



UNIVERSITAT ROVIRA I VIRGILI
DEPARTAMENT D'ESTUDIS ANGLÉSOS I ALEMANYS

FAIG CONSTAR que aquest treball, titulat “The Historiography of English Language Teaching in Spain: A Corpus of Grammars and Dictionaries (1769-1900)” que presenta Alberto Lombardero Caparrós per a l’obtenció del títol de Doctor, ha estat realitzat sota la meva direcció al departament d’Estudis Anglesos i Alemanys d’aquesta universitat.

HAGO CONSTAR que el presente trabajo, titulado “The Historiography of English Language Teaching in Spain: A Corpus of Grammars and Dictionaries (1769-1900)” que presenta Alberto Lombardero Caparrós para la obtención del título de Doctor, ha sido realizado bajo mi dirección en el Departamento de Estudios Ingleses y Alemanes de esta universidad.

I STATE that the present study, entitled “The Historiography of English Language Teaching in Spain: A Corpus of Grammars and Dictionaries (1769-1900)” presented by Alberto Lombardero Caparrós for the award of the degree of Doctor, has been carried out under my supervision at the Department of English and German Studies of this university.

Tarragona, a 30 de enero de 2015

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UNIVERSITAT ROVIRA I VIRGILI

THE HISTORIOGRAPHY OF ENGLISH LANGUAGE TEACHING IN SPAIN: A CORPUS OF GRAMMARS
AND DICTIONARIES (1769-1900).

Alberto Lombardero Caparrós

Dipòsit Legal: T 1588-2015



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Universitat Rovira i Virgili

Departament d'Estudis Anglesos i Alemanys

**The Historiography of
English Language Teaching in Spain:
A Corpus of Grammars and Dictionaries
(1769-1900)**

Doctoral Thesis by
Alberto Lombardero Caparrós

Directors:
María del Mar Gutiérrez-Colon Plana
Juan Francisco García Bascuñana

Tarragona 2015



ABSTRACT

This doctoral thesis surveys the historiography of English Language Teaching (ELT) at a national level. In particular, from the standpoint of grammar and dictionary production in Spain since its origins back in 1769 until 1900. Chapter one deals with the varied theoretical approaches to a historiography of foreign language teaching as well as the methodology and objectives of this thesis. Chapter two provides a global overview of the evolution of grammars and dictionaries from the invention of printing to the mid-eighteenth century in Europe. Special attention is paid to English grammars and dictionaries aimed at the Spanish people. Chapter three focuses on the specific period object of study in this thesis, between 1769 and 1900, from a threefold perspective: socio-cultural and political aspects, educational legislation, and an analysis of the different foreign language teaching methods followed in Spain. Chapter four represents a novelty since it provides, for the first time, a corpus of all the English grammars and dictionaries published in Spain between 1769 and 1900. Furthermore, it also includes two further corpora in order to get a broader picture of ELT in Spain: a corpus of grammars and dictionaries published outside Spain and aimed at the Spanish people and a corpus of English manuals other than grammars and dictionaries published in Spain or abroad and written by Spaniards. Chapter five delves into the the history of grammar and dictionary production in Spain by carrying out a thorough synchronic study of two representative grammars and dictionaries respectively. Eventually, chapter six deals with the final conclusions as well as the future lines of research derived from this thesis.

KEY WORDS: Historiography of English language teaching, Spain, grammars and dictionaries, corpus, eighteenth and nineteenth centuries, foreign language teaching methods.

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TABLE OF CONTENTS

ABSTRACT	II
-----------------------	----

ACKNOWLEDGEMENTS	III
-------------------------------	-----

CHAPTER 1 - INTRODUCTION

1.1-The historiography of ELT	1
1.1.1. Significance of the historiography of Foreign language teaching (FLT).....	1
1.1.2. Approaches	2
1.1.3. Publications on the history of Foreign language teaching (HFLT) in Spain	4
1.1.3.1. English	5
1.1.3.2. French and German	9
1.2. The terms of reference	12
1.2.1. Chronological limitations	12
1.3. The object of research	13
1.3.1. Grammars and dictionaries: The core of this thesis	13
1.4. The method of research	14
1.4.1. General guidelines	14
1.4.2. Organization of the thesis	15
1.4.3. Primary source study	15
1.5. A note on terminology	17

CHAPTER 2 - FOREIGN LANGUAGE TEACHING (FLT) IN SPAIN BEFORE 1769: GRAMMAR AND DICTIONARY PRODUCTION

2.1. Introduction	18
2.2. Early linguistic materials in the vernaculars: the 15 th century	19
2.3. The origins of ELT in Spain: 1500-1800	24
2.3.1. The 16 th and 17 th centuries	24
2.3.1.1. Socio-cultural and political context	24
2.3.1.2. Grammars	26
2.3.1.2.1. English grammars for foreigners	29
2.3.1.3. Dictionaries	34

2.3.1.3.1. Bilingual dictionaries	34
2.3.1.3.2. Vernacular-vernacular bilingual dictionaries ..	35
2.3.1.3.3. English-Spanish bilingual dictionaries	36
2.3.1.3.4. Polyglot dictionaries	40
2.3.1.4. Books of dialogues	44
2.3.2. The 18 th until 1769: Linguistic products to learn english published outside spain	46
2.3.2.1. Socio-cultural aspects	46
2.3.2.2. English dictionaries for Spaniards published outside Spain	49
2.4. Conclusions	50

CHAPTER 3 - SPAIN BETWEEN 1769 AND 1900: AN OVERVIEW

3.1. Introduction	53
3.1.1. Socio-political and socio-cultural aspects	53
3.1.1.1. Literacy	56
3.1.1.2. Economy	57
3.1.1.3. The press	58
3.1.1.4. Education	59
3.2. Spanish educational legislation between 1814 and 1900 and the inclusion of english language teaching	60
3.2.1. Formal education legislation	63
3.2.1.1. The Plan Quintana, 1813	63
3.2.1.2. Reglamento General de Instrucción Pública	64
3.2.1.3. Plan General de instrucción Pública. Real decreto de 4 de agosto de 1836	64
3.2.1.4. The Plan Pidal, 1845	66
3.2.1.5. <i>La Ley Moyano</i> , 1857	69
3.2.1.6. Post-Moyano's law legislation	70
3.2.2. Commercial studies and their legislation	70
3.2.3. Final remarks	71
3.3. ELT in Spain between 1769 and 1900: Where and How	73
3.3.1. Where was english taught between 1769 and 1900?	73

3.3.2. Dominant FL methods in Europe between 1769 and 1900	81
3.3.3. FL methods in Spain between 1769 and 1900	83
3.3.3.1. Introduction	83
3.3.3.2. Grammars	87
3.3.3.3. Dictionaries	91
3.3.4. ELT methods in 19 th century in Spain	94
3.3.4.1. Introduction	94
3.3.4.2. ELT methods	95
3.3.4.2.1. Ahn, Robertson, Ollendorf and Berlitz	96
3.3.4.2.2. Jorge Shipton's teaching method (1826:iv-v).....	104
3.3.4.2.3. The Mountifields' method of practical teaching (1854:128).....	105
3.3.4.2.4. Eduardo Benot's teaching Method (1898:1-2) ..	105
3.3.4.3. Final remarks	106

CHAPTER 4 - REPOSITORY OF ENGLISH GRAMMARS AND DICTIONARIES PUBLISHED IN SPAIN (1769-1900)

4.1. Introduction	108
4.2. Methodological principles of the corpus	110
4.3. Features of the corpus	111
4.3.1. Content of each section of the cards	111
4.4. Corpus of grammars and dictionaries in the 18 th century	117
4.5. Grammars and dictionaries in the 19 th century	121
4.6. Corpus of grammars and dictionaries published outside Spain and aimed at Spanish people	174
4.7. Manuals to learn English other than grammars and dictionaries published in Spain or abroad and written by Spaniards	178
4.8. Some final considerations concerning the corpus	182
4.8.1. Prologues and other para-text extracts from authors in the corpus ...	187
4.8.2. Other non-English pedagogical works written by the authors in the corpus	193

CHAPTER 5- GRAMMARS AND DICTIONARIES IN SPAIN (1769-1900): A PRIMARY SOURCE SYNCHRONIC STUDY

5.1. Introduction	198
5.2. Urcullu's <i>Gramática inglesa, reducida á veinte y siete lecciones</i> (Cádiz, 1845)...	199
5.2.1. The author	200
5.2.2. The para-texts in the <i>Gramática inglesa, reducida á veinte y siete lecciones</i>	201
5.2.3. A study of Urcullu's <i>Gramática inglesa</i>	207
5.2.4. Final remarks	216
5.3. García Ayuso's <i>Gramática inglesa. Método teórico-práctico</i> (1880)	218
5.3.1. The author	218
5.3.2. Francisco García Ayuso's <i>Gramática inglesa. Método Teórico-Práctico con un Catecismo Gramatical en Inglés, para Aprender á Hablar este Idioma</i> (1880)	219
5.3.3. Final remarks	226
5.4. Juan Antonio Seoane's <i>Nuevo Diccionario Inglés-Español y Español - Inglés</i> (1849)	226
5.4.1. The author	226
5.4.2 <i>Nuevo Diccionario Inglés-Español y Español - Inglés</i> (1849)	227
5.4.2.1. Para-texts and extra content	227
5.4.2.2. Macrostructure of the <i>Nuevo Diccionario</i>	232
5.4.2.3. Microstructure of Seoane's <i>Nuevo Diccionario</i>	233
5.4.2.4. Final remarks	235
5.5. Antonio Cañada y Gisbert's <i>Diccionario tecnológico inglés-Español</i> (1878)	235
5.5.1. The author	235
5.5.2. Antonio Cañada y Gisbert's <i>Diccionario tecnológico inglés-Español</i> (1878)	236
5.5.3. Cañada's <i>Diccionario tecnológico inglés-Español. Micro and macrostructures</i>	240
5.5.4. Final remarks	242

CHAPTER 6 - CONCLUSIONS AND FUTURE RESEARCH LINES

6.1. Conclusions	245
6.2 Limitations	249
6.3. Future lines of research	250
BIBLIOGRAPHY	253
APPENDIX I: CRONOLOGICAL CORPUS OF GRAMMARS AND DICTIONARIES IN SPAIN (1769-1900). (1st EDITIONS)	276
APPENDIX II: BIOGRAPHIES OF THE AUTHORS WHO PUBLISHED GRAMMARS AND DICTIONARIES IN SPAIN (1769-1900)	285
APPENDIX III: FURTHER EDITIONS OR REPRINTS OF URCULLU'S <i>GRAMÁTICA INGLESA</i>	295
APPENDIX IV: IMAGES OF FRONT TITLES FROM SOME OF THE GRAMMARS AND DICTIONARIES IN THE CORPUS	298
APPENDIX V: ILLUSTRATIONS FOUND IN THE CORPUS OF GRAMMARS & DICTIONARIES (1769 - 1900)	311

CHAPTER 1

1. INTRODUCTION

The present work deals with the historiography of English language teaching (ELT) in Spain since its origins until 1900. It focuses on the production of grammars and dictionaries in order to shed some new light on a long-neglected field of Applied Linguistics research. Grammars and dictionaries were, still are and will be the two types of non-literary texts most used by people all over the world: teachers, learners, translators, journalists and, essentially, anyone interested in (foreign) languages. Spurred by my thesis Director, Dr Gutiérrez-Colón, who had first told me about this topic and suggested that Dr García Bascuñana, a renowned specialist on the historiography of French teaching, should be my supervisor too, I did not hesitate a moment and accepted their “challenge” in the most ample sense of the word.

Having said that, I will now briefly describe the main parts of this introduction: Part 1.1 will deal with the historiography of English Language Teaching as a consolidated discipline in Applied Linguistics, part 1.2 with the terms of reference, part 1.3 with the methodology used in this research, part 1.4 with the literature review and, eventually, part 1.5 with a note on terminology. In this preamble, it should be pointed out that this study is concerned with the history of ELT, not with that of the teaching of literature or translation.

1.1 THE HISTORIOGRAPHY OF ELT.

1.1.1. The significance of the historiography of FLT.

Over the last few decades there has been a growing interest in the history of FLT judging by the increasing number of publications in this field. To some extent, the growing influence of applied linguistics, as an independent scientific discipline, accounted for the recent interest in the historiography of foreign language teaching.

Mackey (1965), Titone (1968), Stern (1983), Puren (1988), Caravolas (2000) and other prominent specialists regard history as one of the fundamental mainstays of FLT. Titone (1968: 2) claims that historical surveys can give us a perspective whereby past experiences can illustrate present trends in teaching as well as a criterion whereby the historically-informed language teacher may assume a more critical view in relation to modern problems and solutions.

Stern (1983: 76) believes that there is a paucity of studies in the historiography of language teaching, affirming: “*Unfortunately the current state of historical*

documentation is far from satisfactory. Language teaching theory has a short memory". Van Els et al. (1984: 140) point out the future guidelines for a more factual and objective study of the historiography of FLT:

"Historical descriptions frequently have the unfortunate tendency to develop into broad abstractions [...] Especially if the space available is limited,[...], there is a danger that the historical reality will be distorted. In the case of the history of FLT this danger is especially acute because much remains hidden. Certain periods, especially before the 18th and 19th centuries, have not yet been described for many countries, and even of the best documented period, the last 150 years, many details are still unrecorded."

In order to know how best to approach this recent discipline, the works of previous specialists will be analysed in the following section.

1.1.2. Approaches.

The most common approach to the historiography of language teaching (henceforth, HLT) has been to describe the development diachronically from antiquity to the present (Mackey, 1965; Titone, 1968; Rivers, 1981). They all focus on a long standing conflict of methods between "formalism" and "activism" or, in other words, between enquiry and practice, as the key principle to HLT. Mackey and Titone viewed the history of language teaching as a dual conflict between the work of "activist" reformers, on the one hand, between the 16th and 19th centuries (Montaigne, Comenius, Locke, Basedow, Jacotot or Viëtor among others), and, on the other hand, the formalistic trend represented, particularly along the 18th and 19th centuries, by Meidenger, Ahn, Ollendorf and Ploetz.

Kelly (1969), unlike most previous writers who were concerned with the development of teaching methods, widened the scope of historical studies by extending the historical approach to a large number of other features in language pedagogy such as the choice of languages, changes in the objectives of language teaching, the role of the teacher, etc. By doing this, Kelly introduced the synchronic approach into the study of HLT. Stern (1983) suggested that research on HLT needs both the synchronic and diachronic approaches to complement each other; that is, the synchronic study of language teaching and learning at a given stage in history both in its social and educational context, and the diachronic description of the development of different features and aspects

through time. Since Stern, studies on HLT have incorporated both the synchronic and diachronic approaches; i.e. Michael (1987), Loonen (1991) and Klippel (1994).

Dutch and German historiography of ELT has carried out remarkable research in contrast to other European countries. Pieter Loonen is one of the first Dutch pioneers to deal with this discipline. His book, *For to learne to buye and sell. Learning English in the Low Dutch Area between 1500-1800. A critical survey*¹, provides a critical outline of ELT alongside an extensive bibliography containing forty primary sources. A few years later, a sequel to Loonen's book was written by F. A. Wilhelm and called *English in the Netherlands. A history of foreign Language teaching 1800-1920. With a bibliography of textbooks*² (2005). German historiographers include Schröder (1980-85), Konrad Macht (1986-1990), and, more recently, Friederike Klippel, who wrote *Englischlernen im 18. Und 19. Jahrhundert. Die Geschichte der Lehrbücher und Unterrichtsmethoden*³ (1994) which delves into the history of English text-books and provides an insight into their didactic quality, and Helmut Glück (2002, 2013). Both Holland and Germany seem to possess a more consolidated tradition in research on the historiography of ELT than Spain mainly due to the fact that ELT started much earlier in those northern countries than in Spain and, therefore, they have a longer tradition in the teaching of foreign languages.

H. H. Stern (1983) laid the foundations for a more accurate study of the history of foreign language teaching (henceforth, FLT). He classified the different approaches to the study of the history of FLT into two major groups: general surveys and studies of particular aspects. As for the former, it is subcategorized into two types: the first comprises general chronological approaches such as those of Mackey (1965), Rivers (1981), Viña (2000) and Howatt and Widdowson (2004). The second comprises studies on a thematic treatment, such as Kelly (1969), Folgado (1988) or Wilhem (1993). Studies on particular aspects are best represented by Maréchal (1972), Santoyo and Guardia (1982), Hammar (1991), Espagne *et al.* (1991), Fischer *et al.* (2004) and

1 Para aprender a comprar y vender. El aprendizaje del Inglés en la baja Holanda entre 1500 y 1800. Estudio crítico. (All further translations in this thesis are mine).

2 El Inglés en Holanda. Historia de la enseñanza de lenguas extranjeras 1800-1920. Con una bibliografía de textos.

3 English teaching in the 18th and 19th centuries. The history of textbooks and teaching methods.

Wilhelm (2005).

Other recent historiographies restricted their field of research to national chronological surveys. Such is the case of Balz Engler and Renate Haas (2000), two editors who published *European English Studies: Contributions towards the history of a discipline*, a collection of essays dealing with more or less self-conscious national surveys to contribute, at an academic level, to the construction of a nascent Pan-European perspective on the history of English. It is a very far-reaching book comprising most of the European countries: Portugal, Austria, Spain, Poland, Italy, Norway, Denmark, Serbia, France, Germany, Holland, Slovakia, Bulgaria and Romania. They mostly deal with the history of English Studies as a university discipline.

1.1.3. Publications on the history of foreign language teaching (HFLT) in Spain

Despite the lack of a solid tradition of comprehensive historical studies on FLT, there has been a growing interest in the history and development of FLT in Spain since the 1990s. With the exception of some exhaustive descriptions of the French and English languages dealt with in the next subsections, most of the academic literature on HFLT in Spain is in articles. These brief monographs, which are not sufficient to get as an accurate a picture as possible of the whole development of FLT in Spain, may trigger further research.

Exhaustive descriptions include Calle Carabías (1990) *La enseñanza oficial de idiomas en España. Por una redefinición de la formación teórica del profesorado*. (*Official language teaching in Spain. Towards a re-definition of the theoretical training of teachers*). It is a published doctoral thesis which describes the evolution of FLT and its teachers in Spain between 1750 until 1990. Fernández y Suso's (2001) *La Didáctica de la lengua extranjera* (*Foreign language didactics*) gives a detailed account of the fundamental theories and analyses of the foreign language curriculum both in primary and secondary schooling. Among the most relevant articles Morales et al. *La enseñanza de lenguas extranjeras en España* (2000) (*FLT in Spain*), three articles written by M^a del Mar Viña Rouco: *The teaching of foreign languages in Europe: a historical perspective on FLT in Spain* (2002), *Metodología inductiva y deductiva en la enseñanza de las lenguas vivas en España en el siglo XIX* (2005) (*Deductive and inductive methodologies in FLT in nineteenth-century Spain*), and *A notorious antecedent of the communicative approach in FLT and the European opening in the early 20th century Spain: a historical memory of language teaching* (2009). Rodríguez and González *The beginnings of languages for specific purposes in El Real Colegio de*

Crónica de la Armada of Cadiz (2007).

The emergence of some academic associations⁴ in the recent past has also contributed to a major interest in applied linguistics historiography. A clear example is SEHL (Sociedad Española de Historiografía Lingüística) which, since 1995, has published some articles on the history of foreign languages (FL), such as Corvo (2002) *La adquisición de léxico de los inventarios lexicográficos en el ámbito de la enseñanza de lenguas extranjeras: antecedentes históricos en el camino hacia la especialidad moderna*, (Acquisition of lexicon in lexicographic inventaries in the field of foreign language teaching: historical background on the way to a modern speciality).

1.1.3.1. English

The current status of the English language as a *lingua franca* not only in Europe but beyond is very recent. Towards the end of the 20th century, English became the first FL learnt in non-English speaking countries. Historical facts such as globalisation, the technological revolution of the Internet, which took place going into the 21st century, have largely contributed to a ubiquitous presence of the English language in foreign language curricula at all stages of education. During the period object of study in this thesis, between 1769 and 1900, English held a secondary role while French was Spaniards' first option when it came to learning a FL, both privately and in educational curricula. This fact may account for the present *supremacy* of studies (see p. 9) in the history of French language teaching which clearly outnumber those on the English language. Despite this, and as mentioned earlier, there is a growing awareness among researchers in academic circles towards the historiography of ELT in Spain because they sense their work may eventually lead to empirical studies which can exert an influence on the actual process of teaching and learning a FL. Historical studies on ELT are not mere ventures into the archaeology of education but a starting point towards educational renewal and, therefore, towards a more successful way of teaching and learning English.

The first significant study on the history of ELT in Spain corresponds to Sofía Martín-Gamero's book *La enseñanza del inglés en España (Desde la Edad Media hasta el*

4 Other European associations specialized in the history of FLT are: APHELLE (Associação Portuguesa para a História do Ensino das Línguas e Literaturas Extranjeras), CIRSIL (Centro Interuniversitario da Recerca sugla Istoria degli Insegnamenti Linguistici), PHG (Peeter Heynsgenootschap), SEHEL (Sociedad Española para la Historia de las Enseñanzas Lingüísticas), WARWICK ELT ARCHIVE, hosted in the Centre for Applied Linguistics in the University of Warwick and whose convenor is Dr. Richard Smith.

siglo XIX) (English teaching in Spain (From the Middle Ages to the 19th century)), a doctoral thesis written in 1960 and published by Gredos in 1961. It is interesting to note that, some years before, the new degree in English Philology had started first in 1952 in Salamanca and then in 1954 in Barcelona. As the author explains in her prologue, she delves into an unknown field: the (very minority) interest in the English language in Spain during those centuries. Furthermore, her work focuses on those instruments (grammars and dictionaries) whereby ELT was able to be confined even though the main topic in her book is the Anglo-Spanish cultural relations from a Spanish perspective:

*En esta obra se trata de ofrecer una historia del conocimiento y difusión de la lengua inglesa en España [...] como contribución al estudio del desarrollo de las relaciones culturales entre Inglaterra y la Península*⁵.

(Martín-Gamero, 1961: Prólogo)

In Martín Gamero's book, the diverse manuals for the teaching of English represent a cultural dimension that needs to be taken into consideration. Steiner (1970: 12) refers to M. Gamero's book as containing "many inaccuracies [...] and her analysis of the contents and organization of the dictionaries and the methods of the lexicographers are often scant and inexact." However, there is no doubt that her book paved the way for further research into the study of ELT in our country. Her book is one of the most often quoted among researchers (Caravolas, 2000; Stern, 1983; Viña, 2000, among others).

Santoyo & Guardia (1982: 3-7), offer in the first chapter of their book, called *30 años de filología inglesa en la universidad española* (30 years of English Philology in Spanish universities), a brief historical review of English Studies in Spain. This book also provides an exhaustive compilation of all the undergraduate and doctoral theses written and defended in Spain between 1952 and 1982. In this same line, the *Asociación Española de Estudios Anglo-Norteamericanos (AEDEAN)*, in their XXVI Conference, celebrated the 50th anniversary of English Studies at Spanish universities with a commemorative volume called *Fifty years of English Studies in Spain (1952-2002)* published by the Universidad de Santiago de Compostela in 2003. Unfortunately,

5 This work aims to provide a history of the knowledge and spread of the English language in Spain [...] as a contribution to the study on the development of the cultural relations between England and mainland Spain.

no topics related to the historiography of ELT can be found in the proceedings of that commemorative congress.

Vicente López Folgado wrote a doctoral thesis called *Las gramáticas inglesas publicadas en España en el siglo XVIII* (English grammars published in Spain in the 18th century) published by the Universidad Complutense de Madrid in 1988. The principles underlying López Folgado's thesis are concerned with the historical linguistic development of grammars, with an empirical and rationalist epistemology. He lays special stress on grammatical theory between the 16th century and the beginning of the 19th with the intention to renew that type of grammatical studies. L. Folgado's viewpoint is that of unveiling the dense ideological fabric which underlies the grammars he studies. In reality, he surveys four grammars: Two of them from the XVIII century (Steffan, 1784; Connelly, 1784) and the other two from the early XIX century (Shipton, 1812; Casey, 1819).

Like in Martín-Gamero (1961), there is no chronological primary source bibliography of all the grammars published in Spain in the eighteenth century in order to better value the development of English teaching materials. The real innovation, though, in L. Folgado's work is his epistemological approach to tackle those historical grammars from an empirical stance. On top of that, Folgado also refers to modern grammar theories in order to illuminate some complex historical linguistic points which contribute to a better understanding about the evolution of historical linguistics.

López Folgado's historical work shares some common ground with that of Martín-Gamero's (1961), eg. cultural background and grammars. However, the linguistic content stands out in L. Folgado's work by providing both a retrospective study of grammar theory as well as a thorough linguistic description of such grammars. This variety of approaches to a same theme, that of historical linguistics, is a clear indicator of the complex nature of language teaching as Stern (1983) affirmed.

Calle Carabías (1990) describes the historical development of FL in Spain, although he narrows down his research to the study of the teachers' activity in official secondary schooling since it is, according to this author, the only level where there are field-specific teachers. His study spans between 1750 until the late 1980s, mainly focusing on FL teachers' training.

Sureda (1992) delves into the historiography of ELT in Menorca during the British occupation of the island in the eighteenth century in a book called *L'aprenentatge de*

La llengua anglesa en el primer període de la dominació britànica a Menorca (1708-1756). Un alter mite a trencar? (English language learning during the first period of British rule in Menorca (1708-1756). Another myth to bust?). González de Durana (1997) focuses on FLT methods in Spain from World War II until the 1990s in the first part of her unpublished thesis called *Los métodos para la enseñanza del Inglés. Una experiencia grupal con alumnos adultos* (Methods in ELT. A group experience with adult learners).

With the onset of the 21st century, there has been an upsurge in historical accounts of ELT in Spain touching upon a wide array of aspects never studied before. Viña (2000) deals with foreign language methodology or didactics in her published thesis called *La enseñanza de las lenguas vivas en España (1800-1936), con especial referencia a la lengua inglesa* (The teaching of living languages in Spain, 1800-1936, with special reference to the English language). She glances at some didactical French and English manuals as FLT materials although her main aim in this work is to relate the methods used in FLT to a wider conceptual and methodological framework.

Other contributions to the historiography of ELT which include minor works or articles are: Monterrey's two-article (2003) *Los estudios ingleses en España (1900-1950)* (English Studies in Spain, 1900-1950). The first article examines the curricula of both secondary and university education while the second one deals with the ideological and cultural context. Fernández Menéndez has written three different articles all dealing with ELT historiography which are: *Relación entre la antigua Carrera de comercio y el desarrollo de estudios ingleses: referido a la ciudad de Santander en el siglo XIX y primeros años del XX*⁶ (2009), *Métodos para la enseñanza del inglés durante el siglo XIX y primera mitad del XX*⁷ (2011) and *La lengua inglesa y su profesorado en la legislación educativa de segunda enseñanza y de estudios mercantiles*⁸, 1836-1953 (2012).

Other disciplines belonging to or close to the general field of Linguistics have also begun to revisit their past history in a move towards a historiography of their own, as is the case of both Translation Studies and Lexicography. As for the former, the work by

6 Relations between the old degree in Commerce and the development of English studies: referred to the city of Santander in the 19th and early 20th centuries.

7 English teaching methods between the 19th century and the first years of the 20th.

8 The English language and its teaching staff in the educational legislation of secondary schooling and mercantile studies.

Lafarga and Pegenaute (2004) *Historia de la traducción en España (1750-1830)* (The history of translation in Spain) best represents this new trend. As for Lexicography, Molina García and Sánchez Benedito (2008) analyzed one of the key dictionaries in eighteenth-century Spain called *Diccionario Nuevo de las dos lenguas Española e Inglesa* by Connelly and Higgins (1796-98). Steiner (1970) wrote a classic called *Two centuries of Spanish and English bilingual lexicography* which laid the foundations for a more fixed tradition in the historiography of lexicography, in general. Other works, mainly monographs, on the history of lexicography include Santoyo (1974); Rizo y Valera (2000); Cazorla (2006); Fuster (2006) and Garriga Escribano and Gállego Paz (2008), to name just a few.

To round off this section, a final word on a new trend in the all-encompassing historiography of ELT which is best *featured* by Javier Villoria Prieto: the history of the teaching of pronunciation. He focuses on three eighteenth and nineteenth-century Spanish pronunciation manuals to learn English by three key figures: Francisco Piferrer (2008), José de Urcullu (2007) and Juan Steffan (2011).

1.1.3.2 French and German

Presently, the literature on the historiography of French Teaching in Spain is slightly more substantial than that for the English language. The reason may be found in the fact that the French language was the dominant foreign language people learned in (non-) official schooling during the period object of study in this thesis: 1769-1900. Until the 1980s, Spain had been basically a Francophile country such that French teaching was developed more linearly in terms of a plentiful learning material production due to its consolidated presence in Spanish education as well as of its cultural influence in Spain as the international language of diplomacy. As a consequence, the number of recent studies on the history of French teaching currently outnumbers those on the history of English or German.

Suarez Gómez (1956) wrote the thesis entitled *La enseñanza del Francés en España hasta 1850. ¿Con qué libros aprendían francés los españoles?* (French Language Teaching in Spain until 1850. Which books did Spaniards use to learn French?). It became the first theoretical study on the history of a modern language in a Spanish University (the Universidad Central de Madrid, now called Complutense) although it remained unpublished for a few decades until 2008, when this work was edited by García Bascuñana and Juan Oliva. Suarez's first aim was to catalogue as many works as possible including grammars, vocabulary lists, dictionaries (both bilingual and

multilingual) and bilingual novels all published in Spain and France between the 15th and the first half of the 19th centuries, thus covering more than three centuries about the history of the teaching of French in Spain. There is no similar bibliography to that of Suarez for the English language in Spain.

Subsequently, other more recent studies have enriched this field of research: namely, Fernández Fraile and Suso López (1999) who focus their research between 1767 and 1936 adopting an approach which elucidates three aspects of the teaching and learning process of the French language: general and particular objectives, the learning content and the procedures or activities used to meet the above-mentioned objectives and content. Fischer, García Bascuñana and Gómez (2004) entitled *Repertorio de gramáticas y manuales para la enseñanza del francés en España (1565-1940)* (Repertoire of grammars and manuals for the teaching of French in Spain) expands the primary source bibliography given by Suarez (1956) until 1940 amounting to 267 recorded grammars and manuals. Apart from this highly resourceful corpus, Fischer, García Bascuñana and Gómez (2004) also includes an introductory chapter (I.2) on the history of grammars and manuals from the 16th to the 20th centuries. Another significant book is Rius Dalmau's *Aprender francés en España entre 1876 y 1939*. (French learning in Spain between 1876 and 1939). It is a diachronic perspective of the different centres (state-owned, religious or private institutions) where the French language was learnt and taught although the main core of the book focuses on a specific institution called the Free School where, apart from French, other modern languages such as English and German were also taught. In fact, the book abounds in very interesting references to the teaching of English and German.

It may also be interesting to observe that since 1988 the *Société Internationale pour l'Histoire du Français Langue Étrangère ou Seconde* (SIHFLES) has fostered the history of the teaching and the diffusion of French as a foreign or second language outside and inside France. As suggested by its name, it is a Paris-based international society whose members belong to different French departments in European universities from France, Holland, Spain, Italy and Germany, to name just a few. Their yearly publication *Documents* comprises both conference proceedings and specific articles. An example of the former is issue 18 published in 1996 and edited by Bascuñana, Lépinette and Roig, which bears the title of *L' "universalité" du français et sa présence dans la Péninsule Ibérique* wholly dedicated to the history of the teaching of French in Spain. Specialised articles include those written by Bruña Cuevas, Fernández Fraile,

Denise Fischer, García Bascuñana, Brigitte Lépinette and Carme Roig, among others.

One of the first books to deal with the history of German language teaching is entitled *Metodología y didáctica del Alemán como lengua extranjera en el contexto hispánico* (Methodology and didactics of German as a foreign language in the hispanic context). The book contains a series of articles written by German philologists from Spain and other European countries which were presented at the Faculty of Philology at the University of Valencia in the conference *Metodología y didáctica del Alemán y del Inglés como lenguas extranjeras. Pasado histórico, estado presente, proyección*. (Methodology and didactics of German and English as foreign languages. Historical past, present, projected future). There is only one article by Teresa Zurdo entitled *Andere Texte, andere Zeiten: Efectos del paso del tiempo en la tipología, función y forma de los textos de gramática y métodos de alemán para extranjeros*. (Other texts, other times: Effects of the passing of time in the typology function and form of grammar texts and methods of German for foreigners). Zurdo (2000) exclusively focuses on the German grammars and teaching methods aimed at the Spanish people. The period analysed goes from 1636 until 1950. Important too is the series of articles on the historiography of German language teaching written by M^a José Corvo Sánchez (2002, 2003, 2012). She deals with different topics such as bilingual lexicography (2002), historical authors (2003) and the history of FLT in the XIX century with a special mention of the German language (2012).

Not much else has been written about the history of the teaching of German in Spain. There is indeed some information on this topic but it can be mostly found in more generic books or articles dealing with the history of modern language teaching. Calle Carabías (1990), Viña Rouco (2000, 2005) and Rius (2010) refer in passing to the history of German teaching although they mainly focus on a different language: English (Carabías and Viña) or French (Rius).

After this brief overview to the existing bibliography on historical studies in three modern languages, the dominance of studies on the history of teaching methods is one of the most common. As for the study of the history of grammars and dictionaries, another significant component in the historiography of FLT, only studies on the French language have delved into the topic significantly. There is no detailed historical bibliography of grammars or bilingual dictionaries to learn English in Spain. The present thesis intends to fill this gap.

1.2. THE TERMS OF REFERENCE.

As the main title of this thesis indicates *The historiography of ELT in Spain*, the central language of study is English in its broadest sense. Firstly, English for specific purposes and British or American English are labels which refer to either different social sectors (i.e. business) or different geographies (North America or Britain) but they are all encompassed by the term English. Secondly, there may be some references to other foreign languages such as French, Italian or German for comparative reasons with respect to English (i.e. number of students, published manuals) but only on very particular occasions when a more general descriptive overview of FLT is given.

1.2.1. Chronological limitations.

Chronological limitations are a more difficult aspect to justify. On the one hand, there are works that cover several centuries in their research on the history of ELT, such as Kelly (1967), Martín-Gamero (1961), Noordegraaf and Vonk (1993) and Howatt and Widdowson (2004), among others. On the other hand, there exists another group of works which focuses on a specific century (Folgado, 1988; Caravolas, 2000) or on a particular period (Rius, 2010; Viña, 2000; Calle, 1990).

