, pronouns, verbs, other), and (4) syntax. This work and process continues today.

The Universe of Auxiliary Verbs in Euskara Batua

In this section I propose we take a look at the universe the auxiliary verbs (*aditz laguntzaileak*) in Euskara Batua in their totality and “artificial exuberance.” Yes, it is a gigantic number of morphemes or particles that are combined to give shape and meaning to the auxiliary verbs, or at least that is what the *Euskaltzaindia* holds.

In this section we now present the auxiliary verbs and their equivalents in English in 4 time frames:

- Indicative** (*Indikatiboa*)
 - Present (*Orain*)
 - Past (*Lehen*)
 - Conditional (*Baldintzakoak*)
 - Conditional
 - Consequence
 - Present (*Orain*)
 - Past (*Lehen*)
- Potential** (*Potentziala*)
 - Present (*Orain*)
 - Past (*Lehen*)
 - Hypothetic (*Hipotetikoa*)
- Subjunctive** (*Subjuntiboa*)
 - Present (*Orain*)
 - Past (*Lehen*)
- Imperative** (*Imperatiboa*)

Specifically, each one of these time frames is considered within the context of 4 cases:

- NOR (Who)
- NOR-NORI (Who- to whom)
- NOR-NORK (Who receives –Who acts)
- NOR-NORI-NORK (Who, Who receives –Who acts)

Comparative number of auxiliary verbs

Let us proceed, then, to the presentation of the system of auxiliary verbs in Euskera Batua, as shown on Figure 5.

Figure 5. Complete set of auxiliary verbs in Euskera Batua

		NOR	NOR-NORI	NOR-NORK		NOR-NORI-NORK	
Indicative	Present	(1)	(21)	(31)	(41)	(51)	
	Past	(2)	(22)	(32)	(42)	(52)	
	Conditionals	Condi-tional	(3)	(23)	(33)	(43)	(53)
		Consequence (Ondorioa)	Present	(4)	(24)	(34)	(44)
	Past		(5)	(25)	(35)	(45)	(55)
Potential	Present	(6)	(26)	(36)	(46)	(56)	
	Past	(7)	(27)	(37)	(47)	(57)	

		NOR	NOR-NORI	NOR-NORK		NOR-NORI-NORK
	Hypothetical	(8)	(28)	(38)	(48)	(58)
Subjunctive	Present	(9)	(29)	(39)	(49)	(59)
	Past	(10)	(30)	(40)	(50)	(60)
Imperative		A	B	C	D	E

A total of 65 time “Tables” with their identifiers: (1), (2), (3)...(60), A, B, C, D, and E to facilitate our referencing. The reader can see each one of these 65 tables expanded into detail in *Goikoetxea (2013)* or in the volumes of Euskera grammar. In this paper we show the contents of only 8 tables, with examples both in Euskera and in English.

Indicative (Indikatiboa), NOR, NOR-NORI

We present the auxiliary verbs corresponding to this time frame, Tables (21) and (22), followed by examples of their use in sentences.

Figure 6. Indicative NOR and NOR-NORI

		NOR	NOR-NORI			
Present (Orain)		Table (1)	NOR:	NORI: (21)		
	Ni	Naiz	NA tzai	T		
	Zu	Zara	ZA tzai zki	ZU		
	Hura	Da	- tzai	O		
	Gu	Gara	GA tzai zki	GU		
	Zuek	Zarete	ZA tzai zki	ZUE te		
	Haiek	Dira	- zai zki	E		
Past (Lehen)		Table (2)	NOR:	NORI: (22)		
	Ni	Nintzen	NIN tzai	T(DA) N		
	Zu	Zinen	ZIN tzai	ZU N		
	Hura	Zen	ZI tzai zki	O N		
	Gu	Ginen	GIN tzai zki	GU N		
	Zuek	Zineten	ZIN tzai zki	ZUE N		
	Haiek	Ziren	ZI tzai zki	E N		

The following examples are presented here thanks to the courtesy of *Gramatika Osoa (2000)*^[20]:

Ni etxera joan NAIZ. (Table 1). [NAIZ is the auxiliary verb in Euskera]

-I HAVE gone home. [HAVE is the auxiliary verb in English]

Zu etxera joan ZARA.

-You HAVE gone home.

Josune etxera joan DA.

-Josune HAS gone home.

Gu etxera joan GARA.

-We HAVE gone home.

Zuek etxera joan ZARETE.

-You (plural) HAVE gone home.

Mikel eta Josune etxera joan DIRA.

-Michael and Josune HAVE gone home.

Josune joan ZEN. (2)

-Josune went home.

Niri txokolatea gustatzen zait. (21)

-I like chocolate.

Zuri txokolatea gustatzen zaizu. (21)

-You like chocolate

Hura txokolatea gustatzen zaio. (21), and so forth with the other 3 persons (we, you, they)

Zuri gauza bat azaltzen ari NATZAIZU (NA-tzai-ZU). (21)

-I AM explaining something to you. (21)

Mikeli gauza bat azaltzen ari NATZAIIO.

-I AM explaining something to Mikel.

Niri txokolatea gustatzen ZITZAIDAN (zi-tzai-dan) (22).

-I USED to like chocolate.