The present study intends to be, as far as chronology is concerned, a prolongation of Gamero (1961), who abruptly finishes her research in 1823. By choosing the period in this thesis, 1769-1900, I focus on a more specific setting represented by the transition from an old regime to a liberal Spain. A key period, as the thesis will endeavour to prove, for the diffusion of English around Spain that will usher in a new era in English language teaching and learning that culminates towards the last quarter of the 20th century with Spain being one of the first European markets in the industry of English as a Foreign Language (Kingsley, 2011).

Firstly, the departing date of 1769 coincides with the publication of the first English grammar in Spain written by Joaquín de San Pedro. Secondly, our research concludes in 1900 which coincides with the creation, for the first time, of a Ministry of Education originally called *Ministro de Instrucción Pública y Bellas Artes* (Ministry of Public Education and Fine Arts) according to the Real Decreto de 18 de Abril de 1900 (Royal Decree, 18 April, 1900). Until then, education had belonged to the more generic Ministry of Public Works and Transport as if it had played a minor role in society. In 1900, the winds were favourably blowing towards a major social awareness, as mirrored in the creation of a Ministry of Education, thus introducing a new phase in

the development of formal education in Spain.

On choosing that stretch of time I seek to gain a greater historical perspective of the major events which paved the way to a slow but continuous and ever-increasing presence of ELT in Spain as we reach the end of our period object of study. Likewise, the ending date of 1900 will allow us to concentrate on the rather complex 19th century which, hitherto, has aroused little interest among ELT historiographers.

1.3 THE OBJECT OF RESEARCH

1.3.1 Grammars and dictionaries: the core of this thesis

Stern (1987: 21) asserts that language teaching is more widely interpreted than just “instructing a language class”. According to him, language teaching also comprises formal instruction or methods of training, individualized instruction, self-study, computer-assisted instruction, the use of media (i.e. radio or television) as well as the supporting activities like the preparation of teaching materials, teaching grammars, dictionaries, and the training of teachers, as well as making the necessary administrative provision inside or outside an educational system.

Among Stern’s supporting activities for a fruitful teaching of languages, two will become the main object of study in this thesis as its subtitle specifies: the teaching grammars and dictionaries. Therefore, this study focuses on the works solely published in Spain in order to gain a deeper insight into the real impact of ELT in a specific country.

In our case, English grammars and dictionaries will go through some significant changes as we approach 1900, the limit date of our research. In this line, the objectives of this thesis can be grouped into generic and specific ones, as follows:

GENERIC

- 1.** To analyse the three basic components taken into account for a history of ELT in Spain: socio-cultural (educational and historical context), bibliographical (primary sources) and methodological.
- 2.** To describe the evolution of the ELT theories, methods and techniques used in the period covered by the thesis in Spain, within the European context.
- 3.** To give a factual account of the educational arrangements (legislation) which were put in place in Spain during the 18th and 19th centuries as far as the English language is concerned.

SPECIFIC

1. To carry out a thorough study of the most significant grammars and dictionaries from a linguistic point of view including a biographical insight into their authors.
2. To devise a catalogue or corpus, as accurately as possible, comprising all the grammars and dictionaries published in Spain between 1769 and 1900.

A previously mentioned historical research into ELT in Spain is yet to be completed. There is not enough research in this field of Applied Linguistics and, therefore, we still lack a longer and more fixed tradition in this type of research considering we are still in the early stages of this new research field.

In the twenty-first century, in a post-method era, as Brown (1994) coined it, there has been a movement towards a more complex view of language teaching. For Brown, the term *method* is replaced by the term *pedagogy*, emphasizing the development of classroom tasks and activities which are consistent with what we know about second language acquisition. The present study will focus, then, on all the grammars and dictionaries encompassed inside the traditional or Grammar-Translation Method by including, nevertheless, some limitations to this research since an attempt to carry out a linguistic analysis of each of the publications would result in a continual repetition of identical observations as well as in an excessive number of pages.

1.4 THE METHOD OF RESEARCH.

Nowadays, it is crucial to understand that many current methodological trends and theories do contain certain historical components which have been evolving through time and will probably continue to do so in the future. Hence, the main problem is the complexity and diversity of the components that make up this kind of research study.

1.4.1 GENERAL GUIDELINES.

Firstly, I will mainly take a qualitative approach although I may introduce some quantitative data as well in order to better evaluate the historical evolution of the grammars and dictionaries object of study in this theoretical thesis. Secondly, an inductive research methodology will be applied to the examination of both grammars and dictionaries by relating manuals to one other, ordering them according to their common features, or searching for the fundamentals which unify such materials and giving coherence to their diversity. Eventually, I will use both synchronic and diachronic

approaches as has been done by previous researchers (Michael, 1987; Loonen, 1991; Klippel, 1994) since these approaches complement each other.

1.4.2 ORGANIZATION OF THE THESIS.

As for the above-mentioned complexity and diversity of components in ELT, chapter three of my research study will mainly focus on a tripartite structure, or prism, under which those grammars and dictionaries were produced: socio-cultural context, educational legislation and, lastly, foreign language teaching methods.

Chapter two will explore what ELT was like in Spain between the Renaissance and 1769, the year when the first English grammar was published in Spain, in order to set some background information on the main topic of the thesis. Chapter three will deal with ELT in Spain between 1769 and 1900, first, going through the socio-cultural context in each of these two centuries. Secondly, we will examine the educational legislation in search of implicit references to ELT and, thirdly, we will survey the different methods used in each century for the teaching and learning of foreign languages in Spain. Chapter four will focus on the grammar and dictionary production over almost 150 years including, for the first time, a corpus of grammars and dictionaries published in Spain in that period. Chapter five will offer a thorough study of some of the most significant and representative grammars and dictionaries (see the following subsection) in that period of time. Chapter six will bring forth the conclusions of this thesis. Then, after the secondary bibliography, including a webgraphy, four appendixes will follow: a chronological corpus of the grammars and dictionaries found for the period 1769-1900, a biography of the grammars and dictionaries authors, a further reference to all the editions of some authors' works dealt with in chapter four and, eventually, some of the images found in our corpus of grammars and dictionaries.

1.4.3. PRIMARY SOURCE STUDY.

This study has a twofold nature: on the one hand, a primary source search and, on the other, an in-depth description of some significant grammars and dictionaries in the period covered by the thesis.

The search of primary sources will include (online) libraries, historical press, archives, antique bookshops, book markets and bibliographical sources like Alston (1965) or, more recently albeit not very exhaustive, Viña (2000). Bibliographical sources are often some of the most neglected aspects in the historiography of ELT in Spain. Contemporary publications on ELT (papers, bulletins and magazines) will also be

consulted.

In order to ascertain how other researchers have gone about the historical study of textbooks or manuals as primary sources, I have referred to two key works: Wilhelm (2005) and Fischer *et al.* (2004). Both authors determined some criteria and models for the selection of textbooks which we will also follow, though with some adaptations. Thus, the criteria for the selection of grammars and dictionaries are the following:

1. Frequency of publication.
2. Time of circulation.
3. Availability of grammars and dictionaries.

The model with which we have described the selected grammars and dictionaries comprises the following seven aspects:

1. Author's background.
2. Target group of learners.
3. Explicit views on language teaching and learning.
4. Origins and sources (hidden ideology, if there is any).
5. Printing history.
6. Table of contents.
7. Historical reception and evaluation.

As for the analytical cards included in our inventory of grammars and dictionaries, see Chapter 3, Fischer's (2004) taxonomy will be followed although with some modifications. It includes 8 different sections in each analytical card. For the purposes of this research, the last section called *Card's author* will be left out. Therefore, these are the details included in the analytical cards of our corpus:

1. Author/s (reviewer/s).
2. Date of publication.
3. Title and number of pages.
4. Typographic references.
5. Library and location reference.
6. Content.
7. Notes (including the meta-language).
- (8. Card's author).

Non-analytical cards will only include the author's or reviewer's name(s); the date of publication and typographic references (see Chapter 4 for further details).

There is a final aspect that needs some consideration: an alphabetical order has been adopted (instead of a chronological one) as was done by Fischer *et al.* (ib.). The present study seeks to unravel the enormous complexity and richness of those grammars and dictionaries, especially significant, both from a strictly pedagogical and linguistic standpoint, on the one hand, and from a sociocultural point of view, on the other, while laying special stress on sheer formal aspects linked to this type of work. The present thesis, thus, intends to reinforce this belief in historical research as a valid tool for modern researchers in the Social Sciences.

1.5. A NOTE ON TERMINOLOGY

Throughout this study, the term “English language teaching” (ELT) is used, which is a modern coinage with a clear starting date: autumn 1946 coinciding with the title of the British Council's new journal and, consequently, with the appearance of the acronym at the same time. Other terms such as “English as a foreign language” or “English as a second language” might have been used but as Howard states: “... *they carry over-powerful twentieth-century connotations.*” (2004: xxvii). For this reason, a more neutral term like ELT is being used, which, as a matter of fact, already implies foreign language or second language even though its use in the title of this thesis is technically speaking anachronistic, it carries no twentieth-century nuances.

Also, the term “foreign language teaching” (FLT) will be used throughout this thesis as a more encompassing term including all the different foreign languages that were taught at a specific time in Spain. Thus, ELT is just an offspring, as it were, of the global term FLT.

Stern defines Language Teaching as “*the activities which are intended to bring about language learning.*” (1987: 21). As a result, teaching and learning always go hand in hand: they are two sides of the same coin, as it were. If subsequently we only mention the one, it is worthwhile to remember that in the right context the other is understood.

CHAPTER TWO

FOREIGN LANGUAGE TEACHING (FLT) IN SPAIN BEFORE 1769: GRAMMAR AND DICTIONARY PRODUCTION

2.1 INTRODUCTION

Among the materials used to learn English as a foreign language before 1769, pedagogical grammars and dictionaries were the most usual, as they are nowadays. This chapter will chronologically span from the late Middle Ages, coinciding with the first use of the vernaculars in reference books owing to the technological invention of printing, to the Modern Age including the key period of the Renaissance.

History shows the value of debunking myths. One such myth in foreign language teaching relates to demonizing the past by regarding contemporary methods as the best ever. However, methods evolve one into another; there are no break-ups. Howatt and Widdowson (2004) warn us of the same peril:

In writing a history of language teaching..., it is always tempting to prick the balloon of contemporary self-satisfaction by demonstrating that what has been taken as evidence of progress in our time has, in fact, 'all been done before'. As a rule, this temptation has to be resisted in the interests of preserving the significant differences between the contexts out of which apparent parallels have emerged. (p. 170-171)

In this guise, this chapter outlines the origins and evolution of modern language teaching in Spain from the Middle Ages up to 1769, thus providing a historical background to the main period object of study in this thesis: 1769-1900.

Furthermore, our historical survey will mainly concentrate on the fields of didactically-oriented Grammars, on the one hand, and Dictionaries (early lexicography), on the other. We will try to find some answers to the following questions: Which were the first books meant to teach or learn a vernacular in Spain and in Europe? How did they evolve? Who was the target public of those grammars and dictionaries? Which were the socio-cultural and political aspects underlying those didactical works? It should be noted that, due to space constraints, the present chapter is only an approximation to a period which could well deserve a thesis of its own. We know the main actors but their works still lack more in-depth studies as well as more comparative studies at

a European level in order to ascertain their importance as a continuum in linguistic⁹ thought.

The very notion of grammar has had different connotations and content throughout history depending on the period or place it was produced. However, I will consider the concept of grammar, from its most ample sense, as a reference book to learn an L2; that is, of all the types of Grammars (epistemological, descriptive, normative, universal, general, etc.) only those destined to FLT will be the main object of study in this thesis. These former didactical grammars were known under many a different name: manual, handbook, primer, book, *first fruites*, etc. wherein a set of rules was presented including, in some cases, a dictionary or a book of dialogues and, thus, became a more global term encompassing all the useful materials to learn a foreign language. We will consider some of the key cornerstone grammars produced in Spain and Europe and their subsequent influence, if any, on the didactical grammars to learn English.

The second part of this introductory chapter will be dedicated to lexicography and, in particular, to bilingual lexicography, English-Spanish or Spanish-English, which according to Stein (1990: 405) corresponds to the first stage of dictionary use in FL acquisition. The other two stages, monolingual learner's dictionaries and native-speaker dictionaries appeared much later in Europe and although they both are beyond the scope of this study, we may refer to them whenever they exert some influence on bilingual lexicography. Strikingly, bilingual dictionaries were indeed the first type of dictionaries to appear in Europe out of a need to learn the vernaculars in the course of the second half of the 17th century and are still being used nowadays.

2.2. EARLY LINGUISTIC MATERIALS IN THE VERNACULARS: 15TH CENTURY

The invention of printing in the 15th century, in the 1440s, soon became a truly industrial revolution which led not only to a major access to knowledge but also to a

9 Linguistics as a science for the study of language sprang up at the turn of the nineteenth century although it did not fully develop as such until the second half of the twentieth century. Fortunately, proto (didactical) linguistics plays a key role in Modern Linguistic thought as it can be derived from some researchers' renewed interest and arising from different disciplines, i.e. Translation Studies (Lafarga & Pegenaute (2004, 2010)) and Applied Linguistics (Howatt & Widdowson (2004), Kibbee (1991), Esparza (2008)).

more practical use of it. It marked the beginning of a new era for European countries. From then on, big and heavy medieval manuscripts gave way to a more user friendly version, the printed book. Linguistic materials were among the first books to be printed apart from religious texts like The Bible.

In older times, Greco-Latin traditions did not tend toward foreign language learning. Hassler (2011) summarizes a few centuries of ancient grammar tradition highlighting that:

El inicio de la reflexión gramatical en la tradición Greco-latina no estuvo destinado a la enseñanza de lenguas maternas o extranjeras o a la solución de problemas de plurilingüismo o de normalización de lenguas, sino que se basó en una conciencia metalingüística filosófica¹⁰. (p. 18)

Latin was Europe's *lingua franca* throughout the Middle Ages. It was largely used in courts, in academic circles and in the Church¹¹. Latin grammars were incorporated in a long process of cultural transfer whereby the grammars originally written for Greek were applied to Latin. Likewise, the first European vernacular grammars drew largely on grammars in Greek and Latin. They followed the existing classical examples of Apollonius Dyscolus, Donatus and Priscian, who conceived of grammars as a projection of logical categories into the language. In its literal sense, the concept of grammar referred to the theory of orthography, prosody, etymology and syntax. Then, grammars went on to be in charge of the task to teach how to speak and write correctly. The first grammars in the fifteenth and sixteenth centuries served as a test of the possibility to grammaticalize vernacular grammars which, above all, had the propaedeutic function of teaching the grammatical categories of the mother tongue before applying them to the Latin language. This propaedeutic function for the teaching of Latin was also followed by the vernacular grammars up to the nineteenth century, with the exception of those grammars destined to FLT.

Consequently, the introduction of printing also caused a major proliferation of didactical

10 The onset of grammar thought in the Greek-Latin tradition was not for teaching the mother tongue or foreign languages or for solving issues concerning plurilingualism or language normalization; it was based, rather, on a philosophical and metalinguistic conscience.

11 For further information on the influence of Latin in Spain, see Martínez González (2009).

books or manuals which were not classified either as grammars or dictionaries at that time. A point in case is a double-manual prepared in 1483 or thereabouts by the English printer William Caxton (c.1422- c.91) entitled *Tres bonne doctrine pour aprendre briefment fransoys et angloys*. It is a short book of dialogues and other texts whose target audience was mostly comprised of traders. Caxton had been a leading member of the English merchant community in Bruges for much of his life and may have wanted to aid British merchants abroad with his book (Howatt and Widdowson, 2004:12-13).

A few years later, in Spain, a key Spanish author, Antonio de Nebrija (or Lebrija), began the tradition of vernacular-grammar writing in Europe. He best bridged the gap between classical languages and the emerging vernaculars as one of the very first grammarians whose work was, perhaps more than any other¹², to shape the subsequent development of grammar writing both in Spain and Europe. In 1481, Nebrija, who was a great Latinist, had published a highly-successful *Gramatica latina*¹³. In 1488, a new version appeared containing its translation into Spanish¹⁴. Four years later, his Spanish grammar was published. He divided his grammar into four main parts following a classical pattern:

1. Orthography.
2. Prosody and syllables.
3. Etymology and diction.
4. Syntax.

His grammar concludes with a final and novel fifth chapter containing an introductory

12 Researchers such as Niedehere (2002) or Peñalver (1992) claim that the *Grammatica della lingua Toscana*, written by the Italian architect and Humanist Leon Battista Alberti in 1450, is the first grammar of a vernacular after the invention of printing.

13 Published 50 times during Nebrija's lifetime, it reached its 200th edition by the 18th century. It became the standard Latin grammar in Spanish universities for three centuries. It also exerted a great influence among European grammarians.

14 There is an adaptation of Nebrija's *Gramatica* to the English language written by John Hawkins and published only in 1631 under the title: *A Briefe Introduction to Syntax. Compendiously shewing the true use <...> and the reason of Latin construction. Collected for the most part out of Nebrissa his Spanish copie*. London: G. Edmondson.

Spanish grammar addressed to foreign learners, what today we would call a basic grammar. It was the first time ever that a vernacular grammar was written taking into account not only native speakers but also foreign learners of Spanish. For the former, Nebrija offered a book that tried to “fix” the Spanish language as much as possible in order to achieve its survival as well as to make access to Latin easier. For the latter, the grammar dedicated one of its volumes, the fifth, to foreigners who were unacquainted with Spanish. The full title of the fifth volume is as follows (in its original): *De las introducciones de la lengua castellana para los que de estraña lengua querrán desprender*¹⁵. Nebrija never failed to acknowledge the value, the splendour and universality of the Latin world but he also thought it was time to cope with his present time, with what is Hispanic, as an independent and historical reality. His critical-literary approach to the Spanish language was the beginning of the status of the Spanish language as an imperial language. In the preface to his Spanish grammar, Nebrija claimed that “*siempre la lengua fue compañera del imperio*” (language has always been the companion of empire). These words were remarkably prophetic since Spanish soon became an imperial language with the “discovery” of America and with Spain’s expansion into northern Europe, just as Latin had been the great imperial language of its day.

In Spain and elsewhere, despite being still attached to the classical languages, the growth of popular languages was underway and it was completed in parallel to the transformation of Latin Humanism into vernacular Humanism. The certainty that national languages could also become the vehicle of written culture represented a crowning moment of the vernacular process.

However, the changes in Renaissance times were not equally experienced across Europe. A case in point is demonstrated by the appearance of the first national grammars across Europe (notice the difference of almost a century between Nebrija’s grammar and its counterpart in English) (*See table 1 on next page*).

Another reason which may account for the new use of the vernaculars can be found in the field of the history of translation. According to Ruiz (2000: 128-130) ‘the increasing number of works translated into the vernaculars in the 15th century reveal how scarce the knowledge of Latin was, mainly among the nobility and among the men of letters’. He

15 Of the introductions to the Castilian language for those who may want to learn this strange language.

also pinpoints that the European Renaissance was caught in an ‘ambiguous paradox’. On the one hand, the Renaissance showed a concern for classical languages but, on the other, it witnessed a growing number of translations into the vernaculars. History contemplates processes, not breakups. As with all historical processes, old habits outnumber innovations, although it is the latter that the dynamics of changes respond to. The former president of the *Société Internationale pour l’Histoire du Français Langue Étrangère ou Seconde* (SIHFLES), Juan Francisco García-Bascuñana (2006), summarizes Europe’s linguistic reality during the Renaissance:

*Le latin, malgré son prestige, perd une partie de sa prééminence et on s’intéresse davantage aux langues vivantes, ce qui coïncide alors avec une certaine attirance individuelle pour d’autres façons d’envisager la religion, en s’écartant de la prééminence de l’orthodoxie catholique. Le champ sera donc ouvert vers cette pluralité religieuse et linguistique de la Renaissance*¹⁶. (p. 29)

During this period of linguistic plurality, which spanned from the 15th to the 17th centuries and even beyond, vernacular grammars began a one-way journey until their consolidation in the 18th century:

COUNTRY	YEAR	AUTHOR	TITLE
Spain	1492	Antonio de Nebrija	<i>Gramática Española</i>
England	1586	William Bullokar	<i>Pamphlet for Grammar</i>
France	1531	Jacques Dubois	<i>In Linguam Gallicam</i>
Germany	1534	Valentin Ickelsamer	<i>Teutsche Grammatica</i>
Italy	1516	Francesco Fortunio	<i>Regole grammaticali della volgar lingua</i>
Portugal	1536	Fernão de Oliveira	<i>Grammatica da lingoagem portuguesa</i>

Table 1. The first national grammars across Europe.

16 Latin, despite its prestige, partly loses its primacy and one becomes more interested in the living languages, which coincides, then, with a certain individual taste towards other ways of envisaging religion, by rejecting the hegemony of the catholic orthodoxy. There will be abundant scope for this religious and linguistic plurality of the Renaissance.

2.3. THE ORIGINS OF ELT IN SPAIN: 1500-1800.

The first English grammar published in Spain dated from the second half of the 18th century, coinciding with the end of the period object of study in this chapter. However, that does not mean that nobody learnt English in Spain before that time or that there were not any other materials to learn English. Likewise, in most European countries, English grammars for foreign students began to appear in the second half of the XVII century reaching its climax in the XVIII century. Howatt & Widdowson (2004: 65) speak of a *ripple effect* in ELT in Europe. They differentiate between those countries bordering the channel (France, The Netherlands, Denmark and Germany) also called ‘inner circle’ where ELT materials took off at an earlier stage and the ‘outer circle’ which comprised the Mediterranean and Baltic countries where ELT materials appeared a bit later on.

2.3.1. THE 16th AND 17th CENTURIES

2.3.1.1. Socio-cultural and political context

Anglo-Spanish relations were at their peak at the onset of the 16th century since both royal crowns tightened their ties on different occasions throughout the century. Catherine of Aragon, daughter of the Catholic Kings, married Arthur Tudor, Prince of Wales, in 1501 when she was fifteen. One year later, the Prince passed away. Then, in 1509 she married King Henry VIII. In 1516, Catherine gave birth to Princess Mary, who was to become the Queen of England between 1553 and 1558. Nothing seemed to mar the relation between these two allied countries until the fateful year of 1533 when Henry VIII left Catherine in order to marry Anne Boleyn, who was already expecting a baby, the future Queen Isabel I.

At a time when the Spanish language was the language of the most powerful empire, one would expect to find the publication of some materials to learn either Spanish or English. Furthermore, the trade between Great Britain and Spain was quite intense during the first decades although it was mostly carried out through the Low Countries which were under the rule of the Spanish King Charles I¹⁷. Eventually, a third royal wedding took place in 1554: Philip II married Queen Mary Tudor of England in London in 1554. Coinciding with such a memorable event, an anonymous book was published in London which, for the first time, included both the Spanish and English

17 In 1515 – at age 15 – he became the ruler of the Low Countries, a year later he was also King of Spain and ruler of Spain’s dominions in the New World. In 1519 he was elected Emperor of the German empire.

languages.¹⁸ Mary died in 1558 before the union of both crowns could revitalize the Roman Catholic Church in England.

For many years Philip II, son of Charles I, maintained peace with England but towards the end of the century relations between the two countries deteriorated to the point that the execution of Mary, Queen of Scots, in 1587, ended Philip's hopes of placing a Catholic queen on the English throne. He turned instead to more direct plans to invade England, with plans to return the country to Catholicism. Philip's plans were thwarted by the defeat of his Spanish Armada (1588). The die was cast and both countries got tangled up in a period of constant warfare which was to last until the beginning of the seventeenth century (1588-1604).

Religion became another key factor in sixteenth-century Europe. The advent of Protestantism in northern Europe at the beginning of the 16th century created a confessional division in Europe which caused a period of Protestant versus Catholic Reformations (1556-1648). The influence of the Reform Movement, heralded by Luther, Calvin, Erasmus, Zwingli and others, soon found fertile soil in Spain as well as in other Catholic countries like Italy, Portugal, and France.

The Protestant "heresy" spread across Catholic Europe during the first decades of the 16th century. In 1559, three years after Philip II's rise to the Spanish throne, the first big *auto-da-fé* took place in Valladolid¹⁹. Immediately, hordes of Spanish Protestants emigrated to northern Europe. Something similar had happened in France in 1572 with the *St. Bartholomew's Day massacre*.

At this point, the sixteenth-century political and religious convulsions that were hitting Europe gave way to a major movement of people across Europe. A new era of emigrants, political or religious refugees, swept through Europe and together with the increasing number of tradesmen from all nationalities in the main commercial centres of Europe (Flanders, Ambers, Venice) provoked an exchange of individuals, including diplomats and travellers, which made possible the origin of the first communicative didactic materials among people of different nationalities.

A new need to learn languages began to emerge and, consequently, an ever-growing

18 See sub-chapter 2.3.1.4.

19 This fatal event, which inaugurated a particularly rigorous period of the Inquisition, is brilliantly narrated by the Spanish writer Miguel Delibes in his last major work called *El hereje* (*The heretic*), published in 1998.

number of materials were produced to cater for this new varied type of foreign language learner. One should bear in mind that, at the universities all throughout the 16th century, people only spoke Latin, the cornerstone of culture.

As far as FLT in Spain is concerned, García Bascuñana (2006: 30-31) suggests several reasons why FLT did not catch on in Spain, which can be summarized as follows:

- **Religious reasons:** The constant presence of the Inquisition caused a lack of religious freedom. Religion weighed heavily on the diffusion of culture in Spain from the second half of the 16th century onwards.
- **Linguistic and political (editorial policies) reasons:** The first years of Philip II's rulership were very confining. Very restrictive measures were levied against the circulation of books which in turn may have affected demand as well as the ban on studying abroad.

It was rather the combination religion-politics that ultimately decided the fate of FLT in Spain. In the same line, Capitán (1984) concludes that:

El humanismo no había desembocado en España en la misma revolución que en los países occidentales: la filología no pudo acabar con la pareja teología-filosofía²⁰. (p. 442).

However bleak the situation for ELT in Spain was, it cannot be denied that the Renaissance ushered in both a religious and linguistic plurality whereby new materials rapidly began to spread out across the rest of Europe in the 16th century in a triple context: Printing, Humanism and the Reformation. Redondo (2004: 719) regards that century as *el embrión de la Lingüística Aplicada* (the embryo of Applied Linguistics). Those materials which put into contact the Spanish and English languages for the first time will be catalogued. They can be grouped into three main categories: grammars, dictionaries (bilingual and polyglot) and books of dialogues.

2.3.1.2 Grammars.

As previously mentioned, no English grammars were published in Spain throughout

²⁰ Humanism did not lead Spain to the same revolution as in other western countries: philology failed to do away with the duo theology-philosophy.

the 16th or 17th centuries. Kibbee (1991: 106) speaks of the limited strength of the Spanish-English grammars in sixteenth-century Europe mainly due to “the fact that all the texts, aside from those written by Spanish exiles, were composed by Englishmen”. Something similar happened to the French language. Its first comprehensive grammar was written by an Englishman and published in London in 1530. The author was John Palsgrave (Stein, 1997) and the title of his grammar was *L' Esclaircissement de la langue francoyse*. It was written in English despite its French title and its purpose was to help Englishmen who wanted to learn French. Stein considered Palsgrave a leading descriptive linguist. Palsgrave's work was a “unique achievement” (1997: 274) since, for the first time, the description of two (major) vernaculars was offered both lexically and grammatically in explicit comparative and contrastive relationship one with the other. He was the first author to include, in the above-mentioned work, a bilingual vernacular list. At that time, there was no generic term in English to cover such different lexicographical products as small word lists (Palsgrave's preference), glossaries, vocabularies and dictionaries.

L' Esclaircissement consisted of three books: the first one dedicated to pronunciation, the second one to grammar and the third one was an English-French dictionary. It is a very comprehensive book containing over 1100 pages while the average medieval manuscript had 80 pages. Remarkably, it never went into a second edition. Stein (1997:54) hints at the facts that the book was likely to be rather expensive at the time and that there were other much cheaper introductory textbooks for learning a vernacular, i.e. Little treatises and manuals which consisted of dialogues for typical situations encountered by travellers and merchants, a little bilingual dictionary, a booklet on how to behave properly and an epistolary section.

England benefited from the immigrants escaping the persecutions of the Counter-Reformation. In that line, Kibbee (1991) claims:

England enjoyed an abundance of potential tutors, not just in French, but also in Italian, Spanish, Dutch and German... London was fast becoming a cosmopolitan center to rival the continent capitals. (p. 94)

After Palsgrave's French grammar, the next vernacular grammar to be published in London was Italian. Both French and Italian were ornament languages the English nobility enjoyed learning through private tutoring. The first Italian grammar published in England was written by William Thomas in 1550 and was called *Principal rules*

of the Italian Grammar. The Spanish language took a bit longer to make an impact. It was eventually in the 1590s that the first grammars of Spanish aimed at a very specific English audience began to appear. That was the first time the Spanish and the English languages came into close contact under the guise of a grammar.

The considerable number of vernacular grammars published in England throughout the 16th century contrasts with the almost complete absence of foreign vernacular grammars being published in Spain. We just saw the causes for this lack of interest in FLT in Spain all along the 16th and 17th centuries. One exception, though, is Baltazar Sotomayor's French grammar published in Alcalá de Henares in 1565. Its full title was *Gramática con reglas muy provechosas y necesarias para aprender a leer y escribir la lengua Francesa conferida con la Castellana*. The publication of this grammar coincides with Philip's II third marriage. He had got married to Isabel of Valois in 1559 in Paris and in 1560 they came to live in Spain. As Gómez (1956 [2008]: 62) indicates, Sotomayor's grammar was intended to be a useful guide for the Spanish courtiers to learn French at a time when the Queen's entourage was mostly French. In the dedication, Sotomayor clearly depicts the Spanish interest in foreign language learning at the time:

Los idiomas extranjeros más necesarios en España son el italiano y el francés porque de lo uno hay muchas regiones que reconocen nuestros sceptros a cuya causa la corte está siempre acompañada dellos, y lo otro con el felicísimo matrimonio de la reina nuestra señora²¹.

Two more centuries were to go by before the first English grammar would be published in Spain and by a Spaniard. Meanwhile, the Spanish language began to spread across Europe along the 16th century until the second half of the seventeenth century, coinciding with the end of the Thirty Years War (1618-1848). Due to this European fancy to learn Spanish in most European countries, new grammars filled the market to cater for this avid interest to learn the Empire's language. One of the countries which showed great interest in things Spanish was England. The Hispanist Ungerer (1972) accounts for the origins or causes that made the English focus on Spain:

21 The most necessary foreign languages in Spain are Italian and French because the former abounds in many regions which acknowledge our kingdom, thus having many of their representatives in our court, and the latter because of our Queen's happy marriage.

On the accession of Philip II ... Elizabethans ... gathered any printed matter that came from Spain, they began to read military and political treatises and to study the Spanish art of war and statemanship... The courtier, who learned Spanish mostly for practical reasons, was, at the same time, a scholar open to literary influences from Spain. (p. 43)

Therefore, let us turn our attention to Elizabethan England because it was at that time when the Spanish and English languages began to merge. Martín-Gamero (1961: 43) suggests the possibility that some Spaniards²² might have been interested in learning English. She mentions three types of books they could have used although they were all published in England or in other (northern) European countries: English grammars for foreigners, anglo-spanish dictionaries compiled and edited by English Hispanists, and some polyglot manuals for teaching and learning several languages.

No doubt, the XVI century was a complex one in terms of the great diversity of didactical materials to learn the vernaculars. First, that vernacular boom took place mostly in northern Europe and, then, it reached southern Europe one century later. Due to space constraints, these materials will be dealt with briefly since a thorough study is beyond the scope of this thesis. This brief account will hopefully suffice to demonstrate how rich and plentiful our European linguistic tradition was at such an early time as the XVI century.

2.3.1.2.1. English grammars for foreigners.

Like Nebrija, the first English grammarians not only wrote English grammars for an English audience but they also took into account foreign people. Very much so, mainly due to the large amount of people who travelled across Europe especially during the second half of the XVI century. A point in case is London where a 5% of its population was foreign towards the end of the century.

The English language was far from settled in the XVI century. Furthermore, there was barely any interest at all in learning a language considered barbarous or unknown beyond Dover (Florio, 1598). Therefore, there was an urgent need to make the English language more accessible to its study for both native and foreign people. Those grammarians soon pinpointed the two major linguistic flaws the English language had and which hindered its learning: orthography and pronunciation. In this line, Howatt

22 She considers tradesmen, diplomats, religious émigrés and travellers who may have visited the British Isles for different reasons.

& Widdowson (2004) claim that:

The desire to reform the orthography prompted the first examples of what was to become one of the strongest and most productive traditions of enquiry in English linguistics, namely the description of speech and its practical applications to problems of everyday life. Most of the leading linguistic scholars in England between 1550 and 1700 were accomplished phoneticians in addition to their more traditional role as grammarians. (p. 78)

Morpho-syntactic issues played a secondary role and were hardly given any relevance in grammars until the 17th century when grammar description and grammar teaching gradually took over the interest in orthography. However, despite the fact that modern linguistics historiography has shed some light on these works, more exhaustive studies are needed, especially under the prism of FLT materials in order to better gauge their evolution and their importance in the diffusion of the vernaculars in modern Europe. Eleven of the most outstanding English grammars, aimed at foreign people too, were published in England and in the rest of Europe between the late XVI and the XVIII centuries. They were:

1. William Bullokar's *Booke at large* (1580).
2. James Bellot's *Englishe scholemaister* (1580)
3. Edmund Coote's *The English school-master* (1596)
4. George Mason's *Grammaire angloise* (1622).
5. Ben Johnson's *The English grammar* (1640).
6. Simon Daines' *Orthoepia anglicana* (1640).
7. Richard Hodges' *The English primrose* (1644).
8. John Wallis's *Grammatica linguae anglicanae* (1653)
9. J. Wharton's *A new English-Grammar* (1655).
10. James Howell's *A new English grammar* (1662).
11. Charles Wiseman's *A complete English grammar* (1764).

Whether influenced or not by the fifth chapter in Nebrija's *Gramatica*, all the above-mentioned grammars also catered for foreign learners. Furthermore, there are other key features all these works share which can be summarized as follows:

- These manuals had long, drawn-out and complex introductions (Gamero, 1961: 43).

- All these grammarians agreed that the main hindrance for foreigners to learn English was the pronunciation and its complex relationship to the orthography (Howatt & Widdowson, 2004: 99). Thus, their manuals largely drew on pronunciation and orthography showing little interest in syntax.