Note: In Table (22) T-N becomes DAN, as indicated by the arrows in Figure 6.

Zuei txokolatea gustatzen ZITZAIZUEN (zi-tzai-zuen) (22).

-You USED to like chocolate.

Gustatu ZITZAIKIZUN pastak? Asko gustatu ZITZAIKIDAN.

-DID you like the cookies? I liked them a lot.

Nondik etorri ZARETE? Autopistatik etorri GARA. (1)

-Where DO you come from? We come from the highway.

Nora joango ZARA oporretan? Hemen geratuko NAIZ. (1)

-Where WILL you go on vacation? I WILL stay here.

Zergaitik ez ZINEN etorri? Beranduegi ZELako. (2)

-Why DID you not come? Because it WAS too late.

Non ibili zineten atzo? Mendira joan GINEN. (2)

-Where DID you go yesterday? We went to the mountains.

Indicative (Indikatiboa), NOR-NORK

Similarly, for Tables (31), (32), (41), and (42):

Figure 7. Indicative NOR and NOR-NORK

		NOR-NORK					
Present (Orain)	Ni	dut	(31)		NOR: NA	NORK: T	
	Zu	duzu			ZA it u	ZU	
	Bera	Du			D u	-	
	Gu	Dugu			GA it u	GU	
	Zuek	Duzue			ZA it u zte	ZUE	
	Haiek	Dute			D it u	z TE	
	Past (Lehen)		[NOR 3 pertsona](32)			[NOR 1 edo 2 pertsona] (42)	
Ni		Nuen			NOR: ZINT u	NORK: T/DA N	
Zu		Zenuen			ZINT u	ZU N	
Bera		Zuen			-	- eN	
Gu		Genuen			GIN u	GU N	
Zuek		Zenuten			ZINT u zte	ZUE N	
Haiek		Zuten			-	z TE N	

Examples of use.^[20]

Nik Mikel (3^a. Persona) ikusi nuen. (32)

-I saw Mikel.

Nik ikusi ZA-it-u-T. (41)

-I HAVE seen you (2nd. Person).

Zuk ikusi Na-u-ZU. (41)

-You HAVE seen you. (e.g., yesterday)

Nik zu (2a pertsona) ikusi ZINT-u-DA-N. (42)

-I saw you. (e.g., yesterday)

Zuk ni ikusi ninduzun (NIND-u-ZU-N). (42)

-You saw me.

Haiek zu ikusi zintuzten (ZINT-u-zte-N). (42)

-They saw you.

Number of auxiliary verbs in Table (1): 6

Number of auxiliary verbs in Table (2): 6

Number of auxiliary verbs in Table (21): 6 x 6 = 36

Number of auxiliary verbs in Table (22): 6 x 6 = 36

Number of auxiliary verbs in Table (31): 6

Number of auxiliary verbs in Table (32): 6

Number of auxiliary verbs in Table (41): 5 x 6 = 30

Number of auxiliary verbs in Table (42): 5 x 6 = 30

Sub-total = 156

By contrast, number of auxiliary verbs in English: = 6
HAS, HAVE, USED, DO, DID, and WILL

Proceeding in a similar manner, the count of verbal forms (auxiliary verbs) in the 65 tables add up to the extraordinary number of 825, not counting plural forms (e.g., ZITZAIZUN becomes ZITZAI-ZKI-ZUN) in which case the count would even *double* that number. By now we may have noted that for most of these tables the auxiliary verbs require one verbal form for *each of the six persons* (e.g., I, you, he/she, we, you-plural, they) and for *each pair* of these six persons (e.g., I-you: NATZAIZU; I-Michael: NATZAIIO, etc.).

Survey content

The survey consist of a total of 16 questions, of which the first 12 are sentences in Spanish to translate into Euskara Batua, and the other 4 relate to the use of Euskara Batua at home, at work, on the street, and at school (High School, or university). This survey is directed to persons that already speak Euskara as a first language, have had a familiarization with Euskara Batua, or are currently attending a Ikastola or Euskaltegia and learning Euskara Batua. Certainly, the level of competence of Euskara (simpler, traditional auxiliary verbs) and Euskara Batua (new, large volume of auxiliary verbs, as shown on Chapter 9) varies with person's age, territory (Bizkaia, Gipuzkoa, Araba, Navarra, etc.), so that various age groups are identified, as shown next.

The survey was prepared in Spanish to be translated into Euskara Batua, given that most people in the Basque Country already speak Spanish. In this paper, however, the questions are already presented in English.

Figure 10. An Independent Survey

Izena (Name): _____	Herria
(Town): _____	
Data (Date): _____	Age (Adina): _____ urte.
SURVEY	
<ul style="list-style-type: none"> • Mesedez, itzuli ondorengo esaldiak Euskera Batua-ra. • Please translate into Euskera Batua 	
1. Josune went home. (Yesterday or before)	
2. They saw you.	
3. You paid for my coffee.	
4. If he had walked more carefully, he would not have fallen.	
5. What would you do if your keys fell to the floor?	
6. If the teacher ordered it, we would have to do the homework.	
7. If it was not so late, I would take you all home.	
8. Seeing you at home would make me happy.	

9. If you said the truth, we would give you candies.
10. If you told her what happened, she would bring the CDs.
11. If you gave me the cup, I would give you the salt shaker.
12. If I had not left the CDs at home, this would not have happened.
13. Do you use the auxiliary verbs in Euskara Batua in the WORK PLACE ?(age: 18 years and older only)
- ___ No (0%)
- ___ A little (5-20%)
- ___ Often (21-50%)
- ___ Very often (51-75%)
- ___ A lot (76-100%)
14. Do you use the auxiliary verbs in Euskara Batua at HOME (all ages).
- ___ No, ___ A little, ___ Often, ___ Very often, ___ A lot.
15. Do you use the auxiliary verbs in Euskara Batua on the STREET? (all ages).
- ___ No, ___ A little, ___ Often, ___ Very often, ___ A lot.
16. Do you use the auxiliary verbs in Euskara Batua at SCHOOL or UNIVERSITY? (age: Up to 30 years old).
- ___ No, ___ A little, ___ Often, ___ Very often, ___ A lot.

Translation of Euskara Batua into English

We will talk about the manner of administering the survey, but first let us look at the answers to the first 12 exercises into Euskara Batua:

1. Josune went home. (Yesterday or before)
-Josune etxera joan zen.
2. They saw you.
-Haiek zu ikusi zintuzten (ZINT-u-zte-N).
3. You paid for my coffee.
-Zuk kafe bat ordaindu zenidan /ZEN-i-DA-N).
4. If he had walked more carefully, he would not have fallen.
-Kontu handiagoz ibili izan BALITZ, ez ZATEKEEN eroriko (jausiko).
5. What would you do if your keys fell to the floor?
-Zer egingo ZENUKE, giltzak lurrera eroriko ba-LI-tzai-zki-ZU?
6. If the teacher ordered it, we would have to do the homework.

-Irakasleak aginduko BALU, guk etxerako lana egin beharko GENITUZKE.

7. If it was not so late, I would take you all home.

-Hain berandu ez BALITZ, etxera eramango ZINTUZKETET.

8. Seeing you at home would make me happy.

-Zu etxean ikusteak poztuko ninduke (NIND-u-ke).

9. If you said the truth, we would give you candies.

-Egia esango bazenigute (ba-ZEN-i-GU-te), gozokiak emango genizkizueke (GEN-i-zki-ZUE-ke).

10. If you told her what happened, she would bring the CDs.

-Zer gertatu den esango bazenio (ba-ZEN-i-O), diskoak ekarriko lizkizuke (L-i-zki-zuke).

11. If you gave me the cup, I would give you the salt shaker.

-Kopa emango bazenit (ba-ZEN-i-T), nik gatzontzia emango nizuke (N-i-ZU-ke).

12. If I had not left the CDs at home, this would not have happened.

-Etxean diskoak utzi ez bazenio (ba-ZEN-i-O), hau ez zatekeen gertatutko.

The translation into Euskara Batua requires a number of auxiliary verbs (ZINT-u-zte-N, ZEN-i-DA-N, BALITZ, ZATEKEEN, ZENUKE, ba-LI-tzai-zki-ZU, BALU, GENITUZKE, BALITZ, ZINTUZKETET, etc.). Already we notice that in questions in English only require the past tense of needed verbs and the auxiliary verb WOULD, only one auxiliary verb, nothing else.

Administration of the Survey

The following protocol was used to administer the survey:

- A number of people were invited to participate as “owners” and administrators of the survey and, in turn, to invite other groups of people to participate in the survey. The author of this book contacted the group of survey administrators (GSA’s), these being teachers in Ikastolas, university students, and citizens in general.
- Next, each administrator would find a group of survey participants (GSP’s), making sure to identify at the top of the survey sheet the participant’s name, town or city, gender, and age
- Each survey participant was to complete the survey in the same classroom or conference room with other participants during a time period of 10-15 minutes, without consulting any textbook or notes, without asking any questions or receiving information from other participants. The main idea being that the participants were to work with “their own portable knowledge” of Euskara Batua, what was in their heads, only.

Design of the Statistics

The statistics to be derived from the answers to the survey are as follows:

1. S, Percentage of correct use of auxiliary verbs (aditz laguntzaileak):

[Number of answers with correct use of auxiliary verbs in Euskara Batua]/

[Total number of auxiliary verbs in Euskara Batua in the survey] x 100

Generally, each of the first 12 exercises in the survey has 2 auxiliary verbs. For example, in the translation of exercise 5:

Zer egingo ZENUKE, giltzak lurrera eroriko ba-LI-tzai-zki-ZU?

the auxiliary verbs are: ZENUKE and BALITZAISKIZU within a total of 20 auxiliary verbs used in the survey.