- Each manual meant an innovation in early English linguistics: Bullokar's (1580) was a spelling reform scheme; Bellot's (1580) was conceived for the French people and foreigners who knew French and wanted to learn the English pronunciation; Coote's (1596) is dialogue-based, between master and disciple, and it is also a treatise on pronunciation in 42 editions; Mason's (1622) was targeted at traders who either were French or foreign but knew French; Johnson's (1640) presented an original and interesting verb classification; and so on and so forth.

- The English grammarians from Bullokar to Howell struggled to convince foreigners that English was not a barbarous language, as it was considered in continental Europe, and that it could be learnt as any other vernacular. By the time Wiseman published his Grammar in 1764, the English language had already a more consolidated status in Europe than in previous centuries. The process of "fixing" the language started in the XVI century reached its zenith in the XVIII century.

Furthermore, grammars had developed into two main strands between the XVI and XVIII centuries (pedagogical and traditional ones) as seen in the following table:

DIDACTICAL OR PEDAGOGICAL GRAMMARS	TRADITIONAL GRAMMARS
Aimed at a more heterogeneous group of people such as traders, travellers, courtisans and emigrants.	Aimed mostly at scholars and literate people. They were also used in Universities.
Open to innovation throughout history trying to get rid of the Latin influence.	Rooted in ancient greek and latin Grammars.
Written by masters of languages who also used them as teaching materials.	Written by scholars who took their models from Latin and greek.
They responded to a more practical and hence communicative purpose.	They are normative (fix the language) and prescriptive (how to speak and write).
Grammar content is low in contrast with the special stress on everyday dialogues and vocabulary.	High content of grammar with examples from the classic or contemporary writers.
In the beginning, orthography and pronunciation are their major concerns (Renaissance) shifting to a major presence of syntax (XVIII century).	Syntax and the different parts of the sentence are their key features drawing largely upon Latin models (Donato and Priscilian).
Small cheap books, easy to handle and to travel with. They were not usually included in libraries. They are more difficult to trace.	Big and heavy books, rather expensive to buy. Copies are easy to find among the main European libraries.
They were very easy to plagiarize and, therefore, it is very hard to testify their authorship. Plagiarism was an ubiquitous practice across Europe.	Less prone to plagiarism. They were usually published with the grace of the King or Queen of the time or at the Royal Press.

Table 2. Main differences between didactical and traditional grammars.

Pedagogical or didactic grammars first appeared in the 16th century and have been evolving ever since until the present time. In the case of the English language, Wallis's (1653) was considered the best English grammar in the 17th century despite the fact that it was targeted at foreign learners. Something similar happened, 320 years later, with Quirk and Greenbaum's *Grammar of English* (1973) in the 20th century. What made those grammars so special? In a way, they endeavoured to break away

from the more traditional or philosophical grammars rooted in the Latin and Greek, which were dominant in the Middle Ages and were to continue so until the end of the 19th century or even the beginning of the 20th depending on the country. Table 2 (*see previous page*) shows the principal differences between these two types of grammars as they were conceived between the 16th and 18th centuries, and later.

No doubt, the XVI century marked a turning point in foreign language learning thanks to the rise of the vernaculars both at national and cross-national levels. A new debate, which was to last several centuries, arose among the Renaissance Humanists between those who advocated for the use of the vernaculars (Dante, Joachim du Bellay, Mulcaster) giving them the status of as fully-accomplished languages as Latin or Greek, and those who considered them as mere second-rate or perverted languages in comparison with Latin and Greek or even Hebrew (Erasmus, Vives).

The 17th century saw a development which was a follow-up of the preceding century as far as FLT materials were concerned. At a European level, interest in the Spanish language began to wane and, from the Peace of Westphalia (1648) onwards, the French language became the new lingua franca used in all courts from Portugal to Saint Petersburg. In Spain, the only FL grammars published were those of the French language²³. The decadence of the last two Habsburg monarchs, Philip IV and Charles II, brought Spain into several bankruptcies which sunk the country into a deep depression eventually overcome at the beginning of the 18th century by the seizure to power of a new royal dynasty, the Bourbons.

As far as education is concerned, it was in the hands of religious orders, the most important being the Jesuits. They implemented a new teaching methodology called *Ratio Studiorum* in 1599. It was a classic methodology, as it were, which fostered the use of Spanish, Latin and Greek. Unfortunately, there was no room for the foreign vernaculars. Once the Jesuits were expelled from Spain in the second half of the 18th century, the gap they left in education was covered by a group of Humanistic reformers who were more in favour of fostering the study of the living languages.

Before dealing with the 18th century at the end of this chapter, suffice to say that the onset of didactic grammars in the 16th century and their further development in the 17th can be regarded as the birth of Applied Linguistics. Certainly, the XVI century can be regarded as the Golden Age of (Applied) Linguistics at a European level. Apart from

23 In total, five French grammars were published in Spain throughout the 17th century.

grammars, dictionaries are also to be taken into account in that upsurge of linguistic studies. Let us turn, now, our attention to early European lexicography and its influence in Spain.

2.3.1.3 Dictionaries

Proto-dictionaries in Medieval Europe were formed either by glossaries²⁴ or vocabulary lists arranged thematically or alphabetically. The invention of printing and typography²⁵ were to play such an important role in the development of lexicography since the early 16th century according to Hanks (2011: 3) equating the printing technology revolution of the 15th century to that of computer technology in the second half of the 20th century in terms of their impact in lexicography.

As previously mentioned, bilingual dictionaries preceded monolingual (Stein, 1990). The latter began to appear in the first half of the 17th century at a time when bilingual dictionaries had been in the market for over a century. This European tradition in lexicography represented a breakup with other former non-European traditions (Sumer, China, etc) where monolingual dictionaries developed first²⁶. Let us turn, then, to the first bilingual dictionaries in Europe which, like grammars, had a didactic or pedagogical purpose due to the increased movement of people who had new linguistic needs across Europe.

2.3.1.3.1 Bilingual dictionaries.

Humanistic education was in great need of dictionaries. Latin-vernacular dictionaries became very popular across Europe in order to cater for basic schooling in Latin grammar. Among the most relevant dictionaries of this type, Nebrija's *Lexicon hoc est Dictionarium ex sermone latino in hispaniensem*, commonly known as *Diccionario Latin-Español* (Latin-Spanish Dictionary) published in 1492 in Salamanca. It became a best-seller very quickly across Europe and, undoubtedly, it exerted a great influence on

24 Collections of words appended to the side of an old manuscript in order to clarify the meaning of certain latin or greek words by translating them into a vernacular.

25 The use of new fonts (Garamond, Venetian, etc), of italics and bold type made the use of grammars and dictionaries more pleasant and easier to follow than the old hand-written manuscripts.

26 Cf. The Oxford History of Lexicography I (2009).

the ensuing bilingual vernacular-vernacular lexicography. In 1494, Nebrija published a Spanish-Latin dictionary which Green (1996: 53) considers one of the very first truly Latin-vernacular dictionaries. The entries are not only translated, but in some cases, are also accompanied by their grammatical category, eg. adverbs.

In England, the first printed Latin-English dictionary was the *Dictionary* of Sir Thomas Elyot (1538). It was used for decoding as was its more significant successor, the *Dictionarium linguae Latinae et Anglicanae* (1587), compiled and printed by Thomas Thomas, printer to the University of Cambridge. Between Nebrija's and Thomas's dictionaries, other Latin-vernacular, both unidirectional and bidirectional began to appear in other European countries: in Strasbourg, Petrus Dasypodius's (1535-36) *Dictionarium latinogermanicum et vice versa germanicolatinum*; in France, Robert Estienne's (1539) *Dictionnaire francoislatin* and (1552) *Dictionarium Latino-Gallicum*; in Zürich, Josua Maaler's (1561) *Dictionarium latinogermanicum novum*, to name just a few. All these Latin-vernacular dictionaries somehow paved the way to the next type of bilingual dictionaries, the ones which included two vernaculars.

2.3.1.3.2 Vernacular-vernacular bilingual dictionaries

As seen in section 2.3.1.2.1, the need to learn a FL in Renaissance Europe soared due to the cultural and commercial contacts among people from different countries. As most European national languages began to gain importance from the 16th century onwards, a new type of text known as a two-vernacular bilingual dictionary began to appear in order to establish “intercultural bridges” (Rey, 2007: 7) between people from different countries. Those intercultural bonds implied the use of innovative tools for foreign language learning. Therefore, the appearance of vernacular-vernacular bilingual dictionaries was significantly boosted by the breakthrough in printing technology in the 15th century. A decisive stage in the development of bilingual dictionaries occurred, thus, when dictionaries brought together two living languages. They began to appear in the 16th century²⁷ and some of the most relevant ones were: Palsgrave's (1530) *Lesclaircissement de la langue francoyse* which starts with a bilingual English-French dictionary and is followed by a grammar that takes up 90% of the book. It was addressed to English people who wanted to learn the French language like John Florio's (1598) *A worlde of wordes, or most copious and exact dictionary in Italian and English* and

27 Before the 16th century, bilingual dictionaries or glosses included the Latin-Vernacular combination. Adam von Rottweil (1477) and Wynkyn de Worde (1498) are the only exceptions in the 15th century who introduced Vernacular-vernacular word lists.

John Minshew's (1599) *Dictionarie in Spanish and English*, all of them were published in London, a major publishing centre especially during Elizabethan times.

Bilingual lexicography of two vernaculars did not follow the indication of the Humanist Nebrija who had laid special stress on the grammatical category of words in his Latin-Spanish Dictionary. In fact, bilingual dictionaries omitted the mention of grammatical categories during the 17th and 18th centuries. Things began to change in the 19th century when most bilingual dictionaries began to introduce verb categories (i.e. transitive, intransitive). Bilingual dictionaries, like didactic or pedagogical grammars, were aimed at those interested in the vernaculars because they had new communicative needs since the study of Latin as a foreign language dramatically fell during the Renaissance and beyond.

2.3.1.3.3. English-Spanish bilingual dictionaries

English-Spanish bilingual dictionaries came a bit later than other bilingual traditions (English-French or English-Italian). The first examples date back to the last decades of the 16th century. During the 17th century, there were hardly any English-Spanish dictionaries but, then, this type of dictionaries boomed in the 18th century. At that moment, the first Spanish-English or English-Spanish dictionaries began to be published in Spain much in the same line as with English grammars.

Steiner's (1970) classic work entitled *Two centuries of Spanish and English bilingual lexicography (1590-1800)* is, to date, one of the most exhaustive sources dealing with the historical development of Spanish-English bilingual tradition. In total, Steiner includes nine works that sum up this bilingual tradition up to the 19th century. They all were published in London except the last, which is considered the first bidirectional English-Spanish and Spanish-English dictionary published in Spain at the end of the 18th century (*see page 88*). The nine dictionaries in question are the following:

Unpublished Manuscript	1590	Dr. Thomas D'Oylie, <i>A large dictionarie coteyn-inge Spanish, Latyn, and Englishe wordes.</i>
Glossary	1590	John Thorius, <i>The Spanish grammar ... with a dictionarie adioyned unto it, of all the Spanish wordes cited in this booke.</i> (It is a 14-page glossary appended to a grammar).

1st dict.	1591	Richard Percyvall, <i>A dictionarie in Spanish, English and Latine</i> . (Included in his <i>Bibliotheca Hispanica</i> which also contained an English grammar).
2nd dict.	1599	John Minsheu, <i>A dictionarie in Spanish and English</i> . (Its second edition included a monumental work called <i>The guide into the tongues</i> (1617) and its third edition in 1623 is almost an exact copy of the 1599 work).
3rd dict.	1705-1706	Captain John Stevens, <i>A new Spanish and English dictionary</i> . (Reprinted in 1726 and it is almost a word-for-word resetting of his 1705-6 work).
4th dict.	1740	Peter Pineda, <i>A new dictionary, Spanish and English and English and Spanish</i> .
5th dict.	1763	Joseph Giral Delpino, <i>A dictionary, Spanish and English, and English and Spanish</i> .
6th dict.	1778	Joseph Baretti, <i>A dictionary, Spanish and English, and English and Spanish</i> . A new edition in 1786 which is a word-for-word resetting of his 1778 work.
7th dict.	1797-1798	Thomas Connelly & Thomas Higgins, <i>Diccionario nuevo de las dos lenguas Española e Inglesa</i> .

Table 3. Bilingual dictionaries included in Steiner (1970)

Steiner (1970: 15) considers Thorius' glossary, which was appended to a grammar, as "the earliest existing specimen of Spanish and English bilingual lexicography". It represented less than one fifth the size of the grammar. Inclusion was subject to the words contained in the grammar and not so much on contemporary use. The dictionary is just a handy tool for the grammar user. One year later, Richard Percyvall published a dictionary more than five times the size of the grammar in a book called *Bibliotheca Hispanica*. Percyvall's acknowledged source, as announced on the title page, is the work of Dr. Thomas D'Oylie²⁸ In his preface, Percyvall mentions two other bilingual dictionaries upon which he drew for his dictionary: Nebrija's Spanish-Latin dictionary (1495) and the Spanish-Italian dictionary contained in the Italian and Spanish bilingual dictionary of

28 *A Spanish Grammer conformed to our Englishe Accydenche. With a large Dictionarye conteyninge Spanish, Latyn, and Englishe wordes, with a multitude of Spanishe wordes more then are conteyned in the Calapine of x languages or Neobrecensis Dictionare. Set forth by Thomas D'Oyley, Doctor in phisick, with the cõfirence of Nattyve Spaniardes.*

Cristóbal de las Casas, *Vocabulario de las dos lenguas Toscana y Castellana* (Sevilla, 1570)²⁹. Percyvall had counted on two collaborators for the making of his dictionary who happened to be two Captains of the Invincible Armada: Don Pedro de Valdés and Don Basco de Mendoza y Sylva³⁰. There is no English-Spanish part of the dictionary which indicated that the target audience was the native English and not the Spanish speaker who wished to read English. Rather, Percyvall primarily had in mind the needs of the native English speaker who wished to read Spanish.

At the turn of the century, John Minsheu published *A dictionary in Spanish and English*. It contained an 84-page grammar and a 68-page collection of dialogues apart from a 391-page dictionary. Its full title, a typical lengthy one as was customary in early works, as stated on the title page, reads as follows:

*A DICTIONARY IN SPANISH and ENGLISH, first published into the / English tongue by Ric. Perciuale Gent. Now enlarged and / amplified with many thousand words, as by this marke * to each of them / prefixed may appeere: together with the accenting of euery worde throughout the / whole Dictionarie, for the true pronounciation of the language, as also for the diuers signifi- / cation of one and the selfsame word: And for the learners ease and furtherance, the declining of / all hard and irregular verbs; and for the same cause the former order of the Alphabet is / altered, diuers hard and vncouth phrases and speeches out of sundry of the best / Authors explained, with diuers necessarie notes and speciall directions / for all such as shall be desirous to attaine the per- / fection of the Spanish tongue. / All done by IOHN MINSHEU / Professor of Languages in London. / Hereunto for the further profite and pleasure of the learner / or delighted in this tongue, is annexed an ample English Dictionarie / Alphabetically set downe with the Spanish words theunto adioyned, as / also an Alphabetical Table of the Arabicke and Moorish words, now / commonly receiued and vsed in the Spanish tongue, which / being dispersed in their seuerall due places throughout /the whole Dictionarie are marked thus † / by the same Iohn Minsheu. / For the right vse of this worke, I referre you to the directions / before the Dictionarie, contriued in diuers points differing / from other Dictionaries heretofore set fourth. / Imprinted*

29 In Steiner (1970:20).

30 Both Captains were held as hostages by Drake at his house. Certainly, Percyvall got into contact with them thanks to his friendship with Drake, (Josef Hausmann, 1991: 2949).

Modern research has shown that Minsheu's last words in his dictionary title, *differing from other Dictionaries heretofore set forth*, do not quite correspond to reality. In fact, he plagiarized previous dictionaries as was a matter of course for most lexicographers although he acknowledged, at least, his main source, Richard Percyvall. In this line, Steiner (1970) claims that:

Minsheu's dictionary as a whole presents a lexicographical advance over its predecessors in so far as the Spanish entries are concerned, in the showing of gender, pronunciation, and irregular verb forms and in a creditable attempt at orderly alphabetization...Minsheu gave only grudging implicit acknowledgement to Percyvall and no credit to Thomas, Rider, and Florio.
(p. 50-51)

Cooper (1962: 18), probably led by a patriotic romanticism, established a difference between early Spanish and English lexicography which, as Steiner has shown in the previous paragraph, is not quite true, at least, as far as Minsheu is concerned

[...] it is not traditional in early Spanish lexicography to reveal sources or to make acknowledgement for materials borrowed. The contrary is true, relatively speaking, in English lexicography of the same period..., and this may account for Percyvall's and Minsheu's departure from Spanish contemporary practice.

Minsheu's *Dictionary* was reprinted in 1623 becoming the only English-Spanish bilingual published in Europe throughout the 17th century. However, the 1623 edition was an exact copy of the 1599 and, thus, without any innovations whatsoever.

The English-Spanish bilingual tradition was to continue to flourish in the 18th century with a total publication of five bilingual dictionaries. Those dictionaries will be dealt with in the last chapter of this introduction dedicated to the 18th century, a key century as far as the diffusion and development of dictionary-making in Spain is concerned.

31 The book can be consulted in the Early Modern Spanish-English Translations 1500-1640 Database as part of the project called Anglo-Spanish literary relations created by Barry Ife, Trudy Darby and Alexander Samson at King's College London. (<http://www.ems.kcl.ac.uk/content/proj/anglo/pro-anglo.html>)

2.3.1.3.4 Polyglot dictionaries

The boom of diverse linguistic materials to learn the vernaculars in the 16th century cannot be fully grasped without the inclusion of polyglot dictionaries. They first appeared, mainly, in the quays of Ambers as well as in Italy in the first half of the sixteenth century. They originated from bilingual dictionaries and went on to include up to eleven different languages although the most common included four, five or six languages. This myriad of polyglot dictionaries, published between the 16th and 17th centuries, would deserve a thesis of its own. As stated in chapter one, only those which include the Spanish and English languages will be dealt with. With the characteristics described, four main branches of polyglot dictionaries are distinguished.

One of the branches was started off by the first great language collector, Ambrosio Calepino³², who published a vocabulary, in 1502 in Reggia, Italy, which was to become the most successful and most widely reprinted reference book of the early modern period, undergoing an astonishing number of editions in the sixteenth century, 166 in total, followed by 32 in the seventeenth and 13 in the eighteenth. Thought of as a bilingual dictionary of Latin with some equivalents in Greek, it soon began to include other vernaculars reaching eleven by the end of the 16th century³³. The first romance language to appear was Italian (1550); followed by Spanish (Lyon, 1599), French (1565), German (1568) and, eventually, English (Lyon, 1585), which was included in a ten-language polyglot dictionary. Although the Spanish language soon became part of the Calepino-based polyglot dictionaries, it was not until 1585 that English was included in any books. Despite the great popularity of this vocabulary in central Europe³⁴, it was never edited in Spain.

Calepino's vocabulary defended the learning of the Latin language as the basis of the knowledge of language and, consequently, of the Latin-rooted modern languages. It simply followed the Renaissance or humanist ideal of recovering classical languages aligned with the new teachings. First designed to be used at Universities by the learned people, its polyglot versions were aimed at other types of public. Redondo (2005)

32 Calepino (c.1440-1511) was an Augustinian Italian monk and a lexicographer who dedicated most of his life to the completion of his Latin dictionary.

33 Published in Basel (1590) this polyglot edition contained 11 languages. English and Spanish are included as well as other less common languages like Hungarian and Polish.

34 It reached more than 200 editions by the 18th century.

sheds some light on the target audience of polyglot dictionaries:

*El repertorio políglota más usual del siglo XVI está destinado a un uso externo al que acude el docente, a un empleo más utilitario y pragmático de la lengua, al de la comunicación interpersonal, no al cultivo de la erudición*³⁵.

(pp. 721-722).

A second significant branch of polyglot dictionaries arose from a fifteenth-century vocabulary, on which the ensuing European polyglot dictionaries will be based: *Introito e porta de queleche voleno imparare e comprender todescho a latino, cioe italiano* (Venice, 1477). It was an anonymous book to learn Venetian, an Italian dialect, and German. In 1510, in Rome, the Latin and the French languages were included; then, Spanish in 1526 in Venice; the English language appeared for the first time in 1537, in a six-language version called *Sex linguarum, Latinae, Gallicae, Hispanicae, Italicae, Anglicae, et Teutonicae*. In 1540, there appeared in Ambers the first seven-language edition with the addition of Flemish. In total, some 25 editions were published along the 16th century including up to eight languages. By 1540, the cities of Flanders, Ambers, Liege, Lovain and Amsterdam had been concordated as important centres in modern language teaching and learning as well as key editorial centres of vernacular teaching manuals.

It was in Ambers in 1520 that an anonymous bilingual vocabulary, later attributed to Noël de Berlaimont, paved the way for the third branch of polyglot dictionaries. The manual *Vocabulaire pour aprendre legierement a bien lire escrire et parler françois et Flameng* started one of the most famous European series in the 16th and 17th centuries. Apart from a vocabulary, the book also included three dialogues with colloquial expressions, some prayers, some models of commercial correspondence and, eventually, some basic rules of pronunciation. This original bilingual dictionary would evolve into an eight-language polyglot dictionary. The Spanish and English languages coincided in one edition in 1536.

Eventually, our final branch of polyglot dictionaries is represented by Hadrianus Junius. Largely influenced by Calepin and Nebrija (Redondo Rodríguez (2005: 723), he published his *Nomenclator, omnium rerum propria nomina variis linguis explicata*

35 “The most common polyglot manual in the 16th century is addressed to an external use referred to by teachers, to a more utilitarian and pragmatic use of language, to interpersonal communication, and not to the cultivation of erudition.”

Indicium in Ambers in 1567 a thematic vocabulary where Latin is the headword and is followed by its equivalents in Greek, German, Flemish, French, Italian, Spanish and English. Not all the Latin entries have their corresponding vernacular equivalent. In fact, the English language is the least mentioned in this repertoire. John Higgins translated Junius' work into English in 1572 but it did not include the Spanish Language. It was not until the beginning of the 17th century, in 1606, when an eight-language edition was published in Paris containing the Spanish and English languages. The dictionary, entitled *Nomenclator Octolinguis omnium rerum propria nomina continens*, was edited by Hermann Germberg (Niederehe, 1999: 27). Junius' work was to exert a great influence on subsequent English lexicographers such as Minsheu³⁶, Howell³⁷ and Bathe³⁸, leading up to the masterpiece *Janua Linguarum Reserata* (1641) by the Czech educator John Amos Comenius. Though he included Spanish in a new edition in 1661, he never included the English language.

The fact that the appearance of both English and Spanish in some multilingual or polyglot dictionaries does showcase that the living languages were claiming a status of their own comparable to the status of the classical languages. These dictionaries were small in size and very practical for students, travellers, scholars and traders who wanted to learn the basics to 'survive' in a foreign land at a time when commerce was booming in Europe. Spain, though, did not take an active stance in this traffic of didactic books to learn a foreign language nor showed an interest towards the implementation of the

36 In 1617, Minsheu published his *Ductor in linguas*, also known as *The guide into tongues*. It was an eleven-language etymological multilingual dictionary which included Spanish and English. According to Niederehe (2004: 66) there is a copy of this first edition in the Biblioteca Nacional de España (Signature: *2:62387 (1) and of its second edition (Niederehe, 1999: 109) in 1627 (Signature: Madrid BN, *3:74587), which is an exact copy of the first edition, reprinted in 1625 by John Haviland (Niederehe, 1999: 97).

37 In 1659, Howell published his *Lexicon tetraglotton* in London. It was a thematic polyglot dictionary in four languages: English, Italian, French and Spanish. It was reprinted also in London in 1660.

38 An Irishman who spent some years in Salamanca at the beginning of the 17th century. To him it is attributed a work that would revolutionize the teaching of foreign languages called the *Janua Linguarum*. It was later perfected by the Polish Comenius, one of the greatest reformers in foreign language teaching of the 17th century. Bathe published in London two works: *Ianua linguarum quadrilinguis*, or *A messe of tongues* (1617) and *Ianua linguarum silinguis* (1629) which included English and Spanish as well.

living languages in the so-called Grammar Schools, let alone in the universities, where a classical curriculum was the norm. That bleak situation abruptly changed towards the end of the XVIII century, as we shall see at the end of this chapter.

Corvo (2007) and García Bascuñana (2009) have recently rescued from oblivion the figure of Juan Ángel de Zumarán, a Spaniard who can be regarded as another privileged humanist who spent most of his life in contact with the intellectual, ideological and, above all, multi-linguistic atmosphere of central Europe. He was an interpreter, a teacher and an author of living languages at the University of Ingolstadt in Bayern, Germany (Suárez, 2008 [1956]: 111). García Bascuñana (2009) reveals us one of Sumarán's fundamental thoughts:

[...] son enthousiasme pour la diffusion et l'apprentissage des langues, en insistant surtout sur la nécessité de connaître des langues étrangères afin « d'améliorer les relations entre les hommes ». (p. 2).

He wrote several books³⁹ to learn foreign languages but he never included the English language. In the preface to his *Thesaurus*, Zumarán makes explicit reference to Spain in one of the goals of his book:

[...] y para que otros se sirvan con facilidad de lo que yo he alcanzado con grandísimo trabajo: Principalmente nuestra nación Española, poco curiosa de saber lenguas estrangeras, cosa muy indigna de una nación tan nombrada en estos siglos.

(Bascuñana, 2009: 4).

Zumarán, as a Spaniard living abroad, scolds Spain, as it were, for its lack of interest in learning modern languages. Zumarán's words witness the internal reality in modern Spain as far as the learning of foreign languages is concerned.

39 One of them, the *Thesaurus fundamentalis quinque linguarum* (1626), included the following languages: German, Latin and the three most important neo-Latin languages at the time; that is, French, Spanish and Italian. Bascuñana (2009: 4) draws our attention to the striking fact that Comenius, in his famous *Janua linguarum reserata*, also included the above-mentioned five languages. The main reason for this coincidence was the linguistic reality in central Europe which coincided with the period of The Thirty Years War.

2.3.1.4 Books of dialogues

Apart from the appearance and development of the first grammars and dictionaries to learn a modern language, a new type of conversation manuals came into existence. Latin and Greek were not learnt by means of grammars in pre-printing times but through practice and oral conversation. Massebieau (1878:50) concludes that the first books of dialogues from the 13th century⁴⁰ were printed following the model of those that the Greeks prepared to learn Latin. It is important to note that Latin was still considered a living language in Renaissance times. Therefore, it is no surprise that the Renaissance masters of languages showed a special interest in this type of books.

The standard structure consisted of three parts:

1. A catalogue of words ordered by topics.
2. A glossary of alphabetically-arranged terms.
3. A group of short dialogues.

Aquilino (1987), in an article on the first books of dialogues and conversation to learn the vernaculars, highlights two main characteristics:

- They are not grammars nor do they take grammars into account.
- They reflect the colloquial use of language.

The same author goes on to assert that the books of dialogues to learn Latin during the Renaissance were published due to the consolidated presence and existence of those same books to learn the vernaculars. Both the new communicative needs between European citizens and the theoretical reflections on methodological topics in relation to the teaching of the living languages increased and were consolidated precisely in Renaissance times. Erasmus and Vives are examples of teaching grounded in use and practice.

English and French were the first vernacular languages to appear in this type of bilingual manual. William Caxton is considered to be the author of the first bilingual dialogue book (*see page 22*). Then, it was followed by another similar bilingual book published by one of Caxton's employees, Wynken de Worde's *A lytell treatyse for to lerne Englysshe and Frensshe* in 1498 or thereabouts. The inclusion of French in both

40 They were generally known as *Manières* and later on as *Colloquia* and were very popular from the end of the 13th century onwards. Among the most famous, Walter Bibbesworth's *Traité sur la langue Françoise*, written at the end of the 13th century, stands out.

books is mainly due to the fact that French was a lingua franca in England at that time, especially in commercial affairs which were very intense between England and the Low Countries.

As for the English and Spanish languages, there exists just one bilingual book which was published in London, coinciding with the royal wedding between Mary Tudor and Philip II. In that context of liaison between the English and the Spanish crowns, an anonymous book of dialogues to learn English and Spanish was published in London coinciding with Philip II's visit to meet his wife-to-be in 1554:

A very profitable boke to lerne de maner of redyng, wrytyng, speakyng English & Spanish. Libro muy prouechoso para saber la manera de leer, y escreuir, y hablar Angleis, y Espanol.

The book has two parts: the first one comprises three dialogues and a section on models of correspondence and mercantile and commercial documents. The second one is formed by a bilingual vocabulary of usual words in everyday communication and the basic prayers of a Christian person. Sánchez Pérez (1987: 1273) considers it far from an original book; in fact, he states that the second part of the book is just a translation of Berlaimont's edition of 1536⁴¹. Therefore, this book continues the tradition of foreign language manuals produced in Ambers along the XVI century.

One of the major evolutions in this type of book concerned the number of dialogues, ranging from three in the first works to seven or more in later ones. The nature, though, of these dialogues remained much the same: they had a didactic function since they were adopted following a functional and utilitarian criteria.

After this anonymous pseudo-Berlaimont bilingual English-Spanish dialogue book, others ensued although all published in London and never in Spain. For reasons of brevity, the list includes only a short comment:

1. William Stepney's *The Spanish schoolmaster* was published in 1591 and although it largely drew on Berlaimont's dialogues, he included one more of

41 The idea of Plagiarism in the 16th century is very different from ours today. At that time, it was common practice to copy previous manuals to some degree. This may account for the scarce mentioning of sources in those manuals.

2. John Minsheu's *Pleasant and delightfull dialogues in Spanish and English, profitable to the learner, and not unpleasant to any reader*. Published in 1599, the book contains seven dialogues which pose some problems as far as their authorship⁴² is concerned. The author of the dialogues does not follow a didactic learner-oriented plan; rather, he depicts different situations in a very natural way but far from a colloquial style.

After three centuries of existence, up to the 18th century, dialogue books ceased to be printed. Their existence reveals that, away from literary or scholar circles, there existed a niche of potential users who wanted to learn the vernaculars communicatively, in a very similar way to the present day.

2.3.2 THE 18TH CENTURY UNTIL 1769: LINGUISTIC PRODUCTS TO LEARN ENGLISH PUBLISHED OUTSIDE SPAIN

2.3.2.1 Socio-cultural aspects

If the 16th century was the century of teachers and the 17th the century of the consolidation of national grammars around Europe⁴³, the 18th is the century of the first attempts at creating a secular education detached from the reins of the church. This century witnessed the emergence of a cultural movement that swept through most European countries known as *Aufklärung*, *Ilustración*, *Enlightenment*, *Philosophie des Lumières*, *Iluminismo*. A different name for different realities since it was not a synchronic process. It could also be called the century of educational reformers. For the first time, different intellectuals and statesmen across Europe (Locke in England, Condorcet in France or Jovellanos in Spain) became staunch supporters of secular

42 Sánchez Pérez proposes Alonso de Baeça as the possible author of the dialogues. He was one of the prisoners from the Invincible Armada and a protégée of Edward Hoby, who happened to be one of Minsheu's benefactors. Another theory says that Minsheu's dialogues were written by Antonio del Corro. Minsheu's dialogues were transmitted generation to generation by authors such as Oudin, Juan de Luna, Sobrino or Franciosini throughout the XVII century. The fact that those dialogues were so often plagiarized demonstrates their high quality; otherwise, they would have hardly replaced those of Berlaimont's.

43 With the exception of English which had to wait till the 19th century for a "national" grammar to be normalized.

education as a universal right, eligible for everyone, and devoid of its total control imposed by the Church. These great men contributed to instil into their governments and their country fellowmen the idea that education had to be modernized according to their times. Immanuel Kant, in an essay published in 1784 called *Was ist Aufklärung?* (*What is the Enlightenment?*), depicted the *Zeitgeist* of the eighteenth century with the Latin motto *Sapere Aude!* (Dare to know!).

Under this socio-cultural context, it is no surprise that the modernization of education included the study of foreign languages even though they were treated as *materias de adorno* (unimportant subjects) according to Viña Rouco (2000: 111) towards the end of the century in Spain. Caravolas (2000: 185), referring to the 18th century, surmises that *la modernisation des programmes d'études et des méthodes d'enseignement en Espagne est faible avant la fin du siècle*⁴⁴.

Therefore, the inclusion of English in an official curriculum is held up until the 19th century with more or less success depending on the country. Wilhelm (2005: 80) accurately describes the presence of English in Holland, although it could be extended to Spain and the rest of Europe as well, before the period object of his study, 1800-1920, with the following words:

Prior to the 19th century, foreign language teaching, like so many other forms of teaching, was entirely a matter of private enterprise on the part of the teachers and a matter of private initiative on the part of the learner.

One of the main reasons why English as a foreign language was hardly studied in eighteenth-century Europe is the fact that French was the *lingua franca* and it had been so for almost two centuries. As a matter of fact, it would continue as such until well into the 20th century, especially in Spain. Despite this bleak situation, good winds were blowing in favour of ELT in Spain, mainly from the second half of the 18th century onwards as the first linguistic manuals began to be published for the first time on Spanish soil. However, interest in the English language was anecdotal and scarce at the time. The true innovation in eighteenth-century Spain was best represented by a group of intellectuals and some statesmen who, under the reign of Charles III, regarded

44 The modernization of teaching methods in Spain are almost non-existent before the end of the century.

the implementation of modern language teaching as principal and necessary for the sought-for modernization of the country promoted by the more progressive sectors in Spanish society. Previously, at the beginning of the 18th century, a Spanish group of intellectuals known as *Novatores*⁴⁵ publicly expressed their preference for modern languages over the classics. They contributed to pave the way to a major presence of FLT towards the second half of the century.

In this following section, some of the key socio-cultural facts will be enumerated which seem to have contributed to the establishment of a new linguistic tradition in Spain: the production of didactical books to learn English as a foreign language:

- Whereas the political literature in the 16th and 17th centuries was fundamentally focused on princes' education, the works of the Spanish reformers were geared towards the education of the people, in general. A point in case is the *Instituto Asturiano* founded in 1794 by Jovellanos. It was open to all walks of life as a means to boost the economy in Asturias, Spain.
- A turning point in eighteenth-century Spain was the expulsion of the Jesuits which took place in 1767. Reforms in education boosted, trying to fill the gap left by that religious order. Para-university centres were founded where, unlike universities which followed a more classical-like curriculum, a utilitarian education was followed (*Reales Estudios de San Isidro de Madrid*, 1770; *Seminario de Nobles de Vergara*, 1776; *Sociedades Económicas de Amigos del País*) which contemplated the study of foreign languages, mainly French and, to a lesser extent, Italian and English.
- The promotion of Academies (i.e. *Real Academia Española* (Royal Spanish Academy), founded by the marquis de Villena in 1714; *Real Academia de Historia* (Royal Academy of History) in 1738; *Real Academia de Bellas Artes de San Fernando* (Royal Academy of Fine Arts of San Fernando) in 1752, etc.)