2. Variation of the statistic S among age groups:

S1: 10-18 years, total

S2: 19-30 years, total

S3: 31-50 years, total

Those 3 groups also have sub-groups to reflect each one of the 4 territories:

Gipuzkoa:

SG1: 10-18 years

SG2: 19-30 years

SG3: 31-50 years

Bizkaia:

SB1: 10-18 años

SB2: 19-30 años

SB3: 31-50 años

Araba:

SA1: 10-18 years

SA2: 19-30 years

SA3: 31-50 years

Nafarroa:

SN1: 10-18 years

SN2: 19-30 years

SN3: 31-50 years

*Persons older than 50 years were not consulted in this survey given that most people in such group did not participate in the learning of Euskara Batua, we believe, taught after 1968. For example, a person 55 years old today (2013) would have 20 years in 1978 and she would be out of the school system by then. Yes, we understand that a number of professionals (ex., journalists, teachers, government workers, other) in that age group did manage to go through a period of *basic learning* (up to the age of 14), and some even went through a *college or university* (up until de age of 24, approximately) and managed to learn some Euskara Batua, either out of personal initiative or because the work environment required so.*

3. For questions 13-16, S4, on the use of auxiliary verbs in Euskara Batua in the *work place* (one space).
4. S5, on the use of auxiliary verbs in Euskara Batua at *home* (another space).
5. S6, on the use of auxiliary verbs in Euskara Batua on the *street* (another space).
6. S7, on the use of auxiliary verbs in Euskara Batua in *High-School or at the university* (another space).
7. A relationship between knowledge and actual use of Euskara Batua? The fact that a person may know the auxiliary verbs in Euskara Batua (not an easy trick!) does not guarantee that said

person will actually use his/her Euskara Batua at some or all the four spaces, i.e., at work, at home, on the street, and H.S. or university). Accordingly, in this study we make use of the *correlation coefficient*^[1] between pairs of variables (statistics), *SG3* (31-50 years) y *S4* (use of Euskara Batua at work), for example, to measure the relationship between knowledge of Euskara Batua and its use at work. Similarly, we calculate the correlation for the other 3 spaces, i.e., home, street, and school or university.

The survey and its results are limited to 3 age groups, and *only in Gipuzkoa*. For subsequent work we hope to gather and publish survey results that reflect the knowledge and use of Euskara Batua in Bizkaia, Araba, and Nafarroa. A more ambitious project would be to extend the survey to territories in the north of the Basque Country, under French jurisdiction such as *Lapurdi, Benafarroa, and Zuberoa*, given the extremely low level of promotion of Euskara in these 3 territories, as we already pointed out earlier. Also, it must be pointed out that the 75 participants are young people from several towns in Gipuzkoa. This author visited several Institutes (16-18 year olds) and universities in the Basque Country, and talked with administrators about allowing their students to participate in this survey, only to be told that only the Basque Government can conduct surveys, and that the “representative” from the Basque Government is the only one that can authorize surveys. Accordingly, this survey is *the only independent survey* on the knowledge and use of Euskara Batua to have been conducted, to this author’s knowledge.

Statistical Results, please

An initial participation of 75 people has produced the statistical results shown on Figure 11.

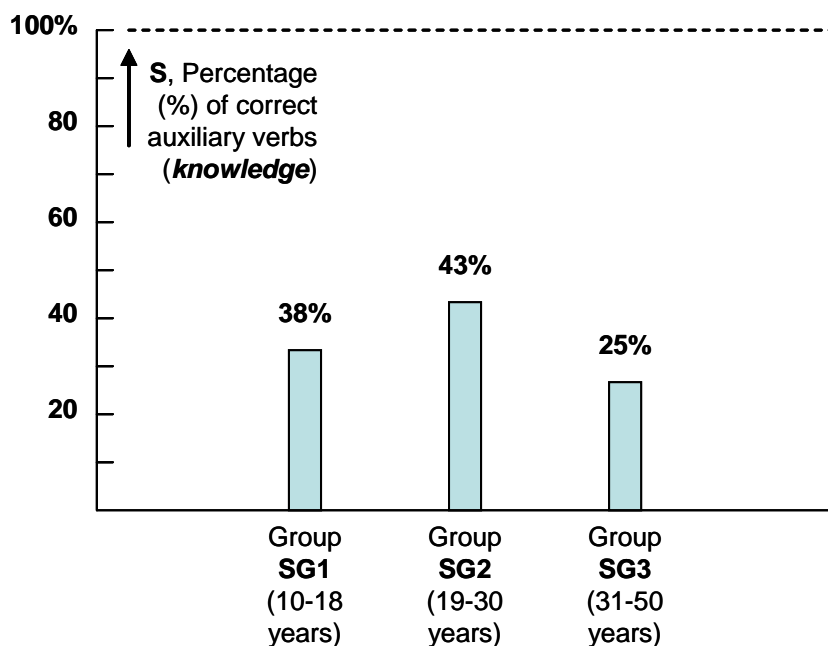


Figure 11. Percentage (%) of correct auxiliary verbs (*aditz laguntzaileak*) used in Euskara Batua, a Survey.