45 This name was pejorative and was used by their opponents. They should be properly called Innovators or Reformers. They showed an interest in science coinciding with the European scientific revolution (1680-1720). They advocated for a rational explanation of reality and despised tradition and intellectual rigidity. Some of the leading figures in Spain include Feijoo, Gregorio Mayans, Diego M. Zapata and Juan Caramuel. They sympathised with and followed the major European works written by John Locke, Richard Simons, Leibniz, Pierre Bayle, Newton, etc.

by the first Spanish Bourbons, the university reforms right after the expulsion of the Jesuits and the creation of new educational centres became the levers of official intervention in the field of culture.

- The number of translated works significantly increased along the 18th century. Not only literary works were translated but also scientific ones. About the latter, Roig (1995) traces some 200 works translated from the following languages: French (149 titles), Italian (33 titles), English (12 titles) and German (3 titles). Translations from the English language began, thus, to appear from the second half of the XVIII century onwards.

Capitán (1984: 563) defined the ‘Ilustración’ (Enlightenment) as *‘fluencia cultural de orden económico, social, político, literario, científico y filosófico... que se desarrolla en Europa a lo largo del siglo XVIII.’*⁴⁶ In this period of socio-cultural renewal that favoured the teaching and learning of modern languages, mainly French but also Italian and English, the first English grammars and dictionaries were published in Spain. They all date from the second part of the 18th century and, coincidentally or not, soon after the expulsion of the Jesuits. In chapter four both their content and their underlying methodology will be thoroughly described

2.3.2.2 English dictionaries for Spaniards published outside Spain

Generally speaking, the bilingual English and Spanish lexicography developed at three different stages throughout the 18th century. Firstly, the beginning of the century saw the publication of *A new Spanish and English dictionary* (1705-1706) whose author was Captain John Stevens, a London-born Englishman. It was the first bilingual dictionary for this combination of languages to appear in almost a century. Stevens’ dictionary also included a Spanish grammar and some dialogues, following the all-in-one linguistic tradition in FLT manuals started in the 16th century. His inclusion here lies in the fact that Stevens was a semi-native in Spanish since his mother was probably Spanish and his father had been in service to the Earl of Clarendon in Madrid (Cormier: 2009).

The second development in English-Spanish lexicography was carried out by two Spanish exiles who had immigrated to London due to religious reasons: Pedro [Peter] Pineda and Joseph Giral Delpino. Both of them became Spanish teachers whilst in London. Peter Pineda, as he called himself in London, published there in 1740 the

46 Cultural flow of an economic, social, political, literary, scientific and philosophical order.

Nuevo diccionario, Español e Inglés e Inglés y Español. He was the first Spaniard to develop a Spanish-English dictionary and, according to Cormier (ibid.), he was also:

The first lexicographer in the history of bilingual Spanish-English lexicography to use a monolingual dictionary- the 4th edition of Nathan Bailey's An universal etymological English dictionary (1728)- to establish the word-list for the English-Spanish section, making it much richer than the work of its predecessors. (p. 77).

A few years later, in 1763, Giral Delpino published in London *A dictionary Spanish-English, and English and Spanish*. Steiner (1970: 77-7) pointed out Delpino's main sources for his dictionary: Samuel Johnson's *Dictionary* (1755) and the *Diccionario de Autoridades* (1726-1739) of the Spanish Academy. His contribution to Spanish-English lexicography was the introduction of a symbol -the dagger- to indicate the level of speech of an entry, 'thereby recognizing the importance of such information for the reader' (Cormier, 2009: 78).

Lastly, the third development in Spanish-English lexicography is represented by a work published in Spain in 1797 and 1798 entitled *Diccionario nuevo de las dos lenguas Española é Inglesa, Inglesa y Española (New dictionary of the two languages Spanish and English, English and Spanish)* by Fathers Thomas Connelly and Thomas Higgins. In chapter three, this work will be briefly described.

2.4. CONCLUSIONS.

We have seen how, since the invention of printing, the very first mass media in Europe, the vernaculars gradually gained more status and soon became an object of interest for scholars and teachers of languages. The diversity of materials soon profited from this new revolutionary technology. On top of that, the expansion of the world known to Europeans in the 16th century, including the Far East and America, provoked a massive development in communication and, therefore, in commercial and cultural exchange. Two major trends in FLT emerged. The first one is best represented by Humanist scholars who followed a more classical way of presenting linguistic materials in the vernaculars such as Nebrija, Palsgrave, Percyvall and others whose books were mainly published by royal presses. Their didactic purpose was more literary than communicative. The second trend encompasses all those masters of languages such as Calepin, Oudin, Berlaimont and Meurier who devised true-to-life linguistic materials

with a more communicative purpose so that traders and businessmen from different nationalities, who worked in the busiest trading centres in Europe such as the quays of Belgian and Dutch harbour cities, could understand one another.

The typology of manual users depended on global politics and each country's internal affairs. In the 16th century, manual users were students, traders, courtiers, armies, scholars and travellers. By the 17th century, the main body of such users was the nobility (with the aid of a private tutor) and traders, much like the 18th century, although it also saw the first timid attempts at introducing FLT in formal education (Prussia, Holland, Germany, Denmark) or in private institutions (Spain).

Notwithstanding, Latin remained the centre of secondary training, which was essential to access the University and the resulting social climbing. This situation was to begin to change from the 19th century onwards.

As for the grammars and dictionaries used in Spain to learn English, the following conclusions can be drawn:

- Until the second half of the 18th century no grammars and dictionaries had been published to learn English in Spain. Before that, they had been published almost exclusively in London by either native speakers or political and religious Spanish exiles.
- The only manuals published in Spain before the 18th century were those in the French language. It had become the fashionable language in European courts from the mid-seventeenth century onwards, taking over the Spanish language which had previously been Europe's *lingua franca*.
- The expulsion of the Jesuits in 1767 and the liberation of sea commerce with America in Spain brought about new opportunities to include FLT both in education and in the new commercial private institutions. Jovellanos' *Gramática inglesa* and Juan Steffan's *English grammar* are excellent examples of the two above-mentioned key political measures.
- The first English grammars published in Spain largely drew on French ones. Connelly was one of the first grammarians to break with that tradition, as we shall see. Most translations from English authors derived from French translations where the French language was a sort of filter language in Spanish culture.

From 1769 onwards, a new tradition of ELT manuals published in Spain was born. Such tradition focused on a Spanish audience which was to consolidate, although timidly, throughout the 19th century. As we shall see in the next chapter, ELT was more present in nineteenth-century Spain than previously thought (Viña, 2000).

CHAPTER 3

SPAIN BETWEEN 1769 AND 1900: AN OVERVIEW

3.1. INTRODUCTION

The present chapter aims at providing a general overview of the Spanish society between 1769 and 1900 by depicting the historical background to those English grammars and dictionaries published in Spain throughout that period. For that purpose, this historical sketch is divided into three main parts: firstly, the socio-cultural and political aspects that shaped that period; secondly, an overview of the Spanish educational legislation highlighting, in particular, the inclusion of the study of English and other modern languages in formal education and, thirdly, the methods or methodologies that were used at the time to learn foreign languages in Spain.

3.1.1. Socio-political and socio-cultural aspects

This section begins with the political situation in Spain and its international relations to go on to focus on the most significant socio-cultural aspects. As we saw in the previous chapter, Spain had reached a sort of economic revival towards the end of the 18th century, coinciding with the reigns of Charles III and Charles IV. However, the structures of the Spanish society were not to start changing until the second half of the 19th century. Tuñón (1975) outlines that Spain was, at the beginning of the 19th century:

*un país que vivía dentro de los moldes de lo que se ha llamado “viejo régimen”, o sea: un país eminentemente agrario, dominado por la gran propiedad rústica y los señoríos, en que la nobleza y la iglesia detentaban la mayoría de las fuentes de riqueza*⁴⁷. (p. 18)

This political and social state of affairs in Spain was to be first shaken by the Peninsular War (1808-1812): this Napoleonic invasion of Spain, whose outcome was the Constitution of Cádiz (1812), marked a new era as Tuñón (ibid) suggests:

[...] la conmoción nacional del período 1808-1813 había quebrantado

47 A country which lived inside the model of what has been called the “old regime”, that is: a largely agricultural country, dominated by the great private ownership of land and by lordships, in which the nobility and the church held most of the sources of wealth.

*irremediabilmente la solidez del antiguo régimen, ... el hecho de haber existido un parlamento moderno (1812) (no estamental) quedaron como bandera de acción para extensos sectores de la población*⁴⁸. (p.17)

The proposals to modernize Spain put forward in the revolutionary Constitution of Cádiz, of a liberal nature, heir to those set forth by the French Revolution, were soon thwarted by the rise to power of King Ferdinand VII in 1814. Except a three-year liberal period known as the Liberal Triennium (1820-1823), Ferdinand VII imposed a strict absolutism which was to last until 1833. Apart from this internal factor, the external blow which was to keep Spain away from the European political chessboard came from the outcome of the Congress of Vienna, called by the Austrian Councillor Metternich in 1815 who invited Great Britain, Russia, Prussia, France and Spain to participate. This Congress was said to have the following effect:

*Reorganizó en 1815 política y territorialmente una Europa alterada por 25 años de conflictos tras la Revolución francesa y las guerras napoleónicas...El acta final del Congreso se aprobó en Junio de 1815. España no fue recompensada por su lucha contra Napoleón*⁴⁹. (López Davalillo, 2002: 46).

Thus, the new European political order after the Congress of Vienna excluded Spain as one of the new ruling powers in the continent, defined as France, Great Britain, Russia, Prussia and Austria.

Coinciding with Ferdinand VII's last years on the Spanish throne, a new European political order was to emerge due to the revolutions that swept across Europe in the early 1830s in France, Belgium and Holland "*frente liberal (oeste) enfrentado al conservadurismo a ultranza del centro-este europeo*" (López & Larrea, 2002: 59) (liberal front West opposed to the extreme conservatism of Central-Eastern Europe). From then on, Europe was split into two incompatible blocks: the Holy Alliance (1833) (Prussia, Austria and Russia), or conservative front, and the Quadruple Alliance (1834)

48 [...] the national distress during the period 1808-1813 had irretrievably broken the robustness of the old regime,... the fact that a modern parliament (1812) (not stratified) had remained as a flagship for large sections of the population.

49 It reorganized a politically and geographically shaken Europe in 1815 after 25 years of conflicts since the French Revolution and the Napoleonic Wars. The Final Act of the Congress was adopted in June 1815. Spain was not rewarded for her warfare against Napoleon.

(France, Great Britain, Spain and Portugal), or liberal front.

After the death of Ferdinand VII (1833)⁵⁰, his daughter, Isabel II, was to become Queen of Spain (1833-1868). The Holy Alliance supported Isabel's uncle, the prince Carlos María Isidro de Borbón while the Quadruple Alliance supported Isabel. This dynastic conflict led Spain to three civil wars, the *Guerras Carlistas*, between 1833 and 1876: the first between 1833 and 1839, the second between 1846 and 1849 and, the last during the period 1872-1876. During the reign of Isabel II, the Liberal party split into two factions: the Moderados (moderate liberals) and Progresistas (progressive liberals). In this regard, Clemente (1999: 33) points out that France was *promotora de los gobiernos moderados* (promoter of moderate governments) while England promoted “*soluciones progresistas*” (progressive solutions).

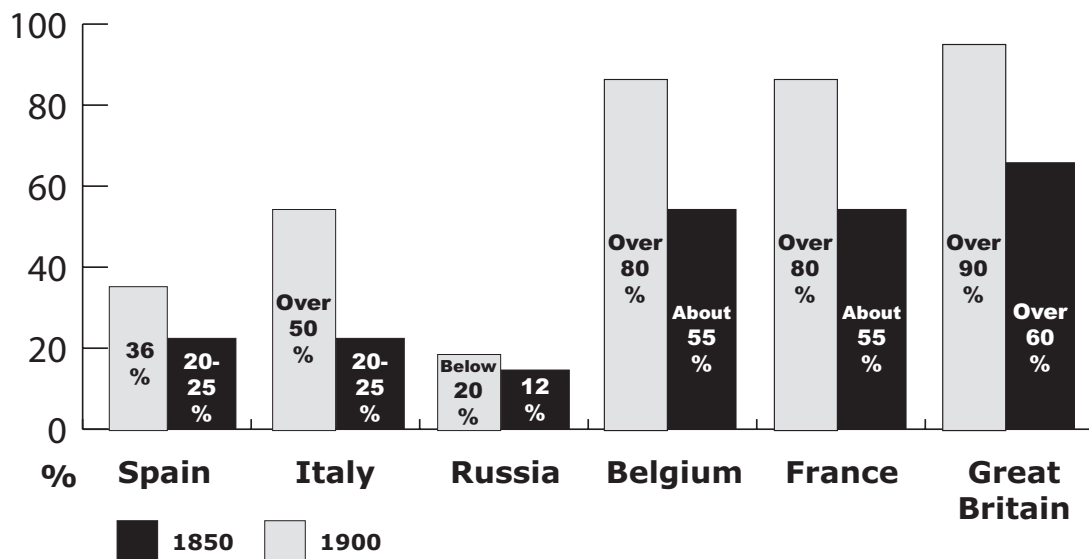
Both liberal parties ruled Spain at intervals during what is known as the *Sexenio Democrático* (1868-1874) (Democratic Six-year period). Then, the Bourbons seized power anew first under Alphonse XII (1875-1885) and then under the Regent María Cristina (1885-1902), coinciding with a period of stability called The *Restauración* (Restoration). The last quarter of the 19th century witnessed two key moments which weakened the role of Spain as an international power even more, coinciding with a period of stability inside the country: the Conference of Berlin (1884-1885) where Spain did not participate and, therefore, was kept away from the colonial distribution of Africa among the great European powers (Martínez, 1987: 313) and the Spanish-American War (1898) which then led to the loss of Spain's last South-American Colonies: Cuba, Puerto Rico, the Philippines and Guam.

After this general political background, we turn now to the diverse socio-cultural aspects that fashioned the social realities in nineteenth-century Spain within a European framework. Of special interest is the treatment of literacy rates in Spain, the Spanish economy, the role of the press and, lastly, the focal issue of education.

50 Spanish historiography regards the year 1833 as the end of the so-called *década ominosa* (ominous decade) and the subsequent demise of the hitherto social structures of power known as *antiguo regimen* (old regime), thus beginning a liberal period more in accordance with the tenets of the Constitution of Cadiz. For further information, Cf. José María Jover Zamora (Dir.). 2001. *Historia de España, Ramón Menéndez Pidal*. Madrid, Espasa-Calpe. Vol. XXXIII.

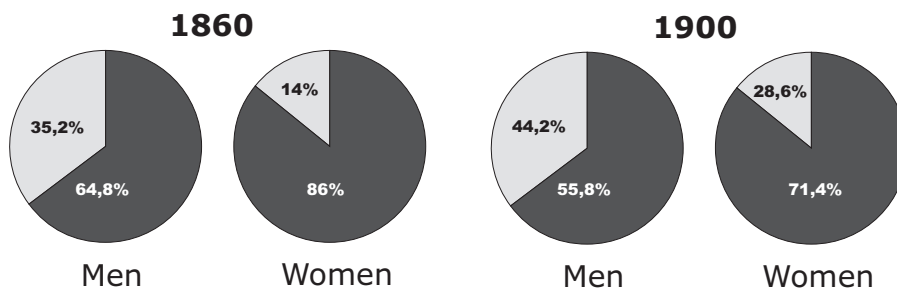
3.1.1.1 Literacy

Due to a primary sector economy largely based on agriculture and, therefore, to a large number of rural populations without access to education, literacy rates were among the lowest in Europe during the period object of our study. Fernández (2001: 38-40) depicts a situation that can be summarized in the following tables:



Graph 1. Adult literacy rates in Spain and Europe in 1850 and 1900.

Graph 1 shows how Spain increased its literacy rates throughout the second half of the century but it still remained with too low a rate compared to other European countries, except Russia, at the turn of the 19th century. Clearly, Spain stands out with a rate which more than doubles that of central European countries. As for illiteracy across sexes in Spain, the figures are quite high, especially for women:



Graph 2. Illiteracy rates in Spain between men and women. (Dark grey shows illiteracy rate) Source: (ibid: 42).

These graphs show Spain's illiteracy rates which were constantly high throughout the 19th century despite educational efforts in the second half of the century. On the difference between men and women, Núñez Romero (1992: 210) pinpoints that '*este diferencial se erigió en un inconveniente para el desarrollo económico de la nación*' (this differential became a real hindrance for the economic development of the nation). Baños (1985: 104) lists the main reasons for Spain's high illiteracy rates which have to do with education: i) miserable professional salaries; ii) total lack of quality in secondary and tertiary education; iii) careless teachers, and iv) no interest shown by students.

3.1.1.2 Economy

After a close look at the illiteracy rates and at the unstable political situation in nineteenth-century Spain, the Spanish economy naturally followed suit. Schultz (1971) and Bowman (1968), pioneers in the study on human capital as a key indicator to gauge a countries' level of industrialization, point out the close relationship between literacy and industrialization. For that purpose, in the Spanish case, López-Davalillo (2002) asserts that in 1850:

*La actividad industrial había llegado a tomar la delantera al sector primario en casi todos los países occidentales, salvo en la Península*⁵¹. (p. 75).

In fact, the process of industrialization in Spain was heterogeneous. The most industrialized provinces were Biscay (iron and steel industry) and Catalonia (textile industry). No wonder, then, to learn that those two provinces had one of the highest rates of literacy, together with Madrid, the capital. In this guise, Fernández (2001) precisely states that:

*El crecimiento de la renta [en el siglo XIX] en Vizcaya, Guipúzcoa, Barcelona, Madrid, Álava, Oviedo, Valladolid y Santander, y en menor medida en otras provincias, parece guardar relación con la capacidad de lectura*⁵². (p. 39)

51 Industrial activity had managed to outgrow the primary sector in almost all the western countries, save on the (Iberian) Peninsula.

52 The income growth [throughout the XIX century] in Vizcaya, Guipúzcoa, Barcelona, Madrid, Álava, Oviedo, Valladolid and Santander, and to a lesser extent in other provinces, seems to be related to literacy.

That Spain had fallen behind in economic growth compared to other European countries is explained by a number of authors. Fernández (ibid: 45), for example, attributes the causes for this process of modernization, in the 19th century, to the “*debilidad de la burguesía y las clases medias*” (weakness of the bourgeoisie and the middle classes). The middle classes represented a mere 2.5 % of the population in the Census of 1860 (Fernández, ibid: 43).

To end this summary of the economic situation in nineteenth-century Spain, we leave the last word to Nadal (1979) who, in particular, deals with the commercial relations between Spain and Great Britain between 1772 and 1914 in the following terms:

*Las relaciones comerciales entre España e Inglaterra se desarrollaron durante todo el siglo diecinueve bajo el signo de las presiones agresivas de esta última para conseguir tratados comerciales y liberación arancelaria, a las que se oponían un sistema prohibitivo caduco y las respuestas ambiguas y contradictorias de la política comercial española condicionada por los sectores de la burguesía de signo agrícola,... en realidad acabaría sucumbiendo en gran medida a la superioridad de las finanzas inglesas y de otros países industrializados*⁵³. (p. 188).

3.1.1.3. The press

Fernández (2001: 41) regards the XIX century as “*el siglo del protagonismo de la prensa como medio de comunicación social*” (the century of the leading role of the press as a social means of communication). Despite the fact that it was an urban phenomenon, the cause which stopped the popular classes from accessing the press lay, once again, in the high illiteracy rates. Fernández (2001) also concludes that:

A pesar de la difusión del fenómeno, España nunca figuró en vanguardia de las naciones europeas en lectura de prensa, en cuanto se trataba de un bien reservado para los niveles superiores de la pirámide social, los que sabían leer... En 1900 poseer las capacidades de la lectura y escritura no constituía

53 Commercial relations between Spain and England developed, throughout the nineteenth century, under the banner of aggressive pressures of the latter to achieve commercial treaties and relaxation of tariffs, countered by an obsolete prohibitive system and by the ambiguous and contradictory responses of Spanish commercial policy, conditioned by the sectors of the agricultural bourgeoisie, [...] in reality it [Spain] was to end up largely succumbing to the superiority of English finances and of other industrialized countries.

Our last significant social indicator is education. Needless to say, it became one of the main tenets of the Spanish Enlightenment in the 18th century. Then, its baton was passed on to the nineteenth-century liberals as we shall see in section 3.2.

3.1.1.4. Education.

As seen in chapter two, the last decades of the 18th century coincided both with a mild economic boom and with the first steps towards a somewhat national system of education. In this regard, the Spanish *ilustrados*, or enlightened intellectuals, held the shared view that education was a means towards a modern society. Their concern, according to Puelles (1980), was as follows:

*La preocupación por renovar los contenidos de instrucción, incorporando los saberes útiles, se convierte en una auténtica obsesión*⁵⁵. (p.30)

Ruiz and Ezquerecocha (2001) point to a substantial change in the perception of education between the XVIII and XIX centuries:

*Mientras los ilustrados manifestaban unas convicciones sólidas en el valor taumatúrgico de la educación, seguros de que la realidad escolar en España podía soportar sin grave quebranto la comparación con la de sus vecinos europeos, los liberales de 1868 eran ya conscientes del atraso acumulado en relación a “los pueblos adelantados, a los pueblos cultos”*⁵⁶. (p. 779)

54 Despite the spread of the phenomenon, Spain never became a front-runner in the domain of the printed press in Europe since it was an asset reserved for the upper layers of the social pyramid, those who knew how to read... In 1900, the skills of reading and writing were no longer the privilege of a minority.

55 The concern to renew what was taught, incorporating the useful skills, became a genuine obsession.

56 Whereas the Enlightenment intellectuals expressed solid convictions on the extraordinary value of education, confident that Spanish education could withstand comparison with their European neighbours without much detriment, the liberals of 1868 were already aware of the accumulated delay compared to the advanced countries, to the educated nations.

In the 19th century, the first attempt at designing a new system of education took place in a very special historic situation, while at war against Napoleon. The consolidation of such a national system was to come two decades later, from the mid 1830s until 1857. From 1857 onwards, a new period of reforms ensued. In the next section we will outline the origins, consolidation and reforms of the Spanish system of education in terms of the diverse educational laws enacted.

Suffice to mention the key dates of the consolidation of the Spanish system of education at primary, secondary and tertiary levels. Ruiz Berrio (2008) proclaims the following dates:

- I. 1838 as the year of the institutionalization of primary schooling.
- II. 1857 as the institutionalization of secondary education and the regulation of the highest levels of education which comprised universities, higher education (Engineering and Architecture) and professional education (Veterinary, Mercantile teaching profession, Seamanship, Teaching profession, etc.).

With this general background we turn now to the next section, which complements this one by dealing with the ample educational literature.

3.2. SPANISH EDUCATIONAL LEGISLATION BETWEEN 1814 AND 1900 AND THE INCLUSION OF ENGLISH LANGUAGE TEACHING.

Before moving on to the main educational regulations enacted by the different Spanish governments in the nineteenth century, we should mention a key book published in 1802 in Spain which, in a way, gave a new lease of life to modern languages although it did not exert much influence on educational regulators in the short run. The book is called *Memoria sobre educación pública*⁵⁷ (Treatise on modern education) written by the statesman Gaspar Melchor de Jovellanos (1744-1811), a major figure of the Age of Enlightenment in Spain.

The Treatise is considered to be Jovellanos' major pedagogic work, even one of the first modern publication on education written in Spain. It was written while Jovellanos was

57 In fact, the whole title is *Memoria sobre la Educación Pública o sea tratado teórico-práctico de enseñanza con aplicación a las escuelas y colegios de niños*. (Treatise on modern education or theoretical-practical treatise on education applied to schools). Cartuja de Valdemosa. Mallorca, 1802.

imprisoned in Mallorca (1801-1808) by the Inquisition on the grounds of his advanced ideas. This book expresses Jovellanos' belief that education is the source of individual and national prosperity and must be universal and modern. He highlights natural sciences and modern languages, including the students' native language; in other words, his book proposes something quite different from the traditional, classically oriented education Jovellanos had himself received.

Basically, by education Jovellanos understands literary education in contrast to physical education which he suggests belongs to the "*esfera del hogar*" (1802: 5) (home sphere). To achieve that, one of the first things to be done is to multiply the number of schools so that their proper distribution serves the purpose of instruction. Of special interest is the role that modern languages should play in education since it had usually favoured the study of classical languages. Jovellanos wondered whether it is fair to prefer their study in Humanities to the detriment and neglect of the living languages. Jovellanos even claimed that the study of Latin, Greek or Hebrew had become one of the obstacles which most obstruct the progress of education in general. In Jovellanos' (1802) own words:

*Un sistema de educación general que no sea imposible o quimérico debe renunciar a algunos de estos estudios. La razón señala desde luego las lenguas muertas*⁵⁸. (p. 7)

Jovellanos advocates, first, a thorough study of the Spanish language to reach its perfection since neglecting its study will hinder education from progressing. However, Jovellanos considers classical studies more appropriate for those following theological studies or for the well-off person whose intention is not to have a profession at all. As suggested, Jovellanos had some scheme in mind concerning the study of modern languages in general education. In the chapter dedicated to languages, he highly recommends the study of the living languages for those who:

[...] se hayan de consagrar a las ciencias exactas o naturales, y aún a las políticas y económicas, para los que hayan de seguir la carrera de las armas en mar o tierra, la diplomática, el comercio, las artes, etc. [...], y señaladamente

58 A system of general education which is not impossible or chimerical must put aside some of those studies. Reason points, of course, to the dead languages.

*la de la inglesa y la francesa*⁵⁹. (Jovellanos, 1802: 11)

Jovellanos goes on to assert that the study of English, in particular, should be deemed necessary in high school. As regards which of the two languages, either English or French, the student should choose, Jovellanos gives the following explanations:

French	English
It offers a more universal, varied, methodical doctrine more nicely expounded.	It contains a more original, solid, uniform and, generally speaking, purer and deeper doctrine.
It is linked more to our present interests and political relations.	It is more suitable to the nature of the Spanish genius and character.

Table 4. Jovellanos' main ideas on the suitability of learning French and English.

Given Jovellanos' reasons for the study of either French or English, he concludes in an amicable manner, saying that anyone who aims to perfect their education should make an effort to study both languages. That is all Jovellanos had to say about the issue on the study of modern languages at the very beginning of the nineteenth-century. Others had also been in favour of the study of the living languages, such as Benito Jerónimo Feijoo and González Cañaveras⁶⁰ earlier on in the 18th century but nobody had made the argument as explicitly as Jovellanos. However, his message did not get through and was much forgotten until the 1830s, when a gradual though modest attempt was made to include living languages in an official curriculum.

With this new general background, the diverse educational legislations enacted in the nineteenth century and their (non)inclusion of references to the study of modern

59 [...] plan to dedicate themselves to the natural or exact sciences, and even to political and economic sciences, for those following the arms race by sea or by land, diplomacy, commerce, the arts, and so on [...], and especially the English and the French [languages].

60 Cf. M^a Eugenia Fernández Fraile. 'Juan Antonio González Cañaveras y la enseñanza de lenguas en el siglo XVIII', In *Documents pour l'histoire du français langue étrangère ou seconde*. 42, 2009.

languages will be presented together with the more generic laws or decrees affecting formal education, eg. primary, secondary and higher, and then the section will end by noting some of the most relevant laws concerning economics schools, which played a key role in the development of modern language teaching and learning.

3.2.1 Formal education legislation

3.2.1.1 The Plan Quintana, 1813

The Plan, named after the minister who devised it, Manuel José Quintana, made no specific reference to the teaching of modern languages despite the fact that Minister Quintana must have been aware of earlier reformers' literature on this topic (eg. Feijoo, Jovellanos and Cañaveras). Rather, Quintana advocated the use of Latin although after the study of the native language Spanish. The commission summoned by the government, and directed by Quintana himself, for the project of a general overhaul of public education stated that, once the study of the Spanish language had been carried out in primary and secondary schooling:

Debe seguirse el de la latina, pues esta lengua sabia, la más a propósito entre las muertas para el cultivo de las humanidades, lo es también para el estudio de las ciencias sagradas y del derecho romano. (Dictamen y Proyecto de Decreto sobre el arreglo general de la Enseñanza Pública, 7 marzo 1814: 5)⁶¹.

Although there is no reference whatsoever to other modern languages apart from the native language in Quintana's Plan, this plan structured formal education into three levels for the very first time: *primera enseñanza* or primary education, *segunda enseñanza* or secondary education and *tercera enseñanza* or tertiary education. The latter was neither universal, as primary schooling, nor general, as secondary schooling, according to Quintana's Plan since these studies are only necessary for some professions in the civil sector.

Finally, it should be emphasized that only a paragraph at the end of this legal text is dedicated to women. They are kept away from universal education and are only eligible for domestic or private education. Such is the spirit of this law and subsequent

61 Latin, in turn, must follow since this wise language is the most appropriate among the dead languages for the study of Humanities as well as for the study of the holy sciences and Roman law. (Views and draft Decree on the general overhaul of Public Education, March 7th, 1814: 5).

ones in the nineteenth century. No wonder, then, that illiteracy rates among women remained at very high levels, as seen earlier in section 3.1.1.1.

3.2.1.2. Reglamento General de Instrucción Pública⁶², 1821

The bottom line of this law from 1821 is that it very much follows Quintana's Plan eight years prior. No mention of modern language teaching is made, save the thorough study of Spanish both in primary and secondary schooling. Latin is then introduced in secondary education which, according to this law, constitutes the general civilization of a Nation⁶³. Suffice to say that tertiary education included one chair of Hebrew, Chaldean, and Greek but no traces of modern languages, unlike some northern countries, eg. Holland and Germany. As for the *escuelas especiales* (special schools, eg. Medicine, Music, Commerce, etc.), in order to access technical studies (*escuela politécnica*), only offered in the capital, Madrid, there was an entry examination which not only included Spanish but Latin too. One can only deduce that a classical curriculum still dominated all levels of formal education in Spain.

Three years later, Calomarde's Plan (1824), which affected only Universities would follow suit with similar regulations and, therefore, without any trace of an attempt to include modern language teaching at all.

3.2.1.3. Plan General de Instrucción Pública. Real decreto de 4 de agosto de 1836⁶⁴

More popularly known as *El Plan de 1836 del Duque de Rivas* (Duke of Rivas's Plan of 1836) it can be considered the first of its kind to introduce, though timidly, the study of modern languages in the secondary school curriculum. The 1830s were especially

62 General regulation of public education.

63 On the specific term of 'nation', Fernández García (2002: 43, cited in Moliner (2010: 173), asserts that: The word nation acquires a new sense in the Constitution of Cádiz. Whereas this term had expressed the idea of belonging to a region or a people (it derives from the Latin *nascere*) in the Middle Ages, it had a legal and political meaning. The term 'nation' could be understood in a triple sense: social, body of equal citizens before the law; legally, constituent power; and historical, collective of men joined by language and cultural bonds. This national consciousness would bring the consolidation of national languages in their respective educational curricula. The classical languages would be taught, essentially, using the national languages as a meta-language, as was the case in Spain.

64 General plan of public education. Royal Decree of the 4th of August, 1836.

hard times for Spain with the first of a series of civil wars, popularly known as *Guerras Carlistas* (Carlist Wars). The first one took place between 1833 and 1839 and, right in the middle, Spain's fifth educational law. It was implemented by Angel de Saavedra⁶⁵, third Duque de Rivas (Duke of Rivas), possibly influenced by his past as an exile in Paris, London and Malta, and the close contact with both French and English cultures, Saavedra's General plan of public instruction explicitly mentions the study of living languages since Jovellanos, back in 1802.

Article 26, Title II, of this law mentions the division of secondary schooling into *institutos elementales* (elementary high schools) and *institutos superiores* (advanced high schools). Of the former, there should be one, at least, in each province. The key Article 28, Title II, specifies the study of the Spanish grammar, Latin, and *las lenguas vivas más usuales* (the most usual living languages). Unfortunately, no further reference is made concerning which actual languages should be object of study. It is clear that French was one of them due to its popularity in Spain at that time. Probably, English or Italian would, then, play second best to French but we cannot be sure. Let us bear in mind that the warlike conflict in the 1830s hardly left any space for financing education and, therefore, we doubt that most of the premises of the Plan could be put into effect satisfactorily at that time.

Furthermore, one gets the idea that this was a mixed-up Plan in terms of languages to be studied in secondary schooling. For instance, Article 32 makes reference to the subjects being taught in advanced secondary schools stating that they should be the same as in the elementary high school plus the teaching of Greek, Arabian and Hebrew, '*según fuese más conveniente*' (as more appropriate). The fact that there is no further clarification as to how to go about the study of so many languages reinforces our view that, though a well-intentioned and significant plan, it still lacked some serious organization.

Before moving on to the next educational legislations, greatly influenced by the 1836 Plan, we should mention the poor treatment the modern language teaching profession receives in this plan. A point in case is the Article 53 which specifies that:

Los profesores de lenguas vivas y dibujo no es necesario tener el grado de

65 His full name was Angel María de Saavedra y Ramírez de Baquedano although he is better known by his nobility title Duque de Rivas. Between May and August of 1836, he was Minister of Government in the Spanish government. Apart from his political career, he was a romantic playwright who wrote *Don Álvaro o la fuerza del sino* in 1835, the first romantic play in Spanish theatre.

Viña (2000) highlighted the weak role of English in official curricula in the 19th century and it can be added that the role of modern language teachers, in general, was of minor importance compared to the rest of teachers who taught the main subjects. Lastly, there is another Article in Rivas's Plan, number 102, which further denigrates the social role of modern language teachers. The Article in question states that:

*El claustro general, donde hubiera universidad*⁶⁷, *se compondrá de todos los profesores propietarios, excepto los de lenguas vivas y dibujo*⁶⁸.

Thus ended Rivas's Plan as far as the inclusion of the living languages and their teachers are concerned. It is a significant step forward but still a lot needed to be done, especially for modern language teachers. In this respect, Spain lagged behind with respect to countries such as Germany, Holland, and France where the language profession was more regulated⁶⁹.

3.2.1.4. The Plan Pidal, 1845.

The *Plan General de Estudios* (General Plan of Studies) or Pidal's Plan was originated at a time when the liberals were in power. At that time the Spanish liberal party was divided into two opposing factions: the *moderados* and *radicales* (the moderate and radical liberals). Thus, it was the former, the moderate wing, who were ruling Spain at the time. They sought to implement a universal and, what is also very important, secular government-based education. This political party understood education much in the same way as the late eighteenth-century enlightened intellectuals such as Pablo Olavide or Jovellanos himself: education as a public service.

Ruiz Berrio (2008: 30) states that the real person behind Pidal's Plan was Antonio Gil

66 Teachers of living languages and drawing are not required to possess a degree in Sciences or in Arts or to have achieved a temporary post.

67 One in each of the seventeen Spanish provinces.

68 The general Senate, where there is a University, will be formed by all the chair-holding teachers, except those of the living languages and drawing.

69 Cf. Howatt & Widdowson (2004).

de Zárate (1793-1861) who was supported by two more officials from the ministry: José de la Revilla and Pedro Joaquín Guillén. Such is the significant influence exerted by Gil de Zárate that Pidal's Plan is also known in the history of education as *Plan de Gil de Zárate* (Gil de Zárate's Plan).

Aside from the origins of Pidal's Plan, let us move to our focal major area of interest in this section: the treatment of the living languages. The guidelines are as follows:

Article 146. The national language, Spanish, will be used in all the explanations and exercises.

Article 148. The teaching of Spanish will be simultaneous to that of Latin.

Article 150. To teach and learn the Spanish language with all perfection, so that students manage to write it pure and correctly.

As briefly summarized in Rivas's Plan, secondary schooling is divided into Elementary (5 years) and Special or *de Ampliación*⁷⁰ (Applied, 2 years). In Elementary education, the humanities are the basis encompassing the classical languages, the foundation of literature and good studies. The only living language studied at this level is French, during the 3rd and 4th years. There is no reference to the French language in the 5th year. The Special or Applied secondary education comprises the study of Arts and Sciences and the study of English or German is introduced according to Article 10 which states that one can graduate with a degree in Arts if, after the degree of *Bachiller en Filosofía* (Elementary education), the candidate passes the following studies made in, at least, two years: Mastery of the Latin language, Greek language (two courses), English or German language, Literature, and Philosophy.

Those are all the references to the living languages in Pidal's Plan. However, there is one final point worth mentioning which affects tertiary studies in Article 33 which deals with the requirements to become a Doctor in Arts. Apart from the knowledge of classical languages and their literature, there is an explicit reference to Modern Foreign Literature. Nothing else is specified but, at least, this is the very first time that this type of study formed part of the core curriculum at the University.

With all this data, one can conclude that Pidal's Plan went one step beyond Rivas's Plan in terms of clarifying which living languages had to be studied. And not only that, Pidal's Plan also makes reference to the chairs in living languages, which resemble those held at the Board of Commerce Language Schools of Barcelona (1824-

⁷⁰ Called 'Superior' in Rivas Regulation.

1851), which had to be accessed by *oposiciones* (public examinations). The public examinations for a chair in a living language that a candidate had to take in order to become a teacher at a Secondary School according to Pidal's Plan consisted of:

Article 203. Public examination. A speech written in French, English or German, whenever it is to become a teacher in one of these languages (between 30 and 45 minutes). The speech must be written within 24 hours being isolated either in the University or in another building, in complete confinement.

Article 206. The second exercise deals with a one-hour lesson on a topic to be chosen out of three.

Article 210. The third, and final, exercise consists of a one-hour examination of unrelated questions on all the topics.

For the first time, although already suggested in the 1821 regulation, there seems to be a more official and organized process of selection for the living language teachers. It is important to mention that there was a difference between, on the one hand, the living languages plus Latin, and, on the other, classical languages such as Greek, Hebrew, and Arabic. For the former, the examination was made in the language object of teaching (French, English, German or Latin) while for the latter the examination was in Spanish as Articles 180 and 181 respectively specify.

Ruiz Berrio (2008) gives us the key for the successful implementation of secondary schooling in Spain thanks to the fact that:

*[...] la uniformidad y la centralización que caracterizaron a la década moderada ayudaron a la configuración definitiva de la enseñanza secundaria*⁷¹. (p. 33).

In the preliminary to Pidal's Plan, there are two relevant references which contributed to the consolidation of this type of education as we have just mentioned. The first one strikes a very modern chord even though it was decreed more than a century and a half ago:

La enseñanza de la juventud no es una mercancía que puede dejarse entregada a la codicia de los especuladores, ni debe equipararse a las demás industrias

71 [...] the uniformity and centralization that characterised the moderate decade led to the definitive configuration of secondary education.

*en qué domina sólo el interés privado*⁷².

The second poignant reference is very illuminating since it pinpoints Spain's failures in matters of economics attributing the slowdown to a lack of education for the youth:

*En lo antiguo, [la educación secundaria] fijaba casi exclusivamente la atención en el estudio del latín más algunos conocimientos de filosofía escolástica, olvidando las ciencias naturales y exactas, cuyo abandono ha sido tan funesto a la industria española*⁷³.

Jovellanos's words from his *Treatise on education* (1802) still echo in Pidal's Plan more than forty years later.

3.2.1.5 *La Ley Moyano, 1857.*

There are two laws which are both referred to as Moyano's Law since both of them were proposed by the then Minister of Development Claudio Moyano: *Ley de Bases de 17 de Julio de 1857* (Framework Law of July the 17th 1857), which authorised the government to propose and enact a public education Act called *Ley de Instrucción Pública de 9 de Septiembre de 1857* (Public Education Act 9th September 1857). This latter law closes a cycle started in 1821 and prefigured by both Rivas's (1836) and Pidal's (1845) Plans. It laid the foundations of secondary education in Spain until the year of 1970. Although it went through some minor changes, it preserved its spirit, as it were, for more than one century.

The treatment of the living languages did not change much after Pidal's Plan (1845). As a matter of fact, French continued as the only living language object of study in secondary schooling in the type of studies called General, which then lasted six years and English became part of the studies of *Aplicación* (applied or technical) for two years.

By the time this significant law was enacted, in 1857, there were fifteen million people in Spain, of which seventy-five per cent was illiterate. Two and a half millions worked

72 The education of the youth is not a commodity that can be delivered to greedy speculators, nor should it be equal to the rest of industries where only private interests prevail.

73 Before, [Secondary education] paid almost exclusive attention to the study of Latin adding some knowledge of scholastic philosophy, neglecting natural and exact sciences, whose abandonment has been so terrible for the Spanish industry.

as labourers in agriculture and two-hundred sixty thousand people were extremely poor. These figures show the bleak socio-economic structure of pre-industrial Spain, with an educational system as such conceived for a static society. Things would change only very slowly (as explained in section 3.1) but, at least, from Moyano's Law onwards a few steps were made to partially consolidate education. We leave the last word to Moyano, who depicted the situation in the preface to his Framework Law as follows:

*Las universidades, lo mismo que la sociedad, no encuentran el sosiego en el convulso siglo XIX, porque condiciones económicas y políticas no logran estabilizarse*⁷⁴.

3.2.1.6 Post-Moyano's Law Legislation.

The remaining educational legislation after 1857 swung between a less inclusion of the living languages (Royal Decree 25 October 1868 which, for the first time, excluded the teaching of Latin from Bachillerato or pre-university course) and a major presence in official curricula (Royal Decree 13 August 1880 which apart from French and English it also included German; Royal Decree 30 September 1887 which expanded the living languages to Italian, French, English and German. Eventually, the Real Decreto 24 Julio 1897 equalled the status of the teachers of living languages to the rest of teachers in secondary education following suit with the Royal Decree 30 September 1887).

3.2.2. Commercial studies and their legislation.

Another field where the living languages gained a permanent place in the official curricula was commerce. We saw earlier on how some private institutions (Jovellanos' Instituto, 1792), the Boards of Commerce (late 18th century and early 19th century) had implemented the study of living languages. Fernández (2012: 10-12) refers to three key legislative moments which span from the first institutionalisation of Commerce studies to their consolidation.

The first one is the Royal Decree 11 September 1850 when, for the first time, commerce or mercantile schools were officially created with the subsequent disappearance of the teaching task of the Boards of Commerce in Spain. These studies were incorporated into the Secondary School Institutes (known as *Estudios Especiales* (Special Studies)). In particular, they were implemented in cities such as Madrid, Barcelona, Cádiz, La

74 Both universities and society lack the calm in the convulsive XIX century, as the political and economic conditions fail to stabilize.

Coruña, Málaga, Santander, Sevilla and Valencia. As for the living languages, French and English were compulsory subjects leading to the title of Mercantile Teacher. The same Decree states that the modern language teachers are the same both at Institutes and their Schools of Commerce. Consequently, it is in Institutes with a Commerce School where there was a major possibility to study English because new chairs were to be created according to their needs.

The Royal decree 23 March 1853 divided commercial studies into two blocks: a three-year elementary level which included the study of French (first and second years) and English (second and third years) plus a one-year upper level which did not include the teaching of living languages. There were Elementary Commerce Schools in Madrid, Alicante, Barcelona, Bilbao, Cádiz, La Coruña, Gran Canaria, Málaga, Ribadeo, Santander, Sevilla, Valencia and Vergara. Only Madrid offered upper commercial studies at the time. Gradually, this type of studies expanded throughout Spain as the 19th century advanced.

The last piece of legislation presented in this study is the Royal Decree 11 August 1887. It marked a key moment in the development of commercial studies. This decree abolished the *Estudios de Aplicación* (set forth by Moyano's Law) which existed in some Institutes, as seen earlier on. Instead, Schools of Commerce were created leaving Institutes with only General Studies that only included the study of French as the main foreign language. In the newly-founded Schools of Commerce, the system of teaching living languages continued much the same as in previous legislations with the only difference that German was replaced by Italian classes in Barcelona, Alicante and Málaga. The 1887 decree puts an end to the educational legislation for this type of studies in 19th-century Spain. They were not to be reformed until 1901.

3.2.3. Final remarks.

After a general overview of both the Spanish society and its diverse legislation on education from the second half of the 19th century onwards, great efforts were made to implement the study of living languages. As the process of industrialization settled in throughout Spain, so did the institutionalization of more specific studies, namely commercial, which were a boost for the study of modern languages, in general, and, in particular, for the study of English. For this reason, it is also during the second half of the 19th century that more manuals to study English began to appear in the market, as we shall see in more detail in Chapter 4. Therefore, the stated hypothesis that English

teaching held some significant presence in the 19th century begins to take shape and it will be confirmed in our next chapter.

To sum up, the following tables 5 and 6 summarize one century of educational legislation and its subsequent inclusion or exclusion of modern language teaching:

LEGISLATION	YEAR	GOVERNMENT	INCLUSION OF MODERN LANGUAGES
Informe Quintana	1813	Liberal	NO
Reglamento General de Instrucción Pública	1821	Liberal	NO
Plan Calomarde	1824	Absolutist	NO
Plan Duque de Rivas	1836	Liberal	YES (no specification as to which languages).
Plan Pidal	1845	Liberal moderate	YES (French, English and German).
Ley Moyano	1857	Liberal moderate	YES (French and English)
Royal Decree 25 th October	1868	Liberal-Progressive	NONE
Royal Decree 13 th August	1880	Liberal-Conservative	Yes (French, English and German)
Royal Decree 11 th September	1850	Liberal moderate	YES (French and English).
Royal Decree 23 rd March	1853	Liberal moderate	YES (French and English).
Royal Decree 11 th August	1887	Liberal	YES (French, English, German or Italian).

Table 5. Key legislative body concerning secondary education and FLT in Spain.

In relation to the inclusion of modern languages in the Official Schools of Commerce, García Delgado (2003: 149-151, in Gamarra (2007: 20) provides a further detailed account of the foreign languages taught in the three-year courses available in Commerce Schools:

Curriculum 1850	Curriculum 1857	Curriculum 1887
First course: French	First course: French	First course: French and English
Second course: English	Second course: French and English	Second course: French, German or Italian
Third course: No languages taught	Third course: English	Third course: English, German or Italian

Table 6. Key dates for the legislation of Commercial Studies in Spain. Source: García Delgado (*ibid*: 149-151).

Decidedly, education played a key role in the modernization of Spain especially in the second half of the 19th century although much was left to be done in terms of illiteracy rates. By the turn of the 19th century, Spain had slightly improved her literacy rates although they were not to reach European levels until the second half of the 20th century.

Our period object of study concludes, then, in 1900, as explained in chapter one, due to the additional fact that so much data has been found between 1769 and 1900, especially of the 19th century, that having expanded the period object of study in this thesis into the 20th century would have surpassed the time and space constraints allotted to this type of research.

3.3. ELT IN SPAIN BETWEEN 1769 AND 1900: WHERE AND HOW

We now turn our attention to two aspects of FLT which historiographers regard as fundamental parts of the complex field of FLT historiography (Stern, 1989); namely, the where and how modern languages were learnt throughout the period object of our study. Firstly, we pay special attention to the Spanish institutions, either official or private, which included English language teaching in their curricula. Lastly, we provide a historical account of the main methodologies followed in the teaching and learning of English in Spain without forgetting the major European trends. Although this study principally focuses on the English language, references to other living languages are also accounted for.

3.3.1 Where was English taught between 1769 and 1900?

As we mentioned in chapter two, there were some places where English was taught during the second half of the eighteenth century. A point in case was el *Real Seminario de Nobles*⁷⁵ (Royal Seminary of Noblemen) of Madrid. Aguilar (1980: 234) contends that the English language first appeared at the Seminario in 1770 as an optional subject whereas Cervera (2007: 14) asserts that the French language was the only foreign language present between 1730 and 1784. Soubeyroux (1995) claims that:

Hasta 1785, la única lengua viva obligatoria fue el francés [...] A partir

75 According to Andújar (2004: 201), it was an institution created in 1725 destined to educate the Nobility, but in the middle of the 18th century it began opening-up to the bourgeois society and its subsequent 'militarization'. There were other Seminars for the nobility in Spain, such as Vergara (1776-1930), Calatayud (1752-1767), etc.

de 1785, se diversificó la enseñanza de las lenguas, con la introducción del inglés⁷⁶. (p. 208).

Be it as it may, the above-mentioned authors provide general accounts of the Seminary with very scarce information in reference with the living languages. Needless to say, a full history of modern language teaching at the Seminary has yet to be written.

Notwithstanding, it is important to mention that there exists a volume⁷⁷ entitled *Papeles Varios*, consulted at the *Biblioteca Nacional de España*, with relevant information concerning the English language at the Royal Seminary. In it, we learn about a *Certamen público de las lenguas Griega é Inglesa* (Public examinations of the Greek and English languages) which sheds new light on how modern languages were tested in the 18th century.

According to that document, the public examinations of English took place on 4th January 1781 at half past three in the afternoon. The appearance of this date on the document shows that English was taught earlier than it was thought. The document goes on to mention that the English examinations were directed by Antonio Carbonell y Borja, the English teacher at the Seminary. Only two students participated in this event: Joseph Lorieri y Alpuente and Antonio Quirós Mariño de Lovera. The document also includes a description of the different exercises of the tests. This is one of the earliest accounts of how modern languages were tested. In their original, the exercises consisted of:

[Los estudiantes]Leerán en inglés, y traducirán en castellano los párrafos que se les señalen de la Historia Griega desde su principio hasta la muerte de Alexandro el grande, compuesta por el Dr. Goldsmith; de las obras políticas Filosóficas, y sobre el Comercio del señor Walter Raleigh, y de los viajes de Baretti. Igualmente volverán en inglés el trozo que se les diga de la obra intitulada Magazine des Enfants, escrita en Francés por Madame Beaumont, conforme a la práctica del Seminario, donde se procura que los que se dedican al inglés no olviden, antes conserven y adelanten el uso que hayan adquirido

76 Until 1785, the only living compulsory living language was French [...] From 1785 onwards, language teaching diversified, with the introduction of English.

77 It is a collection of manuscripts held at the Biblioteca Nacional de España, signature: R/23742.

In the next section the underlying methodology that surfaces in those exercises will be commented on. Unfortunately, there is no reference, in the above citation, to any specific grammars or dictionaries which students might have used in their study of English. Furthermore, the final lines of the quotation hint at one key factor in the way English was learnt in the 18th century which is also confirmed, a few years earlier, in the preface to the first English grammar published in Spain in 1769 and written by Joaquin de San Pedro. We are referring to the fact that English began to be learnt in Spain by means of French textbooks, eg. Grammars or reading books. Spaniards' first option in the timid offer of foreign languages was French as it was also the *lingua franca* in 18th-century Europe.

Martín-Gamero (1961) provides further information about the continuity of English at the Seminary along the 19th century until 1836, the year it disappeared after having been taken over by the University of Alcalá:

*En el Seminario de Nobles de Madrid se establece oficialmente la enseñanza del inglés por Real Orden de 13 de Agosto de 1804.[...]pasó a ocupar este cargo un tal Thomas Kearney. [...]Los años de la Guerra de Independencia interrumpieron los estudios de lengua inglesa en el Seminario. Ha de pasar mucho tiempo para que vuelvan a establecerse. [...] En el año 1827 se nombra un nuevo profesor de inglés: "Don Carlos Murphy" [...] [hasta 1835]*⁷⁹.
(p. 199-203).

78 [Students] will read in English, and translate into Spanish the indicated paragraphs of the Greek History from the beginning until the death of Alexandre the great, written by Dr. Goldsmith; of philosophical works on politics, on Commerce by Mr. Walter Raleigh, and of Baretti's journeys. Likewise, they will translate into English a piece of the work called *Magazine des Enfants*, written in French by Madame Beaumont, according to the Seminary's guidelines, where we try to ensure that those who study English do not forget, but maintain and progress in the use of the French language they have acquired.

79 In the Seminary for Noblemen of Madrid the teaching of English is officially established by Royal Order of August 13th, 1804. [...] this post was taken by a Thomas Kearney. [...] The years of The Peninsular War put a halt to the studies of English in the Seminary. Many years were to pass until their re-establishment. [...] In 1827 a new English teacher is appointed: "Don Carlos Murphy" [...] [until 1835].

Apart from the Seminary for Noblemen, other institutions which provided English courses at the turn of the 18th century according to Martín-Gamero (ibid: 147-164) were:

-*El Real Instituto Asturiano*, founded by Jovellanos, started English classes in 1795 run by Juan Lespardá.

-*La Academia de lenguas de Bartolomé Nesbit*, who in 1787 got a license to open up an English academy in Madrid. It was suspended in 1790 by political reasons (Aguilar, 1980: 241).

-*El Real Colegio de San Telmo* in Seville. English classes started in 1788. There was also a similar institution in Malaga (ibid: 238).

-*La Real Academia de Guardias Marinas*⁸⁰ in Cádiz. English classes started in 1752 when Jorge Juan became director of this institution. French was, though, the predominant FL studied at the Academy at that time.

As for the bustling 19th century, Martín-Gamero (1961: 203-208) mentions the following:

-*El Colegio de San Mateo* in Madrid. It was founded in 1821 and abolished in 1823 by a Royal order.

-*Academia de francés e inglés* in Madrid. It was a private academy set up by Juan Vela y Santiesteban in 1817.

-*Ateneo de Madrid*. Between 1820 and 1823, a chair of English was created and run by Antonio Garrido.

-*Academia privada* set up by José Angel de Satrústegui in San Sebastián in 1833.

-*Juntas de Comercio y Consulados*. They created foreign language schools which also included English due to the increasing commerce with the USA and Britain. English was learnt in the Consulate of Seville (1803-1808), the Consulate of Bilbao (from 1821 onwards), the Board of Commerce in Madrid (1828-1840), and the Board of Commerce in Barcelona (1826-1851)⁸¹.

-The *Colegio de san Felipe Neri* in Cádiz. English classes were offered from

80 I owe this piece of information to a personal communication via e-mail with Dr Marta García Garralón, received on 30th July 2014. She is to publish a forthcoming historical study on the Real Academia de Guardias Marinas in 2015.

81 For further information on the running of the Board of Commerce School of English (1826-1851) in Barcelona, Cf. Alberto Lombardero Caparrós (Forthcoming).

Since Martín-Gamero (1961) finishes her study in the early decades of the 19th century, we rely on further sources to discover other institutions, public or private, that included ELT in the 19th century:

Viña (2000: 238-244) mentions the *Sociedad Económica de Santiago* (Economic Society of Santiago), where commercial studies included the study of French and English from 1845 onwards, *El Ateneo de Madrid* where a Mr. Oliván occupied an English chair in 1836. She finally mentions some private institutions such as the *Real Colegio de San Lorenzo Del Escorial* (1876) and the ‘*carreras especiales*’ (ibid: 259) (special or technical careers) such as telegraph subdirectors, telegraphists, Army engineers, School of governesses, naval schools; etc.

Fernández M. (2009: 3) mentions some private centres created in the second half of the 19th century in the city of Santander: The *Colegio de San Juan Bautista de Santoña*, founded in 1871, which included the study of the English and French languages; *Colegio de Ramales*, founded in 1865 offering free classes in English and French; *Colegio La Utilidad*, it offered English classes in the 1890s; *Colegio Academia de Mata*, founded in 1900 and it offered the study of French, English and German.

Botella and González (2007) devise a corpus of grammars and dictionaries held at the library of the *Real Colegio de Cirugía de la Armada* (Royal Army School of Surgery) (1748-1844) in Cádiz. The discovery of those grammars and dictionaries to learn foreign languages in the 18th and 19th centuries leads them to assert that:

*Es de suponer que, si bien nunca figuraron en los programas académicos de los futuros cirujanos, el aprendizaje de lenguas extranjeras debió de adquirir gran importancia, máxime cuando un elevado número de alumnos estudiaba con manuales de procedencia extranjera y, [...], los profesores seleccionaban a algunos alumnos brillantes para ser enviados a completar su formación en universidades de Inglaterra y Francia*⁸². (p. 61-63).

82 It can be assumed that, though they have never appeared in the academic programmes of the surgeons-to-be, the learning of foreign languages must have gained great importance, especially given that a high number of students studied with foreign manuals and, [...], teachers chose some brilliant students to be sent to universities in England and France in order to further their academic training.

Gamarrà Aragones (2007), in a work⁸³ on women and foreign languages for commerce in nineteenth-century Spain, mentions a private institution for only women called *La Escuela de Comercio para Mujeres de la Asociación para la Enseñanza de la Mujer*⁸⁴ (AEM). This school comprised two-year courses including French and English in both of them *poniéndose énfasis en la conversación y correspondencia comercial en segundo curso* (laying special stress on conversation and commercial correspondence in the second course) (AEM 1878: 4, cited in Gamarrà, 2007: 39).

The search for primary sources for the corpus in this thesis, see chapters 4 and 5, has involved the regular consultation of diverse historical press, especially along the 19th century, both at libraries and, principally, online. That quest has yielded several adverts, found in different newspapers, of private academies where English was offered alongside other foreign languages. To this date, there are no thorough studies on the existence of private academies which offered foreign language teaching in nineteenth-century Spain. Hopefully, future researchers will delve into this topic in order to more precisely gauge their real influence in the promotion of FLT in Spain. For the time being, we just mention a few of those findings:

In the *Diario Mercantil de Cádiz*, issue 113, 1809 April 23, the master of languages Pascual Antonio Castellanos advertises private English classes in the city of Cádiz. Another advert found in the same newspaper but published on the 4th of February of 1829 (issue 4569) offers English classes at a primary education academy in Casas de Madariaga, in the city of San Fernando, Cádiz. The director of this academy is the Presbyterian Narciso Feliu.

On page 4 of the newspaper *El Impenitente*, December the 21st 1879, there is an advert which reads:

83 *Mujeres y lenguas extranjeras para el comercio en el siglo XIX Español*. Madrid, Editorial Complutense.

84 (School of Commerce for Women of the Association for Women's Teaching). It was founded by Fernando de Castro in 1871 in Madrid. De Castro was the don of the University Central of Madrid at that time. He was one of the cornerstone figures of Spanish Krausism and, therefore, a member of the Institución Libre de Enseñanza or Free School.

COLEGIO DE INSTRUCCIÓN PRIMARIA

Clases de adultos- Dibujo y Contabilidad

Idiomas francés, inglés e italiano

D. Eusebio Tarrés (Director).⁸⁵

On page 3 of the newspaper *El Regional*, September the 21st 1899, another advert reads as follows:

ESCUELA PRÁCTICO-MERCANTIL

C/ de la Muralla, 7, Figueras

D. SALVADOR BOSCH I ROIG

Perito-profesor mercantil y ex-catedrático de Teneduría de libros.

Idiomas francés e inglés.⁸⁶

That said, it is clear that ELT held a much more real presence in the nineteenth century like the rest of foreign languages, namely French, German and Italian. In this regard, the issue of March 19th 1889, of the *Boletín Oficial de la Provincia de Tarragona* (Official Bulletin of the Province of Tarragona) includes an article, number 12, concerning the General Post Office which states:

*No podrá ascenderse á las categorías de Administradores y de Inspectores sin haber antes acreditado, mediante examen, suficiencia en: lengua inglesa o alemana*⁸⁷.

Oddly enough, the French language was not included as a requirement for promotion in the General Post office in Tarragona. Likewise, it is the first time that English and

85 School of Primary Teaching. Adult classes. Drawing and Accountancy. French, English and Italian languages. Mr. Eusebio Tarrés (Director).

86 Practical Mercantile School. Muralla street, 7, Figueras (Girona, Spain). Mr Salvador Bosch i Roig, chartered accountant and teacher, ex-professor of Bookkeeping. French and English languages.

87 No promotion to the categories of Administrators and Inspectors will be granted without having previously been accredited, by means of an examination, as proficient in the English or German language.

German appear together in an official document of that nature.

At this point, there is no doubt that English, like other foreign languages, was taught in all types of centres (Private academies or institutions, Boards of Commerce and Consulates, Secondary Schools and Schools of Commerce) and with governesses, private tutors or mentors in the course of the period object of study. Regardless of the fact that the French language remained the most studied FL in nineteenth-century Spain, it was not the only one. English, like German or Italian, gradually made its presence felt and its study was to go on uninterruptedly, though somehow awkwardly, until its final dominance in the last decades of the XX century.

Before moving on to the final section of this chapter, there is another focal but neglected topic which deserves some consideration and which was recurrent along the period object of our study. We are referring to those failed attempts at implementing ELT in Spain. This was mainly due to the fact that those institutions, as we shall see, gave the proponents of such proposals the hard shoulder. In total, three rejected proposals are provided. The first one belongs to the early 18th century while the last two took place in the 19th century.

García Garralón makes reference of a scroll,⁸⁸ found at the *Museo Naval* (Naval Museum) in Madrid, which depicts how Juan Bautista Martín y San Martín offers to cover the post of master of languages at the *Academia de Guardias Marinas* (Academy of Midshipmen) in 1734. This applicant masters Latin, Spanish, French, Italian, English and German, aside from some knowledge of Greek and Portuguese. The academy gave an unfavourable report considering that they were in greater need of other teachers, eg. drawing.

Our second failed account takes as to the 1820s. Among the documents in the Archives of the Board of Commerce of Barcelona held at the Biblioteca de Catalunya, we found a scroll⁸⁹ which shows a letter written by Antonio Bergnes de Las Casas to the Board. On it, he proposes to become an English teacher, via an official examination, as that chair was vacant at the time. He even suggested reducing his salary should he teach a second language, French in his case. The Board rejected his proposals although new teachers got hold of those chairs later in that same year.

88 Academia de Guardias Marinas, legajo (scroll) 80. Pedro Manuel Cedillo a José Patiño. Cádiz, 18 de octubre de 1734.

89 Scroll JC CV, 1, 16.

Earlier on, we mentioned Manuel Ruiz Zorrilla's Decree dated on October the 25th, 1868 which neglected the teaching of the living languages. Over one month later, there appeared a Circular written by Ruiz Zorrilla himself in a weekly official paper called *El Restaurador Farmacéutico*⁹⁰. Zorrilla gives the reasons why he did not include living languages as part of the curriculum in secondary education. He defended his exclusion of living languages by saying that:

*He creído que podia suprimirlas en la enseñanza de los Institutos, visto lo propagado que entre nosotros se halla un estudio al cual ofrecen en el día multitud de clases la iniciativa y concurrencia particular. Con esta medida puede además descartarse á las provincias de un gasto que verdaderamente no les reporta gran beneficio*⁹¹.

What these three historical accounts reveal is a full opposition to the implementation of modern language teaching. They embody key moments of the dark side, as it were, of ELT in Spain in the 18th and 19th centuries, a period when ELT, as we have seen, moved to and fro as if walking on a tight rope.

3.3.2 Dominant FL methods in Europe between 1769 and 1900.

Nowadays, in a post-method era in FL teaching, specialists such as Prabhu (1990) and Kumaravadivelu (1994) have mentioned the difficulty of finding pure methods in actual classroom practice (Prabhu talks about the impossibility of any one best method while Kumaravadivelu speaks of the futility of Method). They reach the conclusion that methods do not exist (Crookes, 2009: 4).

By the time the first English grammar had been published in Spain, in 1769, the prevalent way of teaching FLT in Europe was the scholastic or classical method which Brown (1994) defines as a method:

whose main focus was on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written

90 Issue 49; Sunday, December 6, 1868.

91 I thought I could suppress them in Secondary education, after seeing how spread this type of studies is nowadays being attended at and offered by lots of private initiatives. Besides, with this measure the provinces can avoid an expenditure that, truly speaking, does not bring much benefit.

That is, the teaching of living languages mirrored the way classical languages, namely Latin and Greek, were taught. That state of things changes abruptly by the end of the 18th century. Caravolas (2000) explains it as follows:

Johann Valentin Meidinger (1756-1822), professeur de français et italien à Francfort-sur-le-Main, occupe dans l'histoire de la didactique des langues une place de premier plan. Son manuel 'Praktische Französische Grammatik' ([1783] 1804) connaît immédiatement un immense succès dans toute l'Europe (37 éditions jusqu'en 1857) et introduit la méthode communément appelée grammaire-traduction qui domine la fin du XVIII^e siècle et une grande partie du siècle suivant. (p. 151).

Following Meidinger's grammar-translation course, Johann Christian Fick wrote, in 1793, the first course for the English language in the same guise as its full title shows: *Praktische englische Sprachlehre für Deutsche beiderlei Geschlechts, nach der in Meidingers französische Grammatik befolgten Methode* (Practical English Course for Germans of both sexes, following the method of Meidinger's French Grammar), as mentioned in Howatt & Widdowson (2004: 152). Thus, the grammar-translation method was born and dominated the FLT scene for most of the XIX century until the 1880s when a group of northern-European reformers⁹² (Viëtor, Sweet, Passy and Jespersen, among many others) advocated a radically new way to teach modern languages. Thus, the Direct or Natural method came into the scene. It played down the leading role of the grammar-translation method and its major influence can be felt in the late XIX century and along the first half of the XX century⁹³. One of the key figures of this method as far as textbooks are concerned is Maximilian D. Berlitz⁹⁴. About him, Howatt & Widdowson (ibid) concur, emphasizing that:

92 Cf. A.P.R. Howatt & Richard Smith (2000): *Foundations of Foreign Language Teaching: Nineteenth-century Innovators*. six volumes. London, Routledge.

93 In France, this methodology, according to Puren (1988: 94), was officially adopted in the secondary schooling curriculum in 1901: *Circulaire du 15 novembre relative à l'enseignement des langues vivantes et instructions annexes*.

94 M. D. Berlitz (1852-1921), according to Howatt & Widdowson (2004: 222), opened his first language school in Providence, Rhode Island, in 1878, and his textbooks started to appear four years later. His success was at its height in the decade before the First World War, and by 1914 he had nearly 200 schools, the largest number (63) being in Germany.

Though he did not invent the Direct Method, he made it available to large numbers of language learners in Europe and America through his system of schools. (p. 222).

To grapple with the manifold standpoints about these two methodologies raised by scholars, and before dealing with the specific case of Spain, four modern chronological accounts have been selected which best explain the teaching/learning principles behind both the grammar-translation and the direct methods (see tables 7 and 8 on next pages). In a way, they all embody a holistic view of the first two mainstream foreign language methodologies to appear in modern Europe. Rivers (1968) provides a historical account of language pedagogy; Puren (1988) adopts a historical view of methods as (r)evolutions; Howatt & Widdowson (2004) trace the history of ELT to speakers of other languages from the Renaissance to the present day. Last but not least, Crookes (2009) takes a philosophical stance at the phenomenon of language teaching.

3.3.3 FL methods in Spain between 1769 and 1900.

3.3.3.1 Introduction.

A number of authors such as Diller (1978), Krashen & Terrel (1983), Viña (2000), Howatt & Widdowson (2004) and Marèchal (1972) concur, claiming that there has been a great historical controversy in the field of Epistemology as far as FLT is concerned.