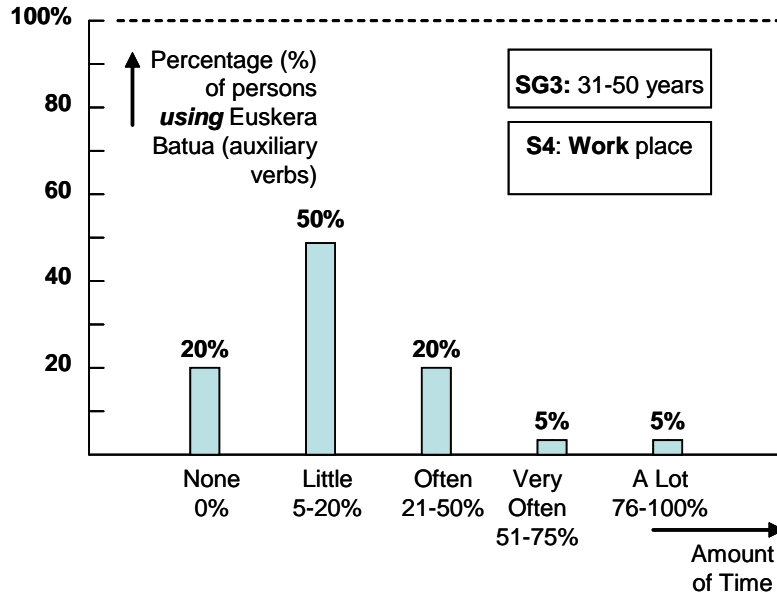


Figure 12. Percentage (%) of persons in age group SG3 (31-50 years) who use Euskera Batua in the WORK place (S4).

Then, as shown on Figure 11, the percentage of correct auxiliary verbs (questions 1-12) is 38%, 43%, and 25% for age groups SG1, SG2, y SG3, respectively. Therefore, the knowledge of Euskera Batua in the area of auxiliary verbs is relatively low in each of the three age groups, one would say.

Next, with regards to the use of auxiliary verbs in Euskera Batua, their use in the working place is shown on Figure 12 for the SG3 age Group.

Therefore, we observe that the actual use of auxiliary verbs, in particular, and the use of Euskera Batua, in general, in the working place also plummets to very low percentages in Gipuzkoa, as shown on Figure 2. That is, 50% of the 75 participants in the survey, for example, have indicated that they make little use of Euskera Batua, corresponding to 5%-20% of their time at work.

It is of general knowledge these days, that most people that already speak Euskara (one of its dialects, “euskalkia”) or Euskera Batua do not always speak their language at work, on the street, or at a school (other than the Ikastolak) or at a university setting. And, sure enough, our own survey shows a low correlation coefficient ρ between the variables SG3 (31-50 years) and S4 (work place):

$$\rho [\text{SG3}, \text{S4}] = 0,22$$

a value that says that these two variables are very much independent of each other, that is, there is little relationship between knowledge and use (at work) of the language. Looking at the two extremes, a value of $\rho = 0.0$ would say that there is total independence between the two variables, and that a great deal of knowledge of Euskara does not correspond with a great use of it at the work place. Conversely, a value of $\rho = 1.0$ would say that there is total correlation, total dependence of one variable to the other, so that if people have a high knowledge of Euskera Batua, they would use it extensively at work.

Certainly, these statistics reflect the knowledge and use of Euskera Batua for one age group, in Gipuzkoa, in the year 2013, only, a single point in the time scale. In future editions of this book we hope to be able to show how these statistics are varying over time, year after year. Since its creation in 1968 and teaching thereafter, is the use of Euskera Batua increasing, staying at stagnated levels, or decreasing

in the population of the Basque Country? Also, how is information (statistics, other) of the actual levels being utilized to make adjustments in teaching methods, changes in the system of auxiliary verbs (as we advocate in this book, or other related changes), teaching resources, and the promotion of these changes in the educational system (i.e., Ikastolak, Euskaltegiak, High Schools and universities), and the promotion of these changes in the mass media (TV, Radio, other)? Again, we propose in this paper that the Basque Government ease up restrictions, to allow individuals and organizations in the Private Sector to participate, and to open up a public debate in order to address these issues.

ENDNOTES

- [1] Crystal, David, *Language Death*, 200 pages., Canto edition, Cambridge Press, New York, 2002.
- [2] HABE (*Helduen Alfabetatze eta Berreuskalduntzerako Erakundea*, or *Organization to Teach Euskara to Adults*) is an entity of the Basque Government, created in 1983, it funds and manages 107 Euskaltegiak with 1,500 teachers and 350,000 adult students. Its current director is Joseba Erkizia. In: <http://es.wikipedia.org/wiki/HABE>
- [3] Number of people that speak Euskara, in: https://es.wikipedia.org/wiki/Euskera#cite_note-10
- [4] Euskara in the list of languages at risk: UNESCO Culture Sector, Intangible Heritage, 2003 Convention: UNESCO Interactive Atlas of the World's Languages in Danger. See: <http://www.unesco.org/culture/languages-atlas/index.php>
- [5] Euskera Batua, en: www.ahotsak.com/info/estatistikak/
- [6] Zuazo, Koldo, *Distribucion Actual de los Dialectos del Euskera (Geographical Distribution of Euskera Dialects)*, in: http://es.wikipedia.org/wiki/Euskera_batua
- [7] Krutwig, Federico, "Ha fracasado el proceso de Euskaldunizacion", in *Liburu Gorria*, Euskerazaintza, Euskeraren Erri Akademia, 43-44 Zenbakiak, in <http://es.scribd.com/doc/79022948/LiburuGorria>
- [8] Aleman, Sagrario, "Sagrario Alemán criticizes the lack of naturelness in Euskara Batua", in <http://www.elcorreo.com/vizcaya/20080601/cultura/sagrario-aleman-critica-falta-20080601.html>. "Under the title 'Berdetik horira' ("From Green to Yellow"), this academic has aired her preoccupation regarding the disappearance of local forms of Euskara (dialects). These dialects are loosing ground to the "Batua" in the classrooms in on the communications media (radio, TV, etc.), something which is making young people "express themselves in ways less natural", and adds: "in the name of unification, Batua is gaining ground from our dialects. Because of it, Euskaltzindia believes that one of the challenges for the Euskara of the future is to create strategies that allow the colloquial, informal language, "so that it is not artificial"... In her speech Sagrario Aleman shared memories as a child in the small town of Etxaleku in the 1940's saying "we lived in Euskara, our mother language", while the use of Spanish "was limited to school and communication with persons that did not know Euskera"... From that moment on, Aleman added, "a regression process began" that the Euskaltzaindia attributes to the lack of social prestige on that part of the Basque dialects and the school system imposed. That caused, she explained, "that Basque-speaking children ended up becoming a minority." This tendency changed in 1979 with the introduction of the educational Model D which has made it possible today "for practically all children to study in Euskera." As a result, Euskaltzaindia has expressed its satisfaction because "in the near future all the population in the Basque Country will speak Euskera." ...Patxi Salaberri pointed out that the real value of a language is to be found in the natural way it develops in a community, and "that is also the major contribution that we Basque people can make to the Euskera Batua."