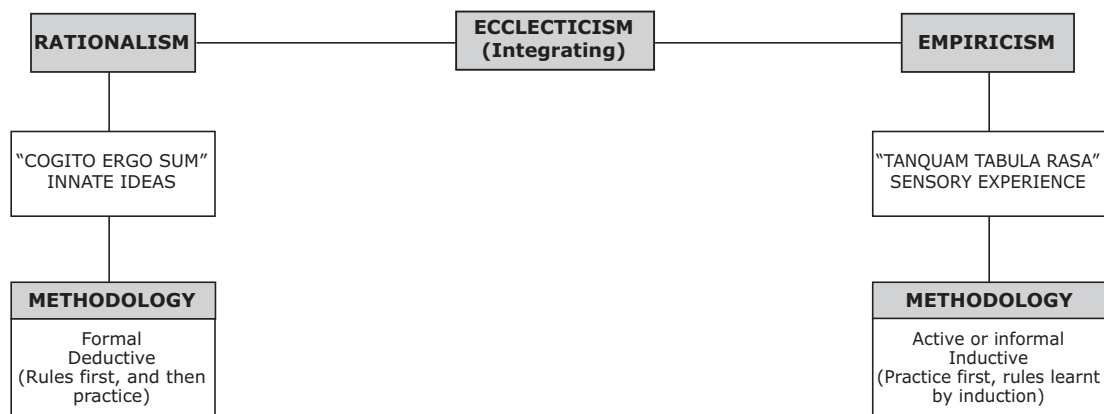
Wilga M. Rivers (1968: 14-17)	Christian Puren (1988: 65-69)
<p><i>This method aims at inculcating an understanding of the grammar of the language, expressed in traditional terms, and at training the student to write the language accurately by regular practice in translating from his native language.</i></p> <p><i>Provides students with a wide literary vocabulary, often of an unnecessarily detailed nature.</i></p> <p><i>Long and elaborate grammatical explanations.</i></p> <p><i>Texts in the foreign language are translated into the native language orally and in writing.</i></p> <p><i>Little stress is laid on accurate pronunciation and intonation.</i></p> <p><i>Students' role in the classroom is, for the greater part of the time, a passive one.</i></p>	<p><i>Quatre types de grammaire-translation méthodologie (As in the original):</i></p> <p><i>1. GRAMMAIRE/traduction ou méthode grammaire/thème. La grammaire s'impose d'abord.</i></p> <p><i>2. traduction/GRAMMAIRE ou version/GRAMMAIRE. Il s'agit d'un texte suivi découpé en autant de parties que de leçons...et qui sert de base à un enseignement théorique de la grammaire donné sous formes de remarques systématiques et très détaillées.</i></p> <p><i>3. grammaire/TRADUCTION. L'enseignement grammaire est gradué a priori par l'auteur et suivi dans chaque leçon de très nombreux exercices et des versions aussi bien oraux qu'écrits.</i></p> <p><i>4. TRADUCTION/grammaire. Le plus éloigné du type initial GRAMMAIRE/traduction, apparemment le plus tardif aussi le plus rare: il s'agit de phrases isolées en langue étrangère, traduites par l'auteur du manuel, et qui servent de base à de simples remarques grammaticales.</i></p>
Howatt & Widdowson (2004: 151-156)	Graham Crookes (2009: 3-5)
<p><i>The 'grammar-translation' label is misleading in some respects. It was coined by its late XIX century critics.</i></p> <p><i>Its principal aim, ironically enough, in view of what was to happen later, was to make language learning easier.</i></p> <p><i>The central feature was the replacement of the traditional texts by exemplificatory sentences. Grammar-translation sentences exemplified the grammar in a more concentrated and, it was hoped, clearer way than texts could do.</i></p> <p><i>Although the grammar-translation method started out as a simple approach to language learning for young schoolchildren, it was grossly distorted in the collision of interests between the classicists and their modern language rivals.</i></p> <p><i>An ordinary method, boring maybe: Each new lesson had one or two grammar rules, a short vocabulary list, and some practice examples to translate.</i></p>	<p><i>Language teaching traditions can be linked up with philosophical concepts and issues.</i></p> <p><i>Certain values, possibly timeless or representing the best of a culture, can be transmitted through understanding of the literature of that culture.</i></p> <p><i>It does raise the question of what the relationship between teacher and student(s) should be.</i></p>

Table 7. Diverse views on the Grammar-Translation Method.

Wilga M. Rivers (1968: 18-20)	Christian Puren (1988: 122-125)
<p><i>Students learn a language by listening to a great deal of it and ... they learn to speak it by speaking it associating speech with appropriate action.</i></p> <p><i>Correct pronunciation in the classroom became an important consideration.</i></p> <p><i>At its best, the direct method provided an exciting and interesting way of learning the foreign language through activity.</i></p> <p><i>Its main defect, however, was that it plunged the student into expressing himself too soon in the foreign language in a relatively unstructured situation.</i></p> <p><i>It was the highly intelligent student with well-developed powers of induction who profited most from the method, which could be very discouraging and bewildering for the less talented.</i></p>	<p><i>Elle posait la nouvelle méthodologie en l'opposant systématiquement à la méthodologie traditionnelle de grammaire/traduction.</i></p> <p><i>Il se réfère à un enseignement:</i></p> <ul style="list-style-type: none"> - <i>des mots étrangers sans passer par l'intermédiaire de leurs équivalents français.</i> - <i>de la langue orale sans passer par l'intermédiaire de sa forme écrite.</i> - <i>de la grammaire étrangère sans passer par l'intermédiaire de la règle explicitée.</i>
Howatt & Widdowson (2004: 189 & 221-227)	Graham Crookes (2009: 4-5)
<p><i>In English the phrase direct method was used almost exclusively to describe Berlitz courses, including in particular their 'don't translate dictum'. In French, on the other hand, the 'méthode directe' was adopted by the government as the name for the new approach as a whole.</i></p> <p><i>Learning a language without grammar and forbidding the L1 (translation encourages mother-tongue interference.</i></p> <p><i>Students learnt how to answer questions very skilfully but could not ask them.</i></p> <p><i>Teachers must be native.</i></p> <p><i>Centrality of the connected text as the kernel of the teaching-learning process.</i></p> <p><i>Absolute priority of an oral classroom methodology (primacy of speech)</i></p> <p><i>Inductive approach to grammar teaching.</i></p>	<p><i>He uses the term direct and/or natural method.</i></p> <p><i>Progenitor of some of the communicative methods of the present day.</i></p> <p><i>'Natural' aspect of learning in the behaviour of the child stems from the ideas of Rousseau and his various followers.</i></p> <p><i>Development of the individual (not society) that is placed foremost in this approach.</i></p> <p><i>It flourished within the burgeoning non-formal sector of private language teaching.</i></p> <p><i>Emphasis on the native speaker.</i></p> <p><i>The teacher focuses just on the internal relationship between teacher and (small) class, floating rather apart from the culture or country in which the teacher is often a sojourner.</i></p>

Table 8. Diverse views on the Direct Method.

They advocate a broader methodological and conceptual framework which does not regard the history of methods as just a continuity of methods but as the repetition of a dualism. Viña (2000: 13) provides a clear picture of this dualism from an epistemological (theory of human language) and glotto-didactic (methodology of FLT) point of view which we have slightly adapted as follows:



Our period object of study fits into the Grammar-Translation umbrella which is rooted, therefore, in Rationalism combined with a formal or deductive approach to FLT. Thus, the direct method and its active or inductive nature, of rationalist origins though inductive in its approach, did not catch on Spanish soil but for the policy in FLT followed by the Free School⁹⁵ whose major influence was to be felt at the beginning of the XX century⁹⁶.

In the following section, attention will be turned to the actual works produced in the 18th century in order to take a closer look at their underlying methods. In total, 4 grammars and one bilingual dictionary comprise the total production. In parallel, we will consult their para-texts, eg. front matters, prologues, introductions, etc. in order to find some evidence of the methods followed in them.

95 The *Institución de Libre Enseñanza* or Free School was founded in 1876 by a group of dissident university professors who quit their chairs due to the restriction of their academic freedom.

96 Several key institutions were created by the Free School such as the *Escuela Internacional*

3.3.3.2 Grammars

Our corpus of 18th-century English grammars comprises five works all published between 1769 and 1799. They are the following:

- Joaquin de San Pedro, *Gramática inglesa y española: unico arte para aprender el idioma Inglés, colegida de las mejores gramáticas de la Europa*. 1769, Madrid: Joseph Francisco Martínez Abad.
- Juan Steffan, *Gramática inglesa y castellana o Arte metódico y nuevo para aprender con facilidad el idioma inglés*. 1784, Valencia: Manuel Peleguer.
- Thomas Connelly, *Gramática que contiene reglas fáciles para pronunciar y aprender metódicamente la lengua inglesa*. 1784, Madrid: Imprenta Real.
- Jovellanos, *Rudimentos de la gramática inglesa*. 1795, Oviedo.
- José González Torres de Navarra, *Ensayo práctico de simplificar el estudio de las lenguas escritas, verificado sobre la inglesa para exemplo de todas las demás*. 1799, Madrid: Pedro Julian Pereyra.

Decidedly, an interest in ELT arose in Spain for the first time during this period. The reasons for that interest lie in some of the prologues of those grammars. As for one, Juan Steffan (1784: ii-iii) proposes the following reasons why English should be learnt:

- For the learned men who want to widen their studies on those *sabios Idiomas, cuyo cultivo adoptaron las Naciones ilustradas* (wise Languages, whose study was adopted by the enlightened Nations).
- For particular Estate or Commerce reasons.
- For enriching the political and literary Europe with *Obras asombrosas* (Amazing works) that [the British] have *propagado maravillosamente entre las Naciones que tienen el don de pensar bien* (spread marvellously among the Nations which have the gift of well thinking).
- Because of *el fuerte tráfico [literario] que existe entre la España, y la Inglaterra* (the vigorous [literary] traffic between Spain and England).

Among the reasons, the literary ones clearly outnumber those related to the Estate or, especially, commerce. Such was the Spanish cultural climate in which the Grammar-Translation took root.

In relation to the grammars themselves, they follow a similar layout as far as their content is concerned although there are also significant differences (see table below). All in all, their structure can be summarized as follows:

Joaquín de San Pedro	Juan Steffan	Thomas Connely
Introducción (2 pp.). (Introduction) Arte Gramático (1-78). (Grammar Art) Vocabulario Inglés- Español (79-155). (Vocabulary English- Spanish) Frases familiares (155-163). (Familiar Phrases)	Prólogo (i-iv). (Prologue) Pronunciación (1-50). (Pronunciation) Tabla de abreviaturas (51-54) (Table of abbreviations) Gramática inglesa (55- 257). (English grammar) Frases y diálogos familiares (257-323) (Familiar phrases and dialogues) Términos de Marina (323-326). (Navy terms) Índice. (Index)	Prólogo (2 pp). (Prologue) Pronunciación (1-145). (Pronunciation) Abreviaturas inglesas (145-153). (English abbreviations) De las nueve partes de la oración (154-310). (Of the nine parts of the sentence) Sintaxis (320-485). (Syntax) Diálogos ingleses (486- 584). (English dialogues) Sentencias (585-600). (Sentences) Proverbs, sayings; Fables by Fenelon, Letters and Table of English coins, weights & measures. (600-644)
Jovellanos	Torres de Navarra	
Pronunciación. (Pronunciation) Cuadros de verbos. (Verb tables) Nociones sobre la colocación y enlace de las palabras. (Some notions on the place and linking of words)	Preliminar (4 pp.). (Foreword) Gramática comparada (4 pp.) (Compared grammar) - Nociones de gramática inglesa comparada con la española. (Notions of English grammar in contrast to Spanish) Diccionario radical (33 pp.) (Radical dictionary) - Más un vocabulario de partículas. (A vocabulary of particles) Versiones literales (23 pp.) (Literal versions) - Lecciones de traducir al pie de la letra. (Lessons to translate word by word)	

Table 9. Content of the first English grammars published in 18th-century Spain.

Joaquín de San Pedro (1769) and Torres de Navarra (1799) do not include a section on pronunciation even though the latter expresses that the English pronunciation is very irregular and, therefore, no pronunciation rules are given. Juan Steffan⁹⁷ (1784) dedicates the first 50 pages of his grammar to English pronunciation while Connelly (1784) almost doubles that number in his English grammar. Villoria (2011) summarizes Steffan's method to teach English pronunciation with the following words:

*El discípulo no debe enfrentarse nunca solo y por primera vez a ninguna lección de fonética de una lengua viva (ni de gramática, por supuesto), sin que antes el maestro se la haya leído primero y explicado después*⁹⁸. (p. 142).

That is, Steffan places the teacher's voice as a crucial element to learn a language. In fact, several 19th-century authors (i.e. Urcullu, Bergnes de las Casas, etc) will follow Steffan's precept for the teaching of English pronunciation which is still much valid nowadays.

Jovellanos (1795) gives pronunciation a paramount importance and becomes the first author to draw attention to the different regional British accents. He also advocates the teacher's actual voice as the best means to tackle English. Pronunciation was certainly difficult for teachers to tackle and it was to continue so for most of the 19th century until the Reform Movement abruptly changed that situation with the creation of the International Phonetic Association (IPA) in 1886 and their subsequent study of pronunciation as a scientific subject. During pre-IPA times, either authors devised their own systems to teach pronunciation or they just simply ignored it.

Martin-Gamero (1961: 166) states that Steffan's grammar was '*una traducción muy mal hecha y pésimamente adaptada..., de la gramática franco-inglesa de Boyer*' (a very bad and terribly adaptation of Boyer's⁹⁹ Franco-English grammar). Connelly (1784: prologue) criticizes Steffan for plagiarizing Berri's and Boyer's English grammars. Plagiarism had been, and still was, a very common practice among grammarians at

97 For further information on Steffan's treatise on pronunciation, see Villoria (2011).

98 Students should never be confronted with a phonetics lesson on their own and for the first time (nor with grammar, of course), unless teachers have read it first and explained it afterwards.

99 Boyer, Abel (1745) *Grammaire angloise-françoise, par Messieurs Miège et Boyer*.

a time when there were no intellectual property laws. However, the situation was to slightly change during the second half of the 19th century, as we shall see in chapter four.

Connelly (1784) is the only author who acknowledges English sources. For the teaching of pronunciation, he has followed Sheridan¹⁰⁰, Dyche¹⁰¹ and Johnson¹⁰². His section on syntax includes critical notes from Lowth¹⁰³, Priestley¹⁰⁴ and Trinder¹⁰⁵. Especially, Lowth's and Priestley's grammars were to become highly influential on 19th-century Spanish authors, as we shall see in the next section. Both Lowth and Priestley are prescriptive grammarians who advocated a formal or deductive methodology in ELT.

As for the different parts of the sentence, San Pedro (1769) divides it into eight parts following the traditional scholastic method of learning Latin grammar. In this tradition, the noun comprises both substantives and adjectives. The remaining authors of our corpus (*see next chapter*) veer away from this classical classification. Steffan (1784) includes ten parts (adding those of the article and the number). Connelly (1784) deals with nine parts (he removes the number but keeps the article) which was to become the norm in the XIX century. Connelly's parts of the sentence are: article, substantive, pronoun, adjective, adverb, preposition, conjunction and interjection. Both Jovellanos (1795) and Torres de Navarra (1799) fail to mention them.

All of them include the word grammar in their works except Jovellanos. San Pedro, Steffan and Connelly also include vocabularies, dialogues and familiar phrases treating grammars as all-encompassing linguistic texts much in the same tradition rooted in the Renaissance. Steffan includes, in the last part of his grammar, a short vocabulary of maritime terms whereas Connelly includes some types of commercial letters, a table of coins and weights & measures. Torres de Navarra is the only 18th century author who includes a section of English literary texts with their translation between the lines into Spanish, a device which was later to be adopted by many 19th-century authors.

It is precisely Torres de Navarra (1799) who provides a more implicit method for ELT which corresponds to the way he was taught English as explained by the author

100 Sheridan, Thomas (1780) *A General Dictionary of the English Language*.

101 Dyche, Thomas (1709) *A Guide to the English Tongue*.

102 Johnson, Samuel (1755) *A Dictionary of the English Language*.

103 Lowth, Robert (1762) *A Short Introduction to English Grammar*.

104 Priestley, Joseph (1761) *The Rudiments of English Grammar*.

105 Trinder, William Martin (1781) *An Essay on English Grammar*.

himself in his prologue:

[...] cortas Nociones generales de la lengua inglesa, para que las apuntara, leyera y comparara por algunos días; leerme cada día en Español un gran párrafo Ingles, palabra por palabra, repitiéndomele muchas veces; y hacerme que tartamudeara allí mismo, y presentara después por escrito la traducción, explicando analíticamente todas sus voces, y formando un Vocabulario manual de ellas para mi mejor memoria¹⁰⁶. (p. 3).

Finally, it should be emphasized that prior to learning English, Torres de Navarra (1799: 4) required a previous knowledge of rhetoric and Spanish grammar. Decidedly, access to ELT was of an elitist nature since only the elites had access to education, most of them had a private tutor or governess who was in charge of their children's education. Torres de Navarra's above-mentioned account of how he learnt English indicates he must have had a tutor who taught him English. That leads us to conclude that ELT developed at two different levels at the same time: in some official places, eg. Seminary for Noblemen; and, namely, by means of private tutors or governesses. For space reasons, we cannot delve into this latter aspect of ELT any further. Hopefully, future works will gear their attention to this elusive topic despite the fact that this type of historical research is very time-consuming and historical evidence is hard to come by due to the vast use of sources (eg. Literature of the time, the press where tutors and governesses were likely to advertise, biographies, etc.).

3.3.3.3 Dictionaries.

The third development in Spanish-English lexicography (the first two were described in subchapter 2.3.2.) is represented by the only Spanish and English bilingual dictionary published in Spain between 1797 and 1798. It was written by Father Thomas Connelly, author of a *Gramática inglesa* in 1784 as we saw earlier on, in collaboration with his nephew Thomas Higgins, a Carmelite and family confessor at the Royal See of St. Ildephonsus. Considering that Connelly and Higgins took fourteen years to complete their dictionary. Modern historiography has attached great importance to their dictionary for the evolution of bilingual dictionaries, not only for the English and Spanish languages but also for the rest of the vernaculars. In an article written by

106 [...] short general Points of the English language, for me to write them down, read them and compare them for a few days; read a big English paragraph in Spanish, word by word, repeating it many times; making me stutter right there, and hand in the written translation afterwards, explaining analytically all the words, and making a hand-written Vocabulary of them for improving my memory.

Cormier (2009: 78-79) included in *The Oxford History of English Lexicography*, she hints at some outstanding features such as:

- It was the first bilingual bidirectional dictionary for the use of the native people in both countries published in Spain.
- Their dictionary broke with the well-established tradition of compiling dictionaries that were based on those of predecessors. Steiner (1986: 229) refers to this tradition with the name of recension, a term he defines as ‘a series of dictionaries each of which contains plagiarized material of the predecessors’.

In the same line, in 2007 Molina and Sánchez wrote the most extensive and profound analysis to date of Connelly’s and Higgins’ dictionary. Their book also includes a DVD with the first edition of the dictionary.

Spanish and English bilingual lexicography had developed, mainly, outside Spain, especially in London, in the course of the first half of the 18th century. Most of those authors (Pineda, Del Pino; see section 2.3.2) were Spanish emigrants settled in London. However, this trend was to change at the turn of the century when Thomas Connelly and his collaborator Thomas Higgins wrote the first bidirectional bilingual dictionary: *Diccionario nuevo de las dos lenguas española é inglesa* (henceforth, DNDLEI).

Published in Madrid in 1797-1798 by Pedro Julián Pereyra, the DNDLEI consists of two parts written in different years. The first part comprises a two-volume Spanish and English (from now on, SP-ENG) part totalling 2053 pages and written in 1798. The second part comprises a two-volume English and Spanish (henceforth, ENG-SP) was printed one year earlier, in 1797, a bit shorter than the first part, with a total of 1395 pages.

Molina and Sánchez (2007) regard this 4-volume dictionary as a milestone in the history of lexicography for the following reasons:

No es solo el hecho de que una obra de tal dimensión se publicara en España, sino, mucho más relevante, el hecho de que se tratara de un diccionario bilingüe con un método de compilación novedoso y, además, con una estructura bidireccional, [...] , diseñado para el uso de los nativos de ambas lenguas, en el empeño por parte de los autores de que pudiera ser práctico en reproducción y en recepción tanto para hablantes de la lengua castellana como de la inglesa, un factor que avanza en casi doscientos años uno de los pilares fundamentales de la Lexicografía Pedagógica: el usuario del diccionario como foco al que

*deben ir dirigidas las innovaciones lexicográficas*¹⁰⁷. (p. 9).

In relation to the novel compiling method of the DNDLEI, Roger J. Steiner (1970) claims that:

Connelly started his work with a clean slate. The printing result of this work shows that in compiling the dictionary he set out to create a completely new work out of the blending together of two monolingual dictionaries, one in English by D. Samuel Johnson and the other by the Real Academia. (p. 93).

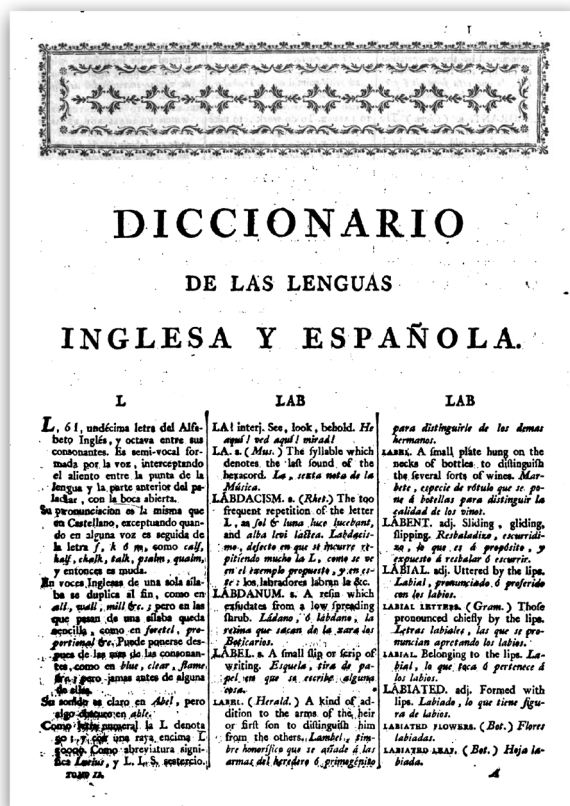


Image 1. Connelly and Higgings' DNDLEI.

107 It is not only the fact that such a huge work was published in Spain, but, much more relevant, the fact that it was a bilingual dictionary with a novel compilation method and, furthermore, with a bi-directional structure, [...], designed for the use of native speakers of both languages, in the effort exerted by the authors that it could be practical in reproduction and reception both towards Spanish and English speakers, a factor which advances in almost two centuries one of the fundamental pillars of Pedagogical Lexicography: dictionary users as the target focus all the lexicographical innovations should be directed to.

Molina and Sánchez (2007) acknowledge Steiner's comment on Connelly's sources although they also note that:

Es cierto que [Connelly] “corta y pega” de los diccionarios que le sirven como fuente, pero siempre interpreta, adapta o reescribe las definiciones, con el objetivo de acoplar entre sí la de una lengua y otra¹⁰⁸. (p. 175)

The rest of the innovations Connelly creatively devised in the making of the DNDLEI can be summarized, according to Molina and Sánchez (ibid: 173-175), as follows:

- Connelly adds the translation of the definition into L2 as well as that of the examples and the phraseological units.
- Although some encyclopedic information is given, the DNDLEI is fundamentally a dictionary for learners. Its pedagogical value is present on each of its pages.
- Connelly's dictionary as a whole provides a lexical corpus with precise definitions in two languages complimenting each other.
- Copious inclusion of phraseology, practically absent from Johnson's dictionary.
- An illustrative use of examples with pedagogical purposes.
- A good visual arrangement of the information.

3.3.4 ELT methods in 19th century Spain

3.3.4.1 Introduction

In order to avoid any anachronisms in this section some consideration must be given to the use of certain 19th century words which, though still existing today, have evolved to a new modern sense.

One of such words is method. Fernández and Suso (1999: 339) define it in its modern sense as '*principios normativos sobre los que descansa la actividad de enseñar*' (normative principles upon which rests the activity of teaching) but in the 19th century, according to the same authors, it meant '*libro de texto concreto*' (a specific textbook). In fact, its modern sense was regarded as a complex entity throughout the 19th century. Viña (2000: 78) further specifies that 'method' in nineteenth-century Spain was a

108 It is true that [Connelly] “cuts and pastes” from the dictionaries he uses as sources, but he always interprets, adapts or re-writes the definitions, to couple from both languages.

synonym for ‘grammar’, ‘rudiments’ ‘system’, ‘compendio (compendium), ‘manual’.
Fernández and Suso (1999) provide a possible solution to this polysemy:

[Durante la mayor parte del siglo XIX] Sólo existía una única referencia posible (el método tradicional) sobre las que unos autores y otros practicaban sus aplicaciones. Al ser único, el “método” podía confundirse con el manual concreto [...] Nuevas obras de texto, o “métodos”, pasan a entenderse como métodos específicos, concebidos desde una óptica particular, a modo de actuaciones artesanas propias de cada autor: cada profesor tenía su manual¹⁰⁹.
(p. 340)

Another misleading word which crops up time and again in most 19th century language courses is the adjective *práctica/o* (practical). In this regard, Howatt & Widdowson (2004) claim that:

To us ‘practical’ is more or less a synonym for ‘useful’, but in the nineteenth century a practical course was also one which required practice [italics in the original]. That is, it contained exercises of various kinds, typically sentences for translation... (p. 152).

In the following section, the foreign methods used along the 19th century in Spain will be described.

3.3.4.2 ELT methods

A close look at our corpus of nineteenth-century grammars (see Chapter 4.2) shows that some Spanish authors (14% of our corpus) openly adapted some of the mainstream methods that were in vogue in Europe from the 1830s onwards. In particular, those methods bore the names of their creators (Ahn, Robertson, and Ollendorff) which, in turn, were adapted or simply copied by different teachers of English in Spain. These adaptors and the rest of authors who followed either their own method or an eclectic one must be situated in the sphere of pre-Reform Movement individual reformers,

109 [During most of the second part of the XIX century] It only existed an only possible reference (the traditional method) on which all authors practised their applications. On being unique, the “method” could be confused with the particular manual [...] New text works, or “methods”, started to be seen as specific methods, designed from a particular perspective, in the guise of craft activities typical of each author: each teacher had his/her manual.

except Berlitz who adopted some of the principles of the Direct Method¹¹⁰ as heralded by the Reform Movement. Firstly, a brief description of their successful methods will be provided. Secondly, mention of the Spanish adaptors¹¹¹ will be made and, finally, the description of three authors' methods as they are specifically explained in the para-text of their grammars will be explained. Of special interest is this latter point for two main reasons; on the one hand, they are invaluable documents of what and how English was taught, and, on the other, they are representative authors who included this para-text in their grammars.

3.3.4.2.1 Ahn, Robertson, Ollendorff, and Berlitz

Some of the first forerunners in FLT in the 19th century sprang up in France: Pierre Charles Théodore Lafforgue- known as T. Robertson- (1803-1871), Germany: Franz Ahn (1796-1865) and H. G. Ollendorff (1803-1865), and the USA: Maximilien D. Berlitz (1852-1921). Their revolutionary methods or textbooks are the following:

-Ahn, F. (1834). *Praktischer Lehrgang zur schnellen und leichten Erlernung der französischen Sprache*. Cologne, Dumont-Schauberg.

-Ollendorff, H. G. (1835). *Nouvelle Méthode pour apprendre à lire, à écrire, et à parler une langue en six mois, appliquée à l'Allemand*. Paris, the Author.

-Robertson, T. (1835). *Cours pratique, analytique, théorique et synthétique de langue anglaise*. Paris, Lance.

-Berlitz, D. M. (1882). *Méthode pour l'enseignement de la langue française dans les écoles Berlitz*. Boston, Schoenhof. With E. Dubois.

110 The Natural or Direct Method emerged in the 1880s although it soon became a vague term as Brebner (1898: 1) states: 'Almost everywhere in Germany the term 'New Method' is applied to the present system of Modern Language teaching prevalent in all the more advanced Secondary schools. Yet it is liable to a certain amount of ambiguity, as there are many modifications of this method. Moreover, some of the strongest advocates for the system in its newest form object to the term "new" as being of necessity temporary, whereas the method itself will be employed long after it has become old. They would prefer an epithet at once more definite and lasting. The terms 'analytic', 'direct', and 'imitative' stand out among others that have been suggested and employed by good authorities, but as yet there is none universally accepted.'

111 In some cases, the adaptors were of English origin although they resided and worked as English teachers in Spain.

After the first editions of these works, they expanded their original method to other languages covering English, French, German and Italian, among others (Corvo, 2012: 150-153).

In order to provide a clear picture of their methods (see tables below), two secondary sources have been consulted: Howatt and Widdowson (2004: 159-162) for Ahn and Ollendorff and Rius (2010: 78-79) for Robertson and Berlitz:

Ahn's Method	Ollendorff's Method
<ul style="list-style-type: none"> - Presented as a new and easy method. - Use of the grammar-translation method more consistently and self-effacingly. - His principal market was the private learner for whom a grammatical description and a bilingual approach were essential. - Brief introduction to pronunciation. - There is a grammar summary, usually in the form of a paradigm, and about a dozen new vocabulary items, followed by a set of sentences to translate into the mother tongue. - Sentences to translate into the foreign language, and no new teaching points. Ahn's grammatical notes require only a minimum knowledge of grammar terminology: singular, plural, masculine, feminine, etc. - Useful vocabulary on the whole. The practice sentences are short and easy to translate. -Intuitive feeling of simplicity. 	<ul style="list-style-type: none"> - He promised to teach a language in six months. - His books are massive, two-volume manuals. - Exercise examples are always given in the learner's mother tongue for translation into the foreign language. - Two original features of interest: <ol style="list-style-type: none"> 1- A system of interaction on which he based all his exercises (question/answer). 2- A system of linguistic grading. - Questions and answers are in the learner's mother tongue for translation into the foreign language.

Table 10. Ahn's and Ollendorff's Methods (Adapted from Howatt and Widdowson, 24, 159-162).

Robertson's Method	Berlitz's Method
<p>-Method inspired on that of Jacotot's*.</p> <p>- Grammar structured in function of some objectives which, apart from theoretical knowledge, give priority to practical knowledge.</p> <p>- Robertson begins with the study of a text combining both theoretical and practical exercises.</p> <p>- A text as the nucleus of each lesson, highlighting a practical approach and demoting the role of grammar rules to a second place.</p> <p>- Progressively banishes the use of the mother tongue in class.</p> <p>* Jean Joseph Jacotot (1770-1840), in Howatt's words (1984: 151), 'saw language teaching as one dimension of a philosophy of universal education' as expressed in his <i>Enseignement universel, langue étrangère</i> (1830). His doctrine was mainly based on the motto 'All is in all', or into the more explicit advice 'learn something thoroughly and relate everything else to it'.</p>	<p>- An intuitive and essentially practical method.</p> <p>- Maximum stress on the oral language.</p> <p>- Systematical rejection of translation.</p> <p>- No grammar explanations before learners reach a minimum knowledge of the new language.</p> <p>- Giving priority to the question-answer technique and to conversation.</p> <p>- Native teachers for the language being taught.</p> <p>- An accessible guide for teachers and easy to use.</p>

Table 11. Robertson's and Berlitz's Methods. Source: Rius (2010: 78-79)

From the above tables, one can deduct that the then Grammar-Translation Method was facing some new versions or even departures from it as in the Berlitz Method. All but Berlitz regard translation as the main basis to learn a foreign language. Following Puren's typologies (mentioned on page 85) of the grammar-translation method, they would fit into the translation-grammar typology. That is to say, translation exercises as the required and focal practice to learn a language. In Spain, authors such as Rius (2010) and Fernández and Suso (1999) use the term *Método Tradicional con Objetivos Prácticos* (*Método Gramatical Práctico*) (Traditional Method with Practical Aims (Practical Grammar Method) to label individual deductive methods such as those of Ahn, Ohllendoff and Robertson. On this issue, Howatt and Widdowson (2004) conclude that:

it is sad that, after all the excellent situational language teaching between the sixteenth and the eighteenth centuries, courses like Ahn's and Ollendorff's with their futile sentences should be thought of as 'practical' and 'conversational'. Academicism laid a heavy hand on the teaching of languages in the nineteenth century. (p. 164-165).

As for Ahn, Ollendorff and Robertson, their Spanish adaptations started to appear in the 1840s and 1850s in Spain. The repercussions of these methods surpassed the 19th century and their adaptations went on being published during the first half of the XX century¹¹².

Ahn's adaptor for the English language was Enrique [Henry] MacVeigh¹¹³, a teacher of English at the Ateneo de Madrid, whose book *Método de Ahn. Curso de inglés arreglado al Castellano*¹¹⁴ was first published in 1859 in Madrid by the publisher Alejandro Gómez Fuentenebro. By 1897, it had reached its 19th edition showing a popularity hardly ever reached by any previous English course in Spain. MacVeigh's adaptation is a direct translated version of Ahn's English Course. Apart from English, other FL adaptors of Ahn's Method in Spain include Francisco de Paula Hidalgo who wrote a Portuguese version of Ahn's Method called *Método de Ahn. Primer y segundo curso de portugués con la clave de temas*¹¹⁵ (1876, Madrid) and Camilo Vallés who wrote for the German language a book called *Nuevo método para aprender alemán según el Sistema de F. Ahn* (Madrid, 3rd ed. 1889). The second edition of his *Segundo curso* and *Tercer curso* were published in Madrid too in 1890 (Corvo, 2012: 149-150). For the French language Henry MacVeigh himself adopted Ahn's Method and it also proved to be highly popular –in 1899 it reached its 20th edition. Oddly enough and unlike those versions for the French and German languages, Mac Veigh's English

112 A point in case is Eduardo Benot's adaptation of Ollendorff not only for the English language but for the French, Italian and German languages. Benot's English grammar reached its 15th edition in 1929.

113 See Appendix II for a detailed biography of all the authors who published English grammars and dictionaries in Spain between 1769 and 1900.

114 Ahn's Method. English course adapted to the Spanish language.

115 Ahn's Method. First and second course of Portuguese. With a key.

adaptation never went beyond its first course (either for editorial reasons or others that are beyond our grasp).

Ollendorff's Method also had a great impact in 19th century Spain, very similar to that of Ahn's. One of the adaptors of his method into English was Eduardo Benot, a renowned scientist and linguist who taught English at the *Colegio de San Felipe Neri* (School of Saint Felipe Neri) in Cádiz in the 1850s. His book was called *Nuevo método del Dr Ollendorff para aprender á leer, hablar y escribir una lengua cualquiera. Adaptado al Inglés*¹¹⁶. It was first published in Cádiz in 1851 by *Revista Médica*. Although it did not have as many editions as MacVeigh's, it reached its 8th in 1898; a far from negligible figure considering that the average number of editions of works from our corpus is between three or four. From its third edition (1858) onwards, Benot's English grammar was renamed as *Ollendorff reformado* (Reformed Ollendorff). Benot also made Ollendorff's versions for the French (1850), Italian (1852) and German (1853) languages. He was not the only author who adapted Ollendorff for the English language in Spain although he was the most popular at the time. Our corpus of nineteenth-century grammars includes a work written by John George Brown called *Gramática española-inglesa: Sistema teórico-práctico por un nuevo método, modificación del Doctor Ollendorff*. There is only one edition of this work from 1858 which leads us to think that it did not become very popular. Then, Lorenzo Reynal, who held a chair of English at the *Instituto de Tarragona* (Tarragona High School), published a booklet called *Método Ollendorff adaptado á la correspondencia mercantil española-inglesa* in 1872. It was published in Tarragona by Tort & Cusidó and it was the fourth of a six-book English course called *Curso completo de lengua inglesa*. They all were published in the 1870s. There are still two authors who partially adapted Ollendorff for their English grammars as openly expressed either in their titles or prologues. The first one is Bergnes de Las Casas whose second edition, unlike the first (1845), of his English grammar (1864, Barcelona) includes the name of Ollendorff on the title page: *Novísima gramática inglesa...Nueva edición considerablemente mejorada... para lo cual se han tenido presente todas las gramáticas inglesas publicadas hasta el día, inclusa la de G. H. OLLENDORFF*¹¹⁷. In fact, to our surprise, Ollendorff's name

116 New Dr Ollendorff's Method to learn how to read, speak and write any languages. Adapted to the English language.

117 New english grammar...New edition considerably improved...for which all the English grammars hitherto published have been taken into account, including that of H. G. Ollendorff.

stands out more than that of the author, Bergnes de Las Casas, on the title page (see Appendix IV). Despite Ollendorff's mention on the title page, Bergnes de Las Casas must not have drawn much on the German reformer if we are to read his prologue to the second edition. Referring to Ollendorff, Bergnes (1964) states that:

*La presente gramática viene á formar un código de la lengua inglesa, en el cual pueden encontrarse, en los capítulos correspondientes, las leyes que la rigen: método preferible siempre al de Ollendorff, en el cual están las reglas dispersas y sin el enlace conveniente para que puedan fijarse en la memoria*¹¹⁸.
(Prologue: vii).