- [9] Pello Salaburu, lead in the Grammar Commission of Euskaltzaindia, and a professor at the University of the Basque Country (UBC), “We are in the 21st Century, Euskaltzaindia must redefine its commitments”, interviewed by *Diario Vasco*, 26 January 2014. Pello Sallaberri wrote that as members of the Grammar Commission we feel there has been a loss of confidence for our position and responsibilities on the part of other members of the *Euskaltzaindia*. That was the reason that led us to resign last November. In more than 30 years of hard work in the Grammar Commission we have never had any problem with any of its presidents or any other member. We have done our job as best we could over the years, and the results are there: Seven volumes of Euskera grammar... We thought that the moment had arrived to reduce those seven volumes to one or two volumes only. The objective in our minds has been to make those contents more accessible, bring up to date some things utilizing modern means, and homogenize the work contributed by many people during many years, in order to achieve a grammar much briefer and of easy access, as we have proposed... We wanted to be the group in the organization that would manage this transition to a smaller and more accessible grammar, but the main body of the organization did not approve our proposal and, therefore, we understood we had lost the confidence of the organization, and felt we needed to resign, as we have... Euskaltzaindia was founded within a setting then very different from today's setting in the 21st century, and it needs to redefine its objectives in this new setting because Basque society has changed in the last 30 years. Today we also have a Basque Government which is very active in academic matters related to our Euskera, something that up until a few years was a main responsibility of Euskaltzaindia, although public funding is smaller each year. Euskera continues to be vulnerable due to several reasons. Euskaltzaindia has done a great job, that view will never change, but today there are many people well prepared, both in academia and within the Basque Government. In that sense the dependency of Euskera on efforts within the Euskaltzaindia is lesser than in earlier years, I believe, and that is of comfort to me as I look into the future of Euskera.”
- [10] Sarasola, Ibon, *Euskera Batuaren Ajeak* (La Resaca del Euskera Unificado), Alberdania publishers, 1997.
- [11] Koldo Zuazo, *Euskararen Sendabelarrak* (The Healing Herbs of Euskera), Editorial Alberdania, 2000.
- [12] Lancaster, Michael James, “Standardization of Basque”, from *Languages of the World*, as it appears Dec 8, 2011 in blog by Asya Pereltsvaig, 8 December 2011, in <http://languagesoftheworld.info/student-papers/standardization-of-basque.html>. Lancaster believes that “although it has been criticized by some experts, the development of the Euskera Batua is generally considered a linguistic success. Due to the determination and cultural conscience of Euskaltzaindia, however, the Euskera and its culture are surviving and doing well. The people that speak the different Basque dialects no longer have to resort to Spanish or French in order to communicate with other folks. Euskera Batua today is deeply respected and rooted in the culture of the Basque Country. These are the reasons why many linguists generally applaud the efforts of Euskaltzaindia to protect a language such as Basque, vulnerable yet culturally essential. Lancaster noted the determination of words in Euskera Batua was also a labor-intensive effort, given that the Academy (Euskaltzaindia) had to face the challenge of deciding whether certain words were or were not of Basque origin. Given those hundreds of years of contact with other languages, Euskera today contains many words from Latin and other romance languages. Some linguists wanted the cleansing of Euskera, insisting in the exclusion of foreign words from Basque dictionaries. Those purists, for example, insisted that the word *eliza*, the Basque word for church, should not be part of the vocabulary given that it comes from the Latin *ecclesia*. On the other hand, other people propose exactly the opposite, asking for the free incorporation of words from Spanish and French into the Basque vocabulary... Already in 1991 some linguists were complaining

about the communications media “borrowing” and utilizing words from French and Spanish, and Euskaltzaindia would complain that “Basque people would not understand those words unless they also knew French and Spanish. The development of the Basque grammar by Euskaltzaindia was another success. A special commission was created for that purpose which published a 500-page volume on the structure of names, verbs, simple and composed sentences, as well as word connectors. In order to develop that standard grammar, Euskaltzaindia made use of the works of classic writers, such as Gero by Axular (Pedro de Aguerre eta Azpilicueta, Urdax, Navarra, 1556) to compose a genuinely Basque grammar.

- [13] Eustat statistics communicated in Eitb24 and Diario de Noticias de Alava, 2008, in: http://es.wikipedia.org/wiki/Euskera#cite_note-16. According to the data gathered and analyzed in 2006 by Eustat in the Basque Country, 60% of the population understands and speaks Euskera well, or with some difficulty. A total of 775,000 people understand and speak the language well, while some 459,000 understand the language well but speak it with some difficulty. The Euskera-speaking population grew by 118,000 between 2001 and 2006. In terms of the provinces these figures translate into 53% of the population in Gipuzkoa, 31% in Bizkaia, and 25% in Araba that understand and speak Euskera well. In 2008 an increase in the number of people that speak Euskera in Navarra was noted, with an 18%, 52%, 31%, and 25% being the percentages in Navarra, Gipuzkoa, Bizkaia, and Araba that have some knowledge of Euskera.
- [14] “37% of the population in the Basque Country is bilingual (Euskera and Spanish). Another 25% of the population represents passive bilingual people, who do not use their Euskera”, El Mundo, 29 July 2013. A study of the language situation in the Basque Country presented this morning in Gasteiz-Vitoria by Patxi Baztarrika, advisor on linguistic policy to the Basque Government, and by Iñaki Martínez de Luna, advisor on psychology issues (Gabinete de prospección Sociológica, GPS), concluded that there exists a “risk” that “as the years go by the Euskera may find itself in a residual and irreversible situation.” This sociological study attributes this risk to “an unbalanced social bilingual situation” that is occurring in Alava, Bizkaia, and Gipuzkoa where “even though the knowledge of Euskera has grown greatly” its use is limited. “The socio-linguistic conditions favour Spanish (...), among those that know Euskera many prefer to use Spanish and (...) today it is difficult, often impossible, to observe language rights in many places”, pointed out Baztarrika. Mr. Baztarrika added: “Euskera’s survival is guaranteed for another 2-3 generations, but we cannot affirm the same about its vitality.” Baztarrika and Martínez emphasize that the will of the people to want to use Euskera is vital to reverse this situation. “Euskera must be able to gain interest, and its use would have to be considered valuable. “If there is no intervention Euskera will not advance. Just look at what is happening in Iparralde where the situation of Euskera is poor. He also pointed to the critical situation of Euskera in Navarra. “There is linguistic Darwinism where a language can eat another...as will happen with English eating other languages in many places in the world.” Thirty seven percent of the population in the Basque Country is bilingual (Euskera and Spanish). Another 25% of the population represents passive bilingual people, who do not use their Euskera” (El Mundo, 29 July 2013).
- [15] “In this context, PNV will support an initiative to organize a debate within the Eurocamara this coming fall on the same topic of protection for minority languages in the EU,” *eldiario.es*, 13 June 2013. This is an example of what can happen to minority languages under various degrees of protection in frontier zones. Izascun Bilabo has presented today an initiative in Strasburg on the situation of Euskera in Iparralde, and in regards to the danger of extinction of minority languages. Ms. Bilbao presents this report and concern to the group that studies minority languages in the European Parliament, and highlights the recent award of “European citizen” given to *Euskaltzaindia*

by such Parliament. The PNV will support a report on languages in danger of extinction in Europe as prepared by François Alfonsi, a representative of the Green Group. In this context, PNV will support an initiative to organize a debate within the Eurocamara this coming fall on the same topic of protection for minority languages in the EU.

[16] *El Correo*, 27 Sept 2012.

“On the other side of the list are Euskera and Catalan, together with Bulgarian, Greek, Hungarian, and Polish that have fragmented technical support.” The results of this report are very alarming, has said Hans Uszkoreit, a professor and co-editor of the report, who added that if such tendency continues then all those languages “would be condemned to digital extinction.” *El Correo*, 27 Sept 2012. “Euskera, and Catalan as well, is one of several European languages with little possibility of survival in the digital age. This diagnostic has been given by Meta-Net, a European network known for excellence in its research...More than 200 experts on linguistic technologies participated in this study where they evaluated the support given to 30 of the nearly 80 European languages; they measured the automated translation, voice interaction, textual analysis, and the availability of linguistic resources. The results were painful. 21 of the 30 languages, that is 70%, find themselves low in the priority list, with a technical support that is “weak or non-existent” in some of the four areas considered in the report. Only English has a “good support”, followed by Spanish, French, German, and Italian. On the other side of the list are Euskera and Catalan, together with Bulgarian, Greek, Hungarian, and Polish that have “fragmented” technical support. “The results of this report are very alarming”, said Hans Uszkoreit, a professor and co-editor of the report, who added that if such tendency continues then all those languages “would be condemned to digital extinction.”

[17] *Europa Press*, 25 Sept 2012.