Our last Ollendorffian influence comes from William Mountifield's work entitled *Novísimo método teórico, práctico, analítico y sintético de lengua inglesa*. In the prologue to the second edition (1854, Madrid) which is the same as in the first (1851), Mountifield claims that:

*La idea capital sobre que está basado el método, es la misma que adoptaron para los suyos los célebres Robertson y Ollendorff, si bien el Doctor Mountifield la ha dado más desarrollo y la ha hecho más completa*¹¹⁹.

Of special interest is to find out that the prologue in Mountifield's second edition is signed by William Mountifield's wife, Anne Mountifield, due to the death of her husband some time before the second edition was out. In the third (1859) and fourth (1861) editions the author is Anne Mountifield.

Aside from the Mountifields, Bergnes de Las Casas also acknowledged Robertsons' influence. Of the five parts his grammar is divided into (Analogy, Word Formation, Syntax, Orthography, and Appendix), the second, Word Formation, is largely drawn on Robertson as Bergnes (1864, Prologue, v) admits:

118 This grammar comes to form a code of the English language, where one can find, in the corresponding chapters, the laws governing it: always a preferable method to that of Ollendorff, where the rules are scattered around and without the convenient link so that they can be fixed in memory.

119 The key idea this method is based on, it is the same adopted by the famous Robertson and Ollendorff, although Doctor Mountifield has developed it further and has made it more complete.

*La segunda [Formación de las palabras], obra apreciableísima de un inglés (M. Robertson), trata del mecanismo verbal de la lengua inglesa, de sus raíces, derivados y compuestos, [...]; y no puede menos de ser utilísima para los que deseen poseer fundamentalmente la lengua inglesa*¹²⁰.

Bergnes' reference of M. Robertson as English may be due to the French author's pseudonym which clearly has an English ring. What is also puzzling is the initial 'M.' since the Robertson's first initial is T. Be it as it may, after comparing both authors' prologue and introduction to their works, everything leads us to think that Bergnes is referring to the French author T. Robertson. Both make reference to very similar expressions when referring to the parts of their works if we compare Bergnes' above-mentioned citation with Robertson's (1839, Introduction: 6):

La connaissance complète d'une langue vivante se compose des connaissances suivantes:

- *La science de la prononciation ;*
- *La science purement mnémotechnique des mots ;*
- *La science du mécanisme des mots ; c'est-à-dire de leur formation et de leurs inflexions ;*
- *La science des rapports des mots entre eux, ou de la construction des phrases.*

Our corpus includes a further adaptor of Robertson's Method: Manuel de Moradillo's *Método práctico, analítico, teórico y sintético de la lengua inglesa á imitación del sistema de T. Robertson*¹²¹. It was published in 1843 in San Sebastián by Ignacio Ramón Baroja. Viña (2005: 195-197) initially regards him as an advocate for the natural or inductive method in Spain although a closer look at Moradillo's work makes her conclude that *se siente atraído por la Metodología Natural pero no lleva a cabo sus principales fundamentos* (he is lured into the Natural Method but he fails to carry out

120 The second [Word Formation], a work of the Englishman, M. Robertson, deals with the verbal mechanism of the English language, of its roots, endings and compounds, [...]; and it cannot fail to be highly useful for those who wish to fundamentally master the English tongue.

121 Practical, analytic, theoretic and synthetic method of the English language in imitation of T. Robertson's system.

its fundamental principles). Our last author, Pedro José Rojas was a Spanish immigrant in New York where he wrote *Nuevo curso práctico, analítico, teórico y sintético del idioma inglés, por T. Robertson. Adaptado al Castellano por Pedro José Rojas*¹²². It must have been a real success, since its first edition in 1850, considering that in 1917 the 59th edition was published. Despite this forthright success, Rojas's adaptation was never published in Spain. Last but not least, Robertson's influence was also exerted in Spain as far as the rest of foreign languages, other than English, are concerned. Corvo (2012: 151-152) mentions the following works: Pedro de Baringa's *Curso de lengua italiana, escrito con arreglo a las bases del método de Robertson*, (Madrid, 1843) and Joaquin Mendizabal's *El Robertson español o sea curso práctico-teórico de lengua francesa*, (Madrid, 1846).

Before moving on to consider some of the individual methods in ELT from diverse authors in our corpus in detail, it is worth noting the role played by some late nineteenth-century German authors whose English grammars were also published in Spain. Both of them enjoyed a great success on Spanish soil in the XX century, and even the 21st in one of the cases, mainly due to their deductive approach. The authors and their works in question are:

-Emile Otto & Gustavo Kordgien¹²³, *Gramática sucinta de la lengua inglesa*¹²⁴. Also known as the Gaspey-Otto-Sauer Method, it was first published in Spain in 1884. Astonishingly, it reached its 33rd edition in 2002. Its main adaptors in Spain were, first, Luigi Pavia and, then, M^a Isabel Iglesias.

-Dr Doppelheim, *El inglés al alcance de los niños*¹²⁵. First published in Barcelona in the 1890s by the editorial Sopena. He also wrote an English course for self-learners called *El inglés sin maestro* (English without a teacher) which was very popular in the first decades of the XX century.

In view of the different foreign influences, we move on to show in detail three chronological examples of actual methods as explained by their authors in the para-

122 New practical, analytical, theoretical and synthetic course of the English language by T. Robertson. Adapted into Spanish by Pedro José de Rojas.

123 His name appears together with Emil Otto as Otto & Kordgien.

124 Short grammar of the english language.

125 English for children.

texts of their works. The first one belongs to the fifth and last edition of Jorge Shipton's *Gramatica para aprender la lengua inglesa* (A grammar to learn the English language). It was quite a popular grammar in Spain between its first edition in 1810 and its last one in 1826. Therefore, it can be a clear exponent of how English was taught in the early decades of the nineteenth century apart from becoming a guide for (inexperienced) teachers.

3.3.4.2.2 Jorge Shipton's teaching method (1826: iv-v)

Shipton's teaching method can be considered a document representative of the way English was taught and recommended to be taught during the early nineteenth century. In it, students begin with the pronunciation of the alphabet, the vowels and diphthongs as well as the cardinal numbers by means of reading them many times without allowing them to learn anything by heart until the fourth day. Then, students study some pages from the nomenclature (a thematic vocabulary) in order to practise both pronunciation and the learning of some words. Now, students go on to study the regular and the auxiliary verbs 'To be' and 'To have'. Thus, they will understand the example sentences of the first lessons in the grammar. Then follows the study of analogy beginning with the article and continuing with the nouns and pronouns until reaching the verbs for the second time. At this stage, students learn the verbs by heart including the subjunctive. Then, they learn the verbs *poder* (can) and *deber* (must) as well as the reciprocal, reflexive and impersonal verbs along with their respective sentences. After that, students learn the adverbs, prepositions and conjunctions. From now on, they can start translating. Next, some irregular verbs with their sentences are learnt.

Students should make two revisions of the irregular verbs, adverbs, prepositions and conjunctions since they regularly appear in sentences. Pronunciation is learnt by repeating the teacher's voice. With this method, Shipton claims that English can be learnt without effort in three months of regular study.

Our second chronological account which includes a teaching method showcased by William Mountifield and his wife Anne Mountifield. It is included in the five re-prints their book had, between 1851 and 1861. Its major splendour took place in the 1850s being published four times (1851, 1854, 1857 and 1859). The method explained is the one appearing in the second edition of 1854.

3.3.4.2.3. Mountfields' method of practical teaching (1854: 128).

This second account of an implicit method to guide students and teachers alike held sway in mid-century Spain. Its main guidelines are the following: The lesson begins by slowly reading all its text by pronouncing the first word and explaining the value of the pronunciation signs. The same is done with the rest of the words. Then, students slowly read the text two or three times, isolating the sounds of each word. Next, they read the text word by word for a fifth time under the teacher's guidance and with suitable corrections. After that, students read all the text uninterruptedly but very slowly until they can pronounce it in a satisfactory manner. Special attention is paid to pronouncing the stressed syllables with clarity, giving the value of soft 'c' to 'sh', banishing any hardness in the 'r', which is hardly perceptible, and the distinct pronunciation of all the final consonants.

Once the text is correctly pronounced, students prepare the word for word translation by first pronouncing the English word with its corresponding Spanish version. Students close the book; then, they slowly pronounce the English lesson and translate it word by word into Spanish. When this step poses no further difficulties, students pronounce the same text in Spanish and they translate it into English. Then, a student opens the book on the page of the text. The teacher holds a conversation with the student following the question/answer exercise. Answers must be given in English. Then, the theory rules are explained. After that, a synthetic exercise¹²⁶ is presented. Students write it in English and read it out, being asked by the teacher for its alternative translation whenever the student makes a mistake. Once fully written, students read all the sentences in English, one by one. Unless the number of students does not allow them to write the synthetic exercise during the lesson, it will be done in the interval between lessons. Whenever necessary, the teacher concludes his or her daily task by explaining the etymology and syntax of the text.

3.3.4.2.4 Eduardo Benot's teaching method (1898: 1-2)

Lastly, our third account comes from Eduardo Benot's eighth edition of his *Ollendorff Reformado. Gramática inglesa, y método para aprenderla*, published in Madrid in 1898. As we have seen, this grammar was first published in 1851 and it went until the late 1920s reaching its 15th edition in 1929, thus providing an account of how English was or may have been taught in Spain in the second half of the 19th and

126 It consisted of a translation exercise from English into Spanish focused on a specific grammar point.

early XX centuries. Benot's method is made up of the following guidelines: first, the teacher begins each lesson by drawing students' attention to the most important words, grammatically speaking, to the rules and notes. No further words in Spanish must be heard. The teacher asks students in English using the Key. Students answer in English, translating their answers in the corresponding topic of the Method. This way, the teacher constantly teaches pronunciation and students will naturally imitate them by repeating them. Topics will be revised as often as necessary until the student(s) can read them out at an average pace.

Questions must be all asked by the teacher or his or her assistant in the former's presence. Once students are done with the first part of the method, they can begin to fully translate the topics into English in a loud voice. When the topics of each lesson are over, the teacher will ask the grammar rules included in the Key to the grammar. Only to advanced students can the teacher ask about the philosophical reasons for the rules of language. This should be avoided with kids as it is usually useless or, at least, inconvenient. Students who wish to quickly move forward must do the topics by themselves. They should read them out as they write them. Do not pile up difficulties. Students should always take their homework to teachers.

For this edition, the 8th, there is a separate booklet called *Breves apuntes sobre los casos y las oraciones preparatorios para el estudio de las lenguas*¹²⁷ (Brief notes on cases and the preparatory study of languages). Students should refer to it just before the study of English grammar.

3.3.4.3 Final remarks

After a brief appearance in the 18th century, ELT further developed throughout the 19th century in Europe and, likewise, in Spain. English teaching materials evolved towards a more practical turn (Ahn, Robertson, and Ollendorff), where translation was a fundamental part of the teaching and learning process. The works analysed in this section are but a small sample of our corpus although they are highly representative of the type of materials used in Spain to learn not only English but the rest of foreign languages, namely French, Italian and German. Obviously, French was still the most learned foreign language in the 19th century, especially after both its recognition and compulsory study under Moyano's Law (1857).

The rest of the works in our corpus (82%) are hard to classify. Scholars like Corvo (2012) and Rius (2010) concur, claiming that there were other theory-like books,

127 In the previous editions, this booklet was part of the grammar book.

purely grammatical, which did not become as popular as the ones which were adapted from mainstream FLT reformers. In general, many of those lesser known grammars embodied either descriptive grammars in accordance with Latin models (Marizzi, 2001: 3, cited in Corvo, 2012: 153) or works characterized by their eclecticism or use of mixed methods (Rius, 2010: 81).

Accordingly, with the advent of inductive approaches as proposed by both the Natural and the Direct Methods, both questioning the efficiency of the traditional or grammar-translation method from the second half of the 19th century onwards, the word ‘method’ cannot be associated with a particular manual any longer as it was during the first half. In a way, a battle for the best method was to ensue for most of the XX century but that is another story. We can surmise, then, that the 19th century witnessed a spread of ELT in formal settings in Spain, especially in commerce studies, although it was not as consolidated as in the rest of Europe (eg. Holland and Germany¹²⁸). The reasons for this weak implementation of ELT in Spain are mainly due to her political and social convulsions. Spain lagged behind other European countries in terms of the institutionalization of general education, in general, and the inclusion of foreign language teaching, in particular, since the Spanish State infrastructures took longer to settle down and to become fully operative.

128 In the introductory chapter, we mentioned the works of F. A. Wilhelm (2005) for Holland and Klippel (1998) for Germany, among others.

CHAPTER 4

REPOSITORY OF ENGLISH GRAMMARS AND DICTIONARIES PUBLISHED IN SPAIN (1769-1900)

4.1 INTRODUCTION

The present chapter intends to fill a long-held gap in the historiography of ELT in Spain. The fact is that, to this day, there is no bibliographical corpus of all the English grammars and dictionaries published in Spain. To redress that situation, in this research work a repository has been created which roughly covers the first century and a half since the publication of the first English grammar in Spain in 1769 until 1900.

There are, however, few works which mention primary sources included in our corpus. Among the earliest accounts there are those of Cipriano Muñoz y Manzano, Conde de la Viñaza¹²⁹ (1893) and Antoni Palau i Dulcet¹³⁰ (1923-1927), who mention some authors from our corpus although their references are far from exhaustive, especially in Viñaza (1893) who hardly mentions any works. Luis Cardim¹³¹ (1931) mentions five authors whose grammars were published in Spain between 1784 and 1821, 50% of the total works found for that same period in our research. Then, Martín-Gamero's (1961) much cited work *La Enseñanza del Inglés en España (Desde la Edad Media hasta el siglo XIX)*¹³² includes three chapters (X, XII and XIII)¹³³, which account for most of the authors covered in our corpus although her study abruptly stops in the 1830s.

129 *Biblioteca Histórica de la Filología Castellana*. Madrid, Imprenta y Fundación de Manuel Tello.

130 *Manual del librero hispano-americano*. Barcelona, Librería Anticuaria.

131 A professor at the Faculty of Arts of Porto University. In 1931, he wrote an article in the review *O Instituto*, vol. 81*, nº 2, entitled *Gramáticas anglo-castelhanas e castelhano-anglicas (1586-1828)*.

132 The teaching of English in Spain (From the Middle Ages to the XIX century).

133 Chapter X is called *Gramáticas y diccionarios publicados en España durante la segunda mitad del siglo XVIII* (Grammars and dictionaries published in Spain during the second half of the XVIII century). Chapter XII, *La lengua inglesa en España durante los primeros años del siglo XIX* (The English language in Spain during the first years of the XIX century) and chapter XIII, *La enseñanza del Inglés en Barcelona en los primeros años del siglo XIX* (English teaching in Barcelona during the first years of the XIX century).

Nevertheless, her doctoral thesis (1960) does mention some further authors beyond the 1830s. Unlike Cardim, she takes dictionaries and conversation guides into account. Both Martín-Gamero and Cardim finish their studies in the early 1800s.

More recently, López Folgado's (1988) work called *Las gramáticas inglesas publicadas en España en el siglo XVIII*¹³⁴ deals with only four grammars albeit in great detail. Two of them are from the 18th century (Steffan, 1784 and Connelly, 1784) and the other two are 19th century (Shipton, 1810 and Casey, 1819). There is no further mention of other grammars in López Folgado's book. In fact, all of the above-mentioned scholarly works fail to record the very first English grammar published in Spain, Joaquin de San Pedro's *Gramática inglesa, y española*. This situation was redressed by Viña's work called *La enseñanza de las lenguas vivas en España*¹³⁵ (1800-1936), *con especial referencia a la lengua inglesa*¹³⁶ (2000). In her doctoral thesis, Viña discovered a grammar¹³⁷ published in 1769 which, it turns out, is the very first, to date, to be published in Spain and the starting point of our corpus as well. Apart from this novelty, Viña (ibid.) does cover the whole of the 19th century providing a significant number of primary sources, eg. grammars, dictionaries, conversation guides and translation treatises. In total, they all roughly cover the forty per cent of the works¹³⁸ included in our corpus. Lastly, there is a final book written by Miguel Ángel Esparza Torres and Hans-Josef Niederehe called *Bibliografía cronológica de la lingüística, la gramática y la lexicografía del Español (BICRES) desde el año 1801 hasta el año 1860*¹³⁹. Though mainly specialised in the Spanish language, the authors also mention some English manuals published in Spain although their information is sometimes bleak as far as locations and different reprints are concerned¹⁴⁰. All in all, Martín-Gamero (1961), Viña (2000) and Esparza

134 English grammars published in Spain in the 18th Century.

135 The teaching of living languages in Spain.

136 The teaching of the living languages in Spain, with special reference to the English language.

137 We are referring to Joaquín de San Pedro's *Gramática inglesa, y española*.

138 Viña (2000: 531-569) includes works for the teaching of English, French, German and Italian. As for the English manuals, she is not very accurate as far as the years of editions are concerned, failing, in many cases, to state the edition of the work. Notwithstanding, it is the first work to deal with 19th-century English manuals more exhaustively than any of its predecessors, i.e. Cardim, Martín-Gamero and López Folgado.

139 Published in 2012 by John Benjamins.

140 One example is the autor Magawly de Calry who appears as the editor when, in fact, she was the real author of the book (see page... in this chapter).

and Niederer (2012) have made great strides forward to the completion of our corpus.

4.2 METHODOLOGICAL PRINCIPLES OF THE CORPUS

One of the main aims of the present thesis is to provide a repository, as accurately as possible, of the grammars and dictionaries published in Spain between 1769 and 1900. In order to achieve this, the steps outlying in *Repertorio de gramáticas y manuales para la enseñanza del francés en España (1565-1940)*¹⁴¹, by Denise Fischer, Juan F. García Bascuñana and María Trinidad Gómez have been followed. As the title indicates, its main emphasis is on French Grammars published in Spain over a period of almost four centuries with little attention paid to dictionaries or other types of manuals. Be it as it may, their work sets the main guidelines to be followed in the creation of this corpus although, at the same time, some extra information concerning the primary sources not included in their work has been added (see next section for further details). The methodological principles of the present corpus are the following:

- The justifications for a specific chronological slot instead of any other lies in the fact that, on the one hand, the starting point should be the first English grammar published in Spain in 1769. The finishing date of 1900, on the other hand, responds to the fact that the amount of data on the 19th century was big enough to be dealt with on its own. Initially, the period covered was to reach 1970 but in the course of this thesis it had to be shortened owing to space and time constraints.
- By sticking to a shorter period, 1769-1900, a better picture of the complex 19th century can be provided as far as primary sources are concerned. The work includes not only those works published in Spain but also those published abroad, eg. France, England and the USA, written by Spaniards who had immigrated to such countries and whose works were aimed at Spanish users.
- The present corpus also takes into account other manuals which were used alongside those grammars and dictionaries, eg. chrestomathies, conversation guides, etc. This way, a broader picture of ELT over the period object of study may be achieved.

141 Published in 2004 by PPU. This work is the result of two research projects, PB97-0410 and BFF2001-1062, funded by the Directorate-General for Research of the Spanish Ministry of Science and Technology.

Before providing a fully-detailed account of the corpus it is necessary to mention its main features.

4.3 FEATURES OF THE CORPUS

Far from simply listing all the grammars and dictionaries of the corpus, one objective of this work is to analyze, in most cases, their essential content as shown in the corpus cards presented. Following Fischer *et al.* (2004), these cards are arranged both alphabetically and grouped by centuries (18th and 19th). Appendix I includes a chronological vision of this corpus where the year of publication of the work's first edition, its author's name and the title more or less in full successively appears.

As for the cards themselves, they fall into two categories: analytical and non-analytical. Analytical cards refer to grammars and dictionaries consulted either *in situ* or online. Works hitherto unheard-of have been included as well as works that have not yet been recorded by previous works, eg. Gamero (1961), López Folgado (1988), Palau i Dolcet (1923-1927) and Viña (2000). The structure of the fully-analytical cards is as follows:

- Author/s (Reviewer/s).
- Year of publication and reprints.
- Title and number of pages.
- Typographical references.
- Libraries and locations reference.
- Content.
- Notes (eg. the meta-language).

Non-analytical cards only mention the author's or reviewer's name, the year of publication and typographical references. Both the English grammars and dictionaries published outside Spain by Spanish or by native authors and the manuals will be included here. Appendix III will deal with some specific cards due to the features of the manual object of study, eg. high number of editions.

4.3.1 Content of each section of the cards

Author(s) – Reviewer(s)

In this section, authors' full names are given and, if relevant, those of reviewers' (all those who have somewhat revised, corrected, updated, increased and modified a work

previously published). Those works whose authorship is unknown are classified as anonymous.

Date of publication

The year of each consulted work, usually its first edition, is given between brackets. Should there be further identical reprints, they are referred to on the same card. Whenever the content of a manual has gone through significant changes, a different card is created. Reference is also made to some cases when there is no year of publication or it is unclear. The corpus includes works ranged from 1769 to 1900.

Title and number of pages

The following information is provided: the full original title as it appears on the front title page, the number of pages of the book (differentiating between the preliminary pages –license, dedications, and so on–, often referred to in roman numerals, and the actual pages of the book). References to illustrations, tables and format are specified in the notes at the end of the card.

Typographical references

They include the place of publication as well as the editor or printer. In a few cases, the selling place of the manual is the only reference. If the place of publication is unknown, that is also duly noted. In principle, only English grammars and dictionaries have been taken into account. However, we have also included those works published overseas as long as they are exclusively or in a special manner aimed at Spanish users.

Library and location references

The information provided here gathers abbreviated names of the libraries where the book object of the card can be found as well as its location reference or signature. If there is a free online copy of a work, the link is provided (eg. Google Books, Europeana, Provincial digital repositories, etc.). The physical libraries cited are listed below. By and large, the key locations are the following:

AHB	Arxiu Històric de Barcelona
BC	Biblioteca de Catalunya
BAB	Biblioteca de l'Ateneu de Barcelona
BAM	Biblioteca del Ateneo de Madrid

BAMa	Biblioteca de l'Ateneu de Maó.
BMC	Biblioteca Municipal de Cádiz
BMM	Biblioteca Municipal de Mahó - Menorca
BPSB	Biblioteca Pública del Seminario de Barcelona
BMT	Biblioteca Municipal de Tarragona
BNE	Biblioteca Nacional de España
BRAE	Biblioteca de la Real Academia Española
BUB	Biblioteca de la Universitat de Barcelona
BUO	Biblioteca de la Universidad de Oviedo
CL	Centre de Lectura- Reus

They are mostly libraries situated across Spain, especially in Barcelona and Madrid. Of special interest is the Spanish network of public libraries and the libraries of religious orders or schools because of their rich bibliographical records of the 19th century, in particular. They have become focal reference points in our research as are some leading libraries such as the Biblioteca Nacional de España (BNE) and the Biblioteca de Catalunya (BC), which are often mentioned. Should a book be only located in a private or public institution, it is also annotated.

Apart from Google Books, Europeana or Archive Org, other Spanish digital repositories, especially Spanish ones, have been consulted¹⁴². They are the following (see bibliography for electronic addresses):

BDA	Biblioteca Digital de Andalucía.
BDD	Biblioteca Digital de Defensa.
BDH	Biblioteca Digital Hispánica.
CCPB	Catálogo Colectivo del Patrimonio Bibliográfico Español.
REBIUN	Red de Bibliotecas Universitarias Españolas.
RODERIC	Repositori institucional de la Universitat de València.
CCUC	Catàleg Col·lectiu de les Universitats de Catalunya.
RODA	Repositorio de Objetos Digitales y Aprendizaje de Extremadura.
BDCL	Biblioteca Digital de Castilla y León.
BDPH	Biblioteca Digital de Prensa Histórica.
CCPBE	Catálogo Colectivo del Patrimonio Bibliográfico Español.
BVPH	Biblioteca Virtual de Prensa Histórica.

142 In some cases, our research has spurred the initiative, with a high concept of public service, to upload those works freely for general consultation

Content

Pertinent aspects of the book are recorded on each card after having had access to a work either in a library or in the Internet. These include information related to grammar (phonology, morphology, and syntax), lexicon (dialogues, vocabulary lists, and so on), anthology authors, with the exact indication of each part, section, chapter and number of pages; presentation type (eg. columns), the content of the prologue, acknowledged sources; and any other aspects worthy of our interest, eg. target audience, extra material.

Notes

They make reference to some presentation aspects whose special features make them worthy of consideration (lack of numerals, numerical errors, fonts used, and so on.). The specific manual's source language (meta-language) is provided as well as the cases when more than a language is used.

Final remarks

The spelling of the primary sources is given in its original form. Diachronically speaking, there are some obvious differences with respect to modern spelling (eg. the accent on some vowels, the use of the letter 'g' instead of 'j', 's' instead of 'x', etc.) but that does not hinder its comprehension although it may, initially, strike readers as odd or erroneous. To facilitate understanding of the corpus grammars and their content, a vocabulary reference is provided:

Analogía: the study of the parts of sentences.

Composición: exercises on composition.

Crestomatía: a book of selected literary pieces from significant authors.

Etimología: treats of the different sorts of words, their various definitions and their derivation.

Idiotismo o Modismo: a form, mode of expression, or signification, peculiar to a language. Idioms.

Lexiología: definition of the parts of a sentence.

Ortología: orthoepy, art of pronunciation.

Parsing: analysis of sentences or phrases.

Tema: written exercise on translation.

Traducción: social activity which also operated as a pedagogical aim in itself.

Traducción directa: from English into Spanish.

Traducción inversa: from Spanish into English.

Traducción libre: it only focuses on the exact interpretation of the ideas and the thoughts in a text. It was also known as *Traducción alternativa* (Alternative translation) at the time.

Traducción literal: word for word translation.

Versión: text in English to be translated as a means to achieve some linguistic or pedagogical aims.

CORPUS

4.4. CORPUS OF GRAMMARS AND DICTIONARIES IN THE 18TH CENTURY.

CONNELLY, Thomas (1784): *Gramática que contiene reglas faciles para pronunciar, y aprender metódicamente la lengua inglesa, con muchas observaciones, y notas críticas de los más célebres autores puramente ingleses, especialmente de Lowth, Priestley, y Trinder. Compuesta Por el P. Fr. Thomás Connelly, religioso y Dominicó, y confesor de la familia de S.M.C.* 16+651+2+ 2 u.p.¹⁴³

-Madrid, En la Imprenta Real. BUB: 07 XVIII-7417. Online: bibliotecadigital.educarm.es; Reprints in 1791, 1798, 1811 and 1814 (5th ed.), Madrid, Imprenta Real. In Paris, 6th ed. in 1825 by Julio Duplessis y C. Online at Google Play: https://play.google.com/store/books/details/Fr_T_CONNELLY_Gramática_de_la_Lengua_Inglesa?id=m5S4BKWfc-EC&hl=ca

-Dedicatoria: Al Excelentísimo Señor Don Joseph Moñino, Conde de Floridablanca (2 p.) ; -Prólogo: p. 4-10; -Advertencia (7 u.p.); -Pronunciación de las letras de la Gramática Inglesa (p. 1-145): De sílabas (p. 3-12), De las vocales (p. 13-35), De los diptongos (p. 35-86), De consonantes (p. 86-114), Table of time (p. 115), Cardinal numbers (p. 116), Ordinal numbers (p. 117-118), Distributives (p. 119), Dicciones en que tienen semejanza en la pronunciación la una con la otra, pero diversas en su significado y modo de escribirlas (p. 120-145); -De las Abreviaturas Inglesas (p. 145-153). -Parte Segunda: De las nueve partes de la oración (p. 154-310): De vocablos, o dicciones (p. 154-156), De los Artículos (p. 156-162), Del Substantivo (p. 162-182), De los Pronombres (p. 182-199), De los Adjetivos (p. 200-205), Del Verbo (p. 205-287), De los Adverbios (p. 287-301), De las Preposiciones (p. 301-305), De las Conjunciones (p. 305-308), De las Interjecciones (p. 308-310). -De la Puntuación (p. 310-311); -De las Figuras Retóricas (p. 312-313); -La Carta siguiente hace ver la mayor parte de las elisiones y abreviaturas de la lengua inglesa (p. 314-319). -Parte Tercera: De la Sintaxis (p. 320-485): De los Artículos, y sus diversos usos (p. 320-331), De los Nombres Substantivos (p. 331-337), Del uso de los Pronombres (p. 337-369), De los Adjetivos y sus diversos usos (p. 369-380), Del Uso General de los Verbos (p. 380-435), Del uso de los Adverbios (p. 435-455), Del uso de las Preposiciones (p. 455-478), Del uso de las Conjunciones (p. 478-482), Del uso de las Interjecciones (p. 483-485).

-Parte Cuarta: De la Gramática Inglesa (p. 486-644): Diálogos Ingleses (p. 486-584),

143 u.p. stands for unnumbered pages.

Sentences/Sentencias in two columns (p. 585-600), A Collection of Proverbs, and common Sayings (p. 600-604), Fables by Fenelon (p. 604-619), Cartas (p. 619-632), A bill of loading (p. 632-634), A Table of English coins, weights, and measures (p. 634-644). Erratas (p. 645-647).

Notes: Meta-language : Spanish.

CONNELLY, Thomas & **HIGGINS**, Thomas (1797-1798): *Diccionario nuevo de las dos lenguas española é inglesa, inglesa y española, que contiene las significaciones de sus voces, con sus diferentes usos, los términos de artes, ciencias y oficios; las construcciones, idiomas y proverbios que se usan en cada una de ellas: Todo extractado de sus mejores autores, y considerablemente aumentado por...Parte segunda que contiene el inglés antes del castellano, Tomo I: 2+2+2+724+1; Tomo II: 2+2+671+1.*

A new dictionary of the Spanish and English languages in four volumes. This has the Spanish placed before the English and is considerably augmented with the divers significations and uses of its words; the technical terms of arts, sciences and trades, sea-language, metaphorical expressions, the idioms, proverbs and phrases used in both languages, taken from the best Authors and Encyclopedias. Compiled by... Part the first, volume I: 2+2+8+956+3; volume II: 2+ 1097+2.

Madrid, 1st ed., (1797), Parte segunda, Tomos I and II. BN 3/26610; Madrid, 1st ed. (1798), Part the first, Volumes I and II. BUCM: BH DER 15266. Imprenta Real, Por Pedro Julian Pereyra.

-Parte Segunda: -Tomo 1: Prólogo (2 u.p., written in Spanish), Catálogo Alfabético de los Verbos (2 p.), Explicación de las Abreviaturas (2 p.), Diccionario de las lenguas Inglesa y Española (1- 724, until letter K (included)); -Tomo 2: Catálogo Alfabético de los Verbos (2 p.), Explicación de las Abreviaturas (2 p.), Diccionario de las lenguas Inglesa y Española (p. 1-671, from letters L to Z), Correcciones (1 p.); Part the First/Parte Primera: Volume/Tomo I: Lista alfabética de los nombres propios de hombres y mugeres en Español é Inglés, con sus acentos (2 u.p.), Explicación de las Abreviaturas (2 p.), Preface/Prologue (in two columns English and Spanish): (8 p.); A Dictionary of the Spanish and English Languages (p. 1-956, until the Word E (included)), Correcciones (3 u.p.). Part the First/Parte primera: -Volume/Tomo II: Explicación de las Abreviaturas (2 u.p.), A Dictionary of the Spanish and English Languages (p. 1-1097, from letters E to Z), Advertencia (p. 1097), Correcciones (2 u.p.).

-Notes: The second part of the dictionary was published in 1797 and the first one in 1798.

JOVELLANOS, Gaspar Melchor de (1794): *Rudimentos de lengua inglesa*.

Included in Venceslao de Linares y Pacheco. 1839-1840. *Obras del Escelestísimo señor D. Gaspar Melchor de Jovellanos: ilustradas con numerosas notas, y dispuestas por orden de materias en un plan claro, vario y ameno, aumentadas ademas con un considerable caudal de escritos del Autor dignos de la luz pública é impresos ahora colectivamente por primera vez, con la vida de Jovellanos, retratos y viñetas por D. Venceslao de Linares y Pacheco, Tomo 5*. Barcelona, Imprenta de D. Francisco Oliva. pp. 43-58. BUCM: D 50027. Also in Google Books: <http://books.google.co.uk/books?id=zvo5GA7WmFEC&pg>

-Partes de la gramática inglesa: Artículo Primero, De las letras respecto de su pronunciación (p. 43-49); Artículo Segundo: De las palabras indicantes de ser (p. 49-51), Palabras indicantes de Acción (p. 51-55), Derivación de las palabras inglesas (p. 55-56); Artículo Tercero: De la colocación y enlace de las palabras (p. 56-58). End of work.

-Notes: At the end of Jovellanos's work, there is a note written by Linares y Pacheco (1840) called *Notas del Editor* (Editor's Notes) which states: *Estos escritos los destinó el Autor para el Instituto Asturiano, y por cierto que produjeron el buen efecto que de ellos se había prometido Jovellanos.* (This piece of work was for the Instituto Asturiano by the Author [Jovellanos], and, it was truly successful as Jovellanos had promised).

SAN PEDRO, Joaquín de (1769): *Gramática inglesa, y española: unico arte para aprender el idioma inglés, colegida de las mejores gramáticas de la Europa*. 3+1+163+1.

-Madrid, 1ª ed., Imprenta de Joseph Francisco Martínez Abad, calle del Olivo Bajo. Se hallará en la librería de Juan de Yuste, calle de la Concepcion Geronyma y en su puesto de las Gradas de San Phelipe el Real. BUO: CGFA -0158.