“El catalán, el euskera y el gallego son algunas de las lenguas minoritarias europeas que están en riesgo de "extinción digital" por el poco apoyo que tienen en las nuevas tecnologías, según concluye un estudio de la *Universitat Politècnica de Catalunya (UPC)* y la *Universitat Pompeu Fabra (UPF)*. En un comunicado, ambas universidades han informado de que tras analizar áreas como la traducción automática, la interacción con la voz, el análisis textual y la disponibilidad de recursos lingüísticos estas tres lenguas tienen un apoyo "parcial", lo que las sitúa en el conjunto de alto riesgo, igual que el búlgaro, el griego, el húngaro y el polaco. El estudio, que ha evaluado el apoyo tecnológico con el que cuentan 30 de las cerca de 80 lenguas europeas ha sido realizado por META-NET, una red europea de excelencia formada por 60 centros de investigación de 34 países.”

[18] Badihadugu, Deba Ibarreko Euskara Elkarte, see: www.badihardugu.com. Both the project and the website www.Ahotsak.com are promoted by the Badihardugu Association, and the main intent is to create a common meeting point for all individuals and organizations interested in saving and maintaining the cultural heritage of the Basque Country. Working with a long list of city halls, associations, and investigators, their work has seven facets: 1) to conduct surveys and interviews recorded on video with folks 80 years and older. The intent here is to collect personal experiences that speak of traditional work jobs, job styles, rites, sayings, and ways of thinking in general. They gather and catalogue old, historical sound recordings that may have originated in earlier projects such as movies in analogical tapes, minidisks, VHS, other; 2) to convert into digital format all of the above; 3) to catalogue all the materials gathered, over a database MySQL and a Django management system, assigning personal data of the person interviewed and the interviewer to each catalogued item, date and place of interview; 4) adding codes to the interviews to assist with research and information sharing tasks; 5) to conduct transcriptions of selected recordings, detecting phonetic, morphological, syntactic, and dialectic variations; 6) editing of videos (i.e., semi-automated edition on Linux, formatting from MTS to AVI, conversion to FLV, and loading

onto Web server); 7) to make available these videos and other materials on their website www.ahotsak.com For this reason this project concentrates on documenting oral recordings with local folk people, who speak of their lives, life styles, and traditions in over the first half of the 20th century in the Basque Country. All of it is catalogued and placed to the study and research by citizens and university investigators through various means, including on our our website. Already over 4,000 interviews have been recorded from people all over the Basque Country (Gipuzkoa, Bizkaia, Álava, Navarra, Lapurdi, Behenafarroa y Zuberoa). This project has the financial support of the Basque Government and the Gipuzkoa Regional Council (“diputacion”, aldundia), the Kutxa Foundation, and over 60 towns and their city halls.

- [19] A Project to gather and organize knowledge of local Basque dialects, called *euskalkiak*, Archivo Oral Vasco, in: www.ahotsak.com
- [20] Zubiri, I., E. Zubiri, *Euskal Gramatika Osoa*, 901 pgs., ISBN 84-88411-45-6, DIDAKTIKER publishers, Bilbao, Basque Country, 2000.
- [21] Social Intelligence in: http://en.wikipedia.org/wiki/Social_intelligence
- [22] “How did we get English Grammar Rules”, in <http://englishplus.com/news/news0300.htm>. The first press in England happened in 1485 with William Caxton, a man of letters and a translator. His first job in that press shop was La Mort D’Arthur, a collection of memories and stories of King Arthur as gathered by Sir Thomas Malory. Due to the existence of some 30 dialects of English at that time, Caxton understood well that he could not publish a version for each dialect, and that he had to translate those stories to an English that could be understood by a large number of people if possible. First, he wanted to communicate. Second, Caxton wanted to derive an economic benefit from his work and press shop. Also, Caxton and others realized that it would make sense to have a uniform way of building some of the words, as well as organizing grammar rules for English following the rules for Latin, and the that Latin was taught in schools. Gradually London’s English became the standard for writing. By 1770 writers were creating dictionaries and books of English grammar. That was the evolution of what today we call the Standard Written English. Free commerce or an elitist intervention? It must be noted that in England most of the standards (i.e., grammar rules, word morphology, syntax, auxiliary verbs, etc.) were determined or modified by individuals like William Caxton, and not by government intervention. The first English dictionary was codified by Samuel Johnson by his own initiative. Several books of grammar were used broadly, all produced by teachers, by individuals using models of Latin that they already knew...Other languages, included French, have opted for obtaining the authorization and permission of an “official elite” in order to determine what is and what is not “proper and correct.” Even today the French academy does just that. That, however, has not been the case of the English language. If there ever was a standard in England at that time it was because the people, opted for recognizing it as such. The people ruled. That evolution process is characterized by a number of significant events. First, it was understood that the various dialects and their pronunciations were of great value, and that the use of a standard must be that of communication. Second, it means that the supporters of Latin in English grammar must be considered with a grain of salt, with caution. The standard language must serve to communicate, and not to impress anyone, not to brag. In the USA, as a second example, the standards used by the New York Times, the University of Chicago, the Webster Dictionary, and the White Elements of Style have served that purpose, communication. Third, due to the fact it was decided not to have an academy of the English language, English is tolerant when it comes to adopting new words, either built from already existing words, or received from other languages. This makes English the richest language on the planet in terms of number of words and their meanings. As a result, English and other languages of global use are easier to

understand by those peoples that speak such languages, and the grammar rules that they have or do not have are there to facilitate their learning.

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