-Dedicatoria al Señor Don Carlos Manuel Dongo, Martínez de la Serra y Urrea, maestrante de la ciudad de Sevilla (3 p.); -Licencia del Consejo (de su Majestad) signed by D. Ignacio de Ygareda (1 p.); -Introducción (p. 1-2); -De el Nombre (p. 3-8); -De la Formación de los Substantivos, y Adjetivos (p. 8-17); -De la construcción, y el uso de los Nombres (p. 17-20); -De los Pronombres (p. 20-33); -Del Verbo (p. 33-69); -De las preposiciones (p. 69-72); -De los Adverbios (p. 72-74); -De las Conjunciones (p. 74-76); -De las Interjecciones (p. 76); De la Puntuación (p. 76-78); -Vocabulario Inglés, y Español/A Vocabulary in English and Spaniard(p. 79-155); -Frases Familiares/Faliar* Phrases, in two columns (p. 155-163); -Erratas (1 u.p.).

Notes: Metalanguage: Spanish. The vocabulary (p. 79-155) is thematic.

STEFFAN, Juan (1784): *Gramática inglesa, y castellana o Arte metódico y nuevo para aprender con facilidad el idioma inglés. Comprendiendo primero. La explicación de los diferentes sonidos de cada letra. Segundo. Una recopilación de las abreviaturas, que acostumbran los ingleses en sus escritos. Tercero. La definición de las partes del discurso, y de los términos que usan los gramáticos para la inteligencia de aquellos que no han estudiado la gramática. Cuarto. La declinación de los nombres, y pronombres. Quinto. La conjugación de los verbos, con una tabla de los que son irregulares. Sexto. Un tratado de las preposiciones, de su régimen, y de los diferentes sentidos, según los verbos que las preceden. Séptimo. Las reglas de la construcción. Octavo. Las excepciones, y observaciones sobre cada parte del discurso, con principios generales. Nono. Los anglicismos, ó frases inglesas, con ejemplos análogos. Decimo. Unos diálogos familiares.* IV+328+2.

-Valencia, 1ª ed., en la Fundición, é Imprenta de D. Manuel Pelegrer: vive en la Plateria. BN(Sede de Alcalá): DGMICRO/10. Online. Available at BDH at: bdh-rd.bne.es/viewer.vm?id=0000101806&page=1

-Prólogo (i-iv); -Instrucción, o Tratado de la Pronunciación Inglesa (p. 1-2): Vocales (p. 2-21), Consonantes (p. 21-41), De los diftongos impropios (p. 41-50); -Tabla de las principales Abreviaturas usadas en el idioma Inglés (p. 51-54); -Gramática Inglesa, Principios Generales (p. 53-58): De los Artículos (p. 58-62), De los nombres y de los números (p. 62-69), De los Adjetivos (p. 69-75), De los Casos (p. 75-81), De los Pronombres (p. 81-86), De los modos, tiempos y personas de los verbos (p. 87-129), Tabla de los verbos irregulares (p. 129-134), De los verbos impersonales (p. 134-138), De las Preposiciones (p. 138-162), De los Adverbios (p. 163-175), De las Conjunciones (p. 175-181), De las Interjecciones (p. 181-184), Modo de hacer la construcción de las frases (p. 184-199), pronombres posesivos, absolutos y relativos (p. 199-218), Adiciones y Observaciones sobre los adjetivos (p. 218-220), Observaciones sobre los verbos (p. 220-233), Observaciones sobre las partículas (p. 233-235), Distinción de algunas palabras, que parecen ser sinónimas, aunque no lo sean, sino en ciertas ocasiones (p. 235-257); -Familiar Phrases, And Dialogues both useful, and agreeable in conversation (p. 257-323); -Terminos de Marina (p. 323-326); -Índice (p. 327-328); -Two blank pages.

-Notes: Metalanguage: Spanish. The section on dialogues is made up of eighteen different topics in two columns (English-Spanish).

TORRES de NAVARRA, Joseph González (1799): *Ensayo práctico de simplificar el estudio de las lenguas escritas, verificado sobre la inglesa para exemplo de todas las demás*. 4+21+58+1.p

-Madrid, 1st ed., Imprenta Real, D. Pedro Julian Pereyra. Se vende á doce reales en la Libreria de Arribas, Carrera de S. Gerónimo. Biblioteca Real Academia Española: V-203-1.

-Preliminar (4 u.p.); -Nociones Gramaticales Inglesas comparadas con las Españolas (4 u.p.); Tabla de los Pronombres (1 u.p.); Tabla de la Numeración, Tabla de Plurales Irregulares (1 u.p.); -Tabla de Géneros Femeninos, Tabla de Grados de Comparación Irregulares (2 u.p.); -Tabla de Voces Extranjeras (1 u.p.); -Tabla de la Unica Conjugación (2 u.p.); -Tabla de Preteritos y Participios Pasivos (3 p.); Tabla del Efecto de las Partículas (1 u.p.); -Tabla de Frases (1 u.p.); -Tabla de Abreviaturas (1 u.p.);

-Diccionario Radical: Prontuario de los Nombres y Verbos mas Usuales en sus Raices Inglesas. Con la Significación Recta en Español (p. 1-33), Vocabulario De Partículas (p. 34-35); -Versiones Literales, Lecciones de Traducir (interlineal) al Pie de la Letra and Analisis Gramatical, (Swift, Locke, Chesterfield, Milton, Dryden, Shakespear, among others): (p. 34-57);

-Dedicatoria: Á Mi Maestro, Mi Señor y Mi Amigo: D. Juan Clemente del Castillo y Molina: Marques de San Felipe y Santiago.

-Notes: Metalanguage: Spanish. Citation at the beginning of the book: *Artem experientia fecit, exemplo monstrante viam*. (Experience, after many trials, perfected the art).

4.5. GRAMMARS AND DICTIONARIES IN THE XIX CENTURY

AINSA ROYO, Manuel (1837): *Gramática práctica, para hablar, leer y escribir por principios gramaticales los idiomas Castellano, Inglés, Francés e Italiano. Sin necesidad de maestros. Para uso de los españoles. Por...* 2+4+419.

Barcelona, 1ª Edición, Imprenta de Valentin Torras. BUB (Lletres): 184/7/8 Reprint in 1867, 2nd ed. Biblioteca Seminario Diocesano de Segovia: 4688.

-Al lector (2 u.p.); -Advertencia (4 u.p.); Abecedario de los cuatro idiomas (p. 6); -Silabario Castellano (p. 7-8); -Pronunciación (p. 9-24): del idioma inglés (p. 9-13), Vocales y diptongos del idioma francés (p. 14-21), Sobre la lengua italiana (p. 22-24); From page 25 to page 172, the text is divided into four columns, one for each language. -Artículos de los cuatro idiomas (p. 25-30); -Pronombres (p. 30-40); -Del positivo ó

Adjetivo (p. 40-47);

- Conjugación del verbo auxiliar (haber ó tener), igual en los cuatro idiomas (p. 47-60);
- Conjugación del verbo auxiliar (ser ó estar), (p. 60-71);
- Verbos regulares (p. 71-120);
- Verbos irregulares de la 1ª, 2ª y 3ª conjugación (p. 120-157);
- Verbos defectivos (p.158-159);
- Verbos impersonales de los cuatro idiomas (p. 159-172);
- Modelo para conjugar los verbos irregulares ingleses (p. 172-189);
- Verbos defectivos ingleses (p. 190-200);
- Sobre los verbos de la lengua francesa (p. 201-272);
- Sobre el idioma italiano (p. 273-338);
- Del participio de los cuatro idiomas (p. 339-343);
- Del adverbio (p. 343-370);
- De la preposición (p. 370-379);
- De la conjugación (p. 379-383);
- De la interjección (p. 384-388);
- Tratado de la sintaxis (p.389-425).
- Notes: Meta-language in Spanish.

AINSA ROYO, Manuel (1837): *Nuevo vocabulario de los idiomas modernos: español, inglés, francés e italiano*. I+489.

-Barcelona, 1ª Edición, Imprenta de Miguel Borrás. BC: 43-8º-346.

-Thematic Vocabulary or Nomenclature of almost 500 pages in four columns (from left to right: Spanish, English, French and Italian) including 95 different topics. Some of them are: -Del Cuerpo Humano (p. 32-43); -De lo relativo al alma (p. 53-67); -Crímenes, vicios y virtudes (p. 67-82); -De toda calidad de provisiones buenas para comer (p. 96-106); -De cuanto forma una casa en general (p. 115-141); -De toda clase de gobiernos (p. 205-217); -Del comercio y demas a sí relativo (p. 248-264); -Sobre oficios mecánicos y de los que los ejercen (p. 271-290); -Nombres de artes, ciencias y de sus profesores (p. 296-310); -De la Gramatica (p. 310-316); -De las partes del mundo (p.460-472).

-Notes: The pronunciation, between brackets, is given only for English and French words.

ALCOBER y LARGO, Vicente (1860): *Compendio de la lengua inglesa en tres partes: 1ª La Gramática, ó sea un extracto del método lexicológico y hermenéutico fundado en la etimología, analogía y onomatopeya. 2ª Un vocabulario de pronunciación figurada. 3ª Un programa ó cuestionario para los exámenes de inglés. Por...1+9+183.*

Murcia, 1ª ed., Imprenta de Anselmo Arques. BN: 1/44203.

-Dedicatoria: A D. José Leon Puértolas y Latorre, Capitán de infantería en el ejército español de ultramar (p. 3); -Advertencia (p.4); -Introducción (p. 5-9); -Alfabeto (p. 10); -Reglas de lectura (p. 10-16); -Acento tónico (p. 16-17); Ejercicio de lectura (p.

17-18), -Parte Elemental (p. 19-45): -Conjugación de los verbos (p. 19-22), Resúmen de los auxiliares ó signos de los tiempos (p. 22), Modelo de conjugación (p. 22-24), Conjugación de los auxiliares *haber* y *ser* (p. 25), Verbos unipersonales (p. 25-26), Verbos reflexivos (p. 26), Verbos irregulares (p. 26-35), De las diversas especies de oraciones (p. 35-36), Formación del plural en los nombres (p. 36), Plurales irregulares (p. 36-37), Nombres sin plural (p. 37), Nombres sin singular (p. 37), Género de los nombres (p. 37-38), Adjetivo (Grados de comparación, Irregularidades en los grados): p. 38-39, Artículos (p. 39), Numerales (p. 39-41), Pronombres (p. 41-43), Adverbios, preposiciones, conjunciones é interjecciones (p. 43-45). -Parte Lexiológica (p. 46-54): Medios de descubrir, sin ayuda de diccionario, la significación de muchas palabras inglesas (p. 46), Ejemplos de voces onomatopéyicas (p. 46-47), Ejemplos del uso de las figuras de dicción (p. 47-48), Partículas prefijas (griegas, latinas e inglesas): p. 50-52, terminaciones neo-latinas, que se corresponden en los dos idiomas, inglés y español (p. 52-53), Terminaciones inglesas (p. 53-54), Terminaciones geográficas (p. 54). -Parte Sintáctica (p. 55-60): Idiotismos ó modismos (p. 55-57), Proverbios (p. 57), Acepciones del verbo *to get* (p. 57-58), Propiedad de voces y de frases (p. 58-60). Parte Ortográfica (p. 61-70): Idea general de la ortografía (p. 61-62), Observaciones particulares (p. 62), División de la ortografía (p. 62-63), Duplicación de consonantes (p. 63-64), Homónimos (p. 64-67), Abreviaturas (p. 67-69), Advertencias para el uso del Vocabulario inglés de pronunciación figurada (p. 69-70), Vocabulario (p. 71-176). Programa de la Lengua Inglesa, ó Cuestionario para los exámenes de esta asignatura (p. 177), Prólogo (p. 178-179), Lecciones (p. 179-180). -Índice de Materias (p. 181-183). -Notes: Meta-language in Spanish.

AYUSO, Francisco García (1880): *Gramática inglesa. Método teórico-práctico para aprender á hablar este idioma. Con un catecismo gramatical en Inglés, para aprender á hablar este idioma.* VII+368+II.

-Madrid, 1ª Edición. Academia de Lenguas, Imprenta, estereotipia y galvanoplastia de Aribau y Ca.; Biblioteca Ateneo de Madrid: C-3384.

-Prólogo (p. v-vii); -Primera Parte: -Pronunciación (p. 1-29): Seven lessons: I.-Vocales a, e, i; II.-Vocales o, u, y, w; III.-De los Diptongos Propios; IV.-De los Diptongos impropios; V & VI.-De las Consonantes; VII.-Del acento y de la Lectura; -Segunda Parte:-Analogía y Sintáxis: Forty-eight lessons with the following structure: explanation of the grammar point of each chapter with examples in English and Spanish + a tema or translation exercise (direct and reverse) made up of two texts

formed by loose sentences + inclusion of an extra tema called '*Para corregir*' (English text made up of loose sentences too but including a mistake that needs correcting) in the following lessons (X-XXIII, XXV-XXXIII, XXXV-XXXIX and XLVIII): Lección VIII: Artículos Definido é Indefinido (p. 30-32); L. IX.-Formación del Plural (p. 32-35); X.-Plurales Irregulares (p. 35-40); XI.-Género de los Nombres (p. 40-44); XII.-El Genitivo de Posesión.-Nombres compuestos (p. 44-49); XIII.-Del Adjetivo.-El Partitivo (p. 49-53); XIV.-Empleo de los Artículos (p. 53-57); XV.-Comparación de Igualdad.-Diminutivos y Aumentativos (p. 57-61); XVI.-Comparativo de superioridad é Inferioridad.-Superlativo (p. 61-65); XVII.-Comparativos y Superlativos Irregulares.-Títulos (p. 65-70); XVIII.-Números Cardinales.-Precio.-Medidas.-Horas (p. 70-75); XIX.-Números Ordinales, Múltiplos, etc. (p. 75-79); XX.-Pronombres Personales (p. 79-84); XXI.-Adjetivos y Pronombres Posesivos (p. 84-89); XXII.-Adjetivos y Pronombres Demostrativos.-Patronímicos (p. 89-93); XXIII.- Pronombres Relativos (Relative pronouns): p. 93-97; XXIV.-Adjetivos y Pronombres Indefinidos (p. 97-103); XXV.-Verbo auxiliar to have, Haber ó Tener (p. 103-109); XXVI.-Verbo Auxiliar to be.-Contracciones (p. 109-115); XXVII.-Usos del Verbo *to have* (p. 115-118); XXVIII.-Usos del Verbo *to be* (p. 118-122); XXIX.-Conjugación del Verbo Regular (p. 122-128); XXX.-De los Semi-Auxiliares ó Defectivos (p. 128-133); XXXI.-Empleo de los Tiempos.-Subjuntivo (p. 133-139); XXXII.-Forma Pasiva.-Verbos Reflexivos.-Unipersonales (p. 140-145); XXXIII.-Uso del Infinitivo y del Gerundio (p. 145-150); XXXIV.-Usos Específicos de Algunos Verbos (p. 150-155); XXXV-XXXIX.-Verbos Irregulares (p. 155-171); XL.-Lista Alfabética de los Verbos Irregulares (p. 172-180); XLI.-Adverbio de Tiempo y Lugar (p. 180-185); XLII.-Continuación del Adverbio (p. 185-189); XLIII-XLIV.-Preposiciones (p. 189-204); XLV.-Conjunciones (p. 204-210); XLVI.-Interjecciones.-Verbos Compuestos (p. 210-225); XLVII.-Régimen de los Adjetivos (p. 225-228); XLVIII.-Régimen de los Verbos (p. 229-233); -LETTERWRITER'S MANUAL (p. 234-255): Letters of invitation, Acceptance, Refusal, etc. in L2; -Segundo Curso: -Parte I: -Catechism of English Grammar(p. 257-282): in question-answer form with some observations in English; -Syntax (p. 283-341): Set of grammar rules, numbered between 333 and 547, with bilingual examples; -Versification (p. 341-344): in a question-answer form with examples of verses; -Advertencia (p. 344); -Vocabulario (p. 345-359): bilingual in two columns in alphabetical order; -Complete List of Abbreviations (p. 360-365); -Índice Alfabético (p. 366-368); -Erratas (p. 368); two blank pages. -Notes: Metalanguage: Spanish except the Catechism in the second part that is in English.

BENOT, Eduardo (1851): *Nuevo método del Dr. Ollendorff para aprender á leer, hablar y escribir una lengua cualquiera. Adaptado al Inglés por Eduardo Benot. Obra calculada para aprender este idioma en seis meses, seguida de un apéndice, y acompañada, en volumen separado, de LA CLAVE DE LOS TEMAS y de un DICCIONARIO que por el orden de Lecciones contiene todas las palabras y frases enseñadas en el testo, y la indicación de su prosodia. Revisada la Parte Inglesa por George Knowles Shaw.* XXII+ 520+ 1 u.p.

-Cádiz, 1ª Edición, Imprenta, Librería y Litografía de la Revista Médica, Á cargo de D. Juan B. de Gaona, plaza de la Constitución, número 11. BC: 44-8º-62. Reprints in 1853 (2nd.ed.), 1858 (3rd ed.), 1865 (4th ed.), 1878, 1887, 1893, 1898, 1904, 1911, 1918, 1920, 1922, 1924, 1929. (See Appendix III).

-Prólogo (p. v-xviii); -Modo de Enseñar por Este Método (p. xiv-xv); -El Estornino Astuto/The Clever Starling (p. xvi); -Indicaciones Preliminares Sobre la Pronunciación (p. xvii-xxii); From now on, the book is divided into six main sections, each corresponding to months 1-6. Each part or month is sub-divided into twenty-five lessons.

In total, there are 150 *Lecciones* or Lessons, which, in turn, follow the same pattern: a grammatical point or a vocabulary item (usually verbs) in two columns (Spanish/English), explanatory notes (called *Advertencia* in the book) which further explains the grammatical point, and a *Tema* (there are 645 *temas* or translation exercises all in Spanish). There is an ample use of footnotes too. The approximately three-page lessons go from page 23 to page 485;

-Apéndice (p. 489-543): -Algunas Reglas Para Aprender Á Pronunciar la Lengua Inglesa (p. 489-501); -Modismos (p. 510-521); -Modismos de los Verbos Hacer y Tener (p. 521-523); -Reglas para la División de las Sílabas (p. 524); -Voces Derivadas (p. 525-527); -Lista Alfabética de las Abreviaturas que se usan frecuentemente en Inglés (p. 527-532); -Numero y Género de los Sustantivos Ingleses (p. 532-536); -Tratamientos Especiales (p. 536);

-Observaciones sobre algunas irregularidades de los verbos regulares ingleses (p. 537-540); -Sobre el uso del Subjuntivo (p. 540-543); -Two blank pages.

-Notes: Metalanguage: Spanish. Use of tables: -Concurrencia del Acusativo y el Dativo (p. 86), Cuadro de la declinación de los pronombres personales (p. 90), Adjetivos y adverbios que forman sus grados de comparación irregularmente (p. 126), Cuadro de la conjugación de los verbos auxiliares y regulares ingleses (p. 538-539).-Lista de verbos irregulares (p. 138-144).

BENOT, Eduardo (1851): *Nuevo método del Dr. Ollendorff para aprender á leer,*

hablar y escribir una lengua cualquiera. Adaptado al inglés por Eduardo Benot. Clave de los temas. VIII+238. BC: 44-8º-69.

-Cádiz, 1st ed., Imprenta, Librería y Litografía de la Revista Médica, Á cargo de D. Juan B. de Gaona, plaza de la Constitución, número 11. Reprints in 1854, 1858, 1866, 1878, 1887, 1893, 1898, 1904, 1911, 1918, 1920, 1922, 1924, 1929.

-Clave de los temas (p. 1-159); -1 u.p.; -Diccionario que por el órden de lecciones, contiene todas las palabras y frases enseñadas en el testo (161-237); 1u.p.

-Notes: At the bottom of the last unnumbered page Benot expresses his gratitude to Carlos Fitz Henry. In the original, it says: *Siendo debidas á la Amistad del Sr. D. Carlos Fitz Henry muchas observaciones que han contribuido á mejorar esta Gramática, considero un deber dejar consignado en ella mi reconocimiento á tan entendido profesor.*

BERGNES de las CASAS, Antonio (1845): *Nueva gramática inglesa, en la que se explican todas las dificultades de esta lengua; compuesta con presencia de las mejores gramáticas inglesas publicadas hasta el día.* X+167. BC: A-44-8º-34. Available at Google Books.

Barcelona, Establecimiento Tipográfico a cargo de D. Juan Oliveres. Re-editions in 1864, 1876, 1882, 1896, 1905.

-Prologo (p. 5-8); -Alfabeto (p. 9-10); -Parte Primera: Analogía: Capítulo I: De los artículos (p. 11); Capítulo II: Del nombre sustantivo y de la formación del plural (p. 12-17); Capítulo III: De los Adjetivos numerales (p. 17); Capítulo IV: De los pronombres (p. 18-23); Capítulo V: Del Adjetivo (p. 24-26); Capítulo VI: Del verbo (p. 26-66); Capítulo VII: Del adverbio (p. 67-70); Capítulo VIII: De la preposición (p. 70-71); Capítulo IX: De la Interjección (p. 72-73); -Parte Segunda: De la Formación de las Palabras: Capítulo I: Indicativos griegos, latinos, españoles y franceses (p. 74-75), Indicativos ingleses (p. 76-80); Capítulo II: Sílabas finales o terminaciones (p. 81-94); Capítulo III: Observaciones generales: De las diversas propiedades de las voces radicales, y de sus combinaciones entre sí (p. 95); -Parte Tercera: Sintaxis: Capítulo I: Artículo (p. 96-101), Capítulo II: Del Nombre (p. 101-104); Capítulo III: Adjetivo (p. 104-106); Capítulo IV: Pronombre (p. 106-113); Capítulo V: Del Verbo (p. 114-130); Capítulo VI: Participio de presente ó gerundio (p. 131-133); Capítulo VII: Adverbio (p. 133-134); Capítulo VIII: Preposición (p. 134-151); Capítulo Nono: Conjunción (p. 152-154). -Ortografía (p. 155-158). -Apéndice: Lista de las principales contracciones y abreviaciones que se usan en inglés (p. 159),

De los títulos (p. 160), Lista de nombres de países y de pueblos con sus equivalentes en inglés (p. 161-165); -Índice (p. 166-167).

-Notes: Metalanguage: Spanish.

BERGNES de las CASAS, Antonio (1864): *Novísima gramática inglesa en la que se explican todas las dificultades de la lengua por D. Antonio Bergnes de las Casas, Nueva edición considerablemente mejorada, y aumentada con temas ó ejercicios y vocabularios aplicables á las diversas reglas, así en la analogía como en la sintáxis, para lo cual se han tenido presente todas las gramáticas inglesas publicadas hasta el día, incluso la de G. H. Ollendorff. Con la clave de los temas por separado.* VII+275+III.

-Barcelona, 2nd edition. Librería de D. Juan Oliveres, Editor, Impresor de S. M., Calle de Escudillers, 57. BC: 44-8-408.

-It is divided into the same 5 parts as the first edition of 1845. As the above-mentioned title suggests, the first part, *Analogía*, includes a vocabulary list and 47 *temas* or translation exercises from L1 into L2. The remaining parts considerably change except the second and fourth parts (that is, *De la formación de las palabras* and *Orthography*). The third part, syntax, almost doubles the content of the first edition by enlarging each of its nine chapters, and especially the section on verbs. The last part, the appendix includes three new sections: *Elisiones* (p. 261-263), *Expresiones de derecho y normandas* (p. 263-266) and *Refranes* (p. 266-275).

-Notes: Meta-language in Spanish.

BLASCO AMIGÓ, Manuel (1885): *Gramática inglesa. Método teórico-práctico.* IV+227. BN: 1/44515; Biblioteca Lluís Alemany (Mallorca): C3-11.

-Coruña, 1ª edición, Establecimiento Tipográfico de la “Voz de Galicia”. Available in GALICIANA (Biblioteca Xeral de Galicia) at: www.galiciana.bibliotecadegalicia.xunta.es/gl/consulta/resultados_ocr.cmd. Reprints in 1887 (BN: 1/47309), 1893 (BN: 2/31629), Barcelona, Pedro Ortega; 1897, 1900 and 1906 (6ª ed.), Barcelona, Imprenta de Mariano Galve.

-Prólogo (iii-iv); -Primera Parte (p. 5-86): Artículos; Números; Género; Casos; Adjetivos Aumentativos y Disminutivos; Adjetivos posesivos; Comparación; Numerales ordinales y cardinales; Pronombre; Verbos; Adverbios; Preposiciones; Conjunciones; Interjecciones;-Ejercicios prácticos de la primera parte (p. 59-86) based on different *temas* each of them accompanied by a short vocabulary in order to help

with the translation from L1 into L2. –Segunda Parte (p. 87-145): Artículo definido e indefinido; caso nominativo; objetivo y posesivo; del caso posesivo; sustantivos adjetivizados; frases comparativas; relativos, demostrativos relativos; posesivos; reflexivos e indefinidos; del pronombre *se*; del verbo, colocación y concordancia; infinitivo, gerundio, participio pasado; régimen verbal; presente, pretérito indicativo, futuro, condicional, subjuntivo; verbos compuestos; modismos de algunos verbos; adverbio; preposiciones (*de, a, para, por, en, con, sin, sobre, encima, desde, cerca y entre*); conjunciones; -Ejercicios prácticos de la segunda parte (p. 146-176); -Apéndice: Pronunciación (p. 177-185), Formación de las palabras (p. 186-196), Ortografía de las palabras (pp. 197-198), Contracciones (p. 199), Lista de verbos irregulares (p. 200-204), Propiedades de las voces (p. 205-220), Modo de dirigirse á las personas (p. 221-222), Abreviaturas (p. 223); two blank pages.

-Notes: Meta-language: Spanish. Note in the prologue to the second edition:

De los periódicos que nos favorecieron hablando con elogio de la primera edición: El Liberal, La Ilustración Española y Americana, La Patria, La República, La Voz de Galicia, etc. (Journals that favoured the publication of the first edition with praise: El Liberal, La Ilustración Española y Americana, La Patria, La República, La Voz de Galicia, etc.).

BOSCH y BONET, Jaime (1886): *Método para aprender el inglés teórico y práctico para uso de los españoles con la pronunciación figurada*. XV+339p.

-Palma, 1ª edición, Tipografía de Viuda e Hijos de J. Gelabert. BN: 2/32414 (Not available); instead, BN: DG MICRO/74853.

-Prólogo (p. v-viii); -Lección previa sobre pronunciación y formación en inglés de muchos sustantivos y adjetivos según su terminación en castellano (p. ix-xv); -Del presente y pretérito simple de indicativo del verbo *Haber* y artículos (p. 1-3); -Del presente y pretérito simple de indicativo del verbo *Ser* o *Estar* y números cardinales hasta 20 (p. 4-6); -Del presente de indicativo del verbo *Querer* y de todos los verbos en inglés en oraciones afirmativas y números cardinales hasta 1000 (p. 7-12); -Presente de indicativo, interrogación y negación con algunas escepciones (p. 13-14); -Pretéritos simples de indicativo de los verbos regulares (p. 15-19); -De la formación de los plurales (p. 20-21); -De los pronombres personales, adjetivos posesivos, pronombres relativos y relativos compuestos (p. 22-32); -De los adjetivos y pronombres indefinidos (p. 33-36); -De los pronombres reflexivos (p. 37-39); -De los adjetivos positivos y formación de sus comparativos y superlativos 8p. 40-47); -De las frases comparativas de igualdad

y de inferioridad y adjetivos cuyos comparativos y superlativos son irregulares (p. 48-53); -Manera de traducir las expresiones *Entre V.*, *Salga V.*, *Baje V.*, y los impersonales *Hay*, *Había*, *Habrà*, *Ha habido*, *Había habido*, etc. (p. 54-57); -Del modo de emplear los signos del futuro *Shall*, *Will* (p. 58-61); -Del modo imperativo (p. 62-63); -De los gerundios (p. 64-70); -De algunos verbos que requieren la preposición *At* y del modo infinitivo (p. 71-75); -Del caso posesivo (p. 76-82); -Del modo subjuntivo (p. 83-99); -Del artículo indefinido *A*, *An*: Uno, Una (p. 100-105); -Del artículo *The* (p. 106-113); -Construcción impersonal (p. 114-117); - Del modo de traducir al inglés *Lo*, *Si*, *Casa*, y el verbo *Hacer* (p. 118-130); -De algunos verbos ingleses que requieren ciertas preposiciones 8p. 131-133); -De los verbos *To be willing*, *Can*, *To be able*, *Must*, *To be necessary*, *To be obliged*, *To want*, *Ought* (p. 134-141); -Manera de traducir al inglés las palabras *Aún* y *Todavía* (p. 142-149); -Manera de traducir al inglés las expresiones *Por*, *Por más*, *Por muy*, *Por mucho*, etc. (p. 150-154); -Frasas más usuales en la conversación (p. 155-193); -Manera de traducir al inglés las expresiones castellanas *A mí me toca*, *A ti te toca*, etc. como igualmente los verbos *Mandar* o *Hacer* (p. 194-196); -Cuando debe traducirse el verbo *Hacer* por *To do* y *To make* (p. 197-204); -Significaciones de las palabras *Last*, *Least*, *Leave*, *Let*(p. 205-212); -Manera de traducir al inglés las expresiones *¿Hasta dónde?*, *¿Qué distancia?*, etc. (p. 213-216); -Traducción al inglés de algunos refranes usuales, como igualmente de algunos modismos de los verbos *Hacer*, *Morir* y *Hablar* y lista de algunas palabras inglesas que apenas se diferencian al pronunciarlas (p. 217-234); -Números cardinales, ordinales, distributivos, múltiples, nombres de repetición (p. 235-238); -Conjugación de los verbos *Haber ó Tener*, *Ser ó Estar*, y *Amar* (p. 239-249); -Lista de los verbos irregulares (p. 250-259); -De los adverbios y sus diferentes clases (p. 260-266); -De las preposiciones, conjunciones ,e interjecciones (p. 267-271); -Del número y género de los substantivos ingleses (p. 272-279); -Segunda parte: -Propiedad de las voces (p. 279-330); -Tratamiento ó apéndice de los títulos (p. 331-332); -Índice (p. 333-336).

-Notes:Meta-language: Spanish. This work appeared in an advertisement in *El Isleño*, Año XXX, nº 10773, 1889-septiembre 11.

BRAIM, F. J. (186?): *Nueva gramática inglesa, curso teórico-práctico*.

-Notes: No further information has been accessible. This grammar does not appear in any of the primary or secondary repositories consulted. The only reference to this work appears in *La Correspondencia de España: diario universal de noticias (Madrid)*. Año XIX, Nº 3920- 12 Agosto 1868 (Accessed on November the 18th 2013 at:

premsahistorica.mcu.es/es/consulta/registro.cmd?id=10006046123). On page four and under the heading *Lista de obras de texto para el trienio de 1868 á 1871, Segunda Enseñanza, Segundo periodo*, of the three works recommended for the English language, one belongs to this grammar. The same reference also appears in an issue of the journal called *Gaceta de Madrid, 9 de Agosto de 1868, año CCVII, n° 222, p.1-3*.

BRAUN, J. J. (1865): *Nueva gramática inglesa. Curso teórico-práctico*. VIII+257+1. -Madrid, Librería de A. Duran, Cra. De S. Geronimo, 2. BN (Alcalá): DGMICRO/74693. Accessible in Google Books and Hathi Trust.

-Dedicatoria: A sus alumnos del Real Seminario y Colegio de San Lorenzo del Escorial dedica esta obrita su autor (p. v-vi); -Prólogo (p. vii-viii); -Reglas para aprender á pronunciar la lengua inglesa (p. 1-6); -Parte I: thirty lessons (p. 7-119) with the following structure each of them: explanation of a grammar point (from the second part of the book) with lots of examples and a *tema* or translation exercise with several sentences in Spanish and sometimes in English as well. From lesson XVII onwards, the *tema* in English is a connected text. -Apéndice I: Vocabulario (p. 120-135), a thematic one; -Apéndice II: De los Sinónimos (p. 136-142); -Parte II: Definition of the English Grammar (p. 143); Orthography (p. 143); Of syllables and the rules for arranging them (p. 143-144); Of words in general and the rules for spelling them (p. 144-145); Etymology (p. 146); Of the Articles (p. 146); Of Nouns, number and gender (p. 146-147); Of Case (p. 148); Of Adjectives (p. 148); Of Pronouns (p. 149-150): personal, relative, adjective; Of Verbs (p. 151): Of Number and Person (p. 151), Of Moods (p. 151-152), Of Tenses (p. 152-153), Of *Will* and *Shall* (p. 153-154); Of Adverbs (p. 154); Of Prepositions (p. 155); Of Conjunctions (p. 155); Of Interjections (p. 156); On Parsing (p. 156-166); Syntax (p. 167-179); Promiscuous exercises on the rules of Syntax (p. 180-181); Specimens of etymological parsing (p. 182); Punctuation (p. 183); Abbreviations (p. 186); Prosody (p. 187-190); Select Pieces (p. 191-204); Poetry (p. 205-238); Cards (p. 239-246); A practical mercantile Correspondence (p. 247-253); Familiar Correspondence (p. 254); Letters on elocution (p. 255-257); Fé de Erratas (1 u.p.); 1 blank page.

-Notes: Meta-language: Part One in Spanish and Part Two in English.

BROWN, John George¹⁴⁴ (1858): *Gramática española-inglesa: Sistema teórico-práctico por un nuevo método, modificación del Doctor Ollendorff*. I+532+36

-Barcelona, Librería de El Plus Ultra, Imprenta de Luis Tasso; -Madrid, Librería de San Martín. BC: A 44-8º-37.

-Dedicatoria: Á la Juventud Estudiosa de España (p. i); -Prólogo (p. 3-4);

-Algunas Reglas para Aprender A Pronunciar la Lengua Inglesa (p. 5-9): Alfabeto, De las Vocales, De los Diptongos, de las Consonantes; -Lecciones I-XC (p. 10-244): short lessons (between two and five pages except lesson XXXIV, nine pages) with the following structure: few hard and fast rules on grammar with bilingual two-column examples plus a 'tema' at the end of each lesson in L1 made up of loose sentences (from lesson sixty-six onwards, the L1 Tema is formed by connected texts) and in L2 from lesson IV onwards also formed by loose sentences. Sometimes, several grammar and semantic points are dealt with in the same lesson. The topics of each lesson are the following: I-II.-Artículo definido é indefinido; *something* y *anything*; III.-El Adjetivo que lugar ocupa, empleo de algunos adjetivos; IV.-Formación de los sustantivos acabados en *y*; formación del presente de los verbos regulares; empleo de *some* y *any*; V.-Empleo de *as-as*; *so as*; *as much-as*; *so much-as* y *so many-as*; Formación de las negaciones é interrogaciones; empleo de *not* y *so*; VI.-Formación del plural de los sustantivos acabados en *ch*, *sh*, *s*, *x*, *ú* o; Formacion de algunos adjetivos por medio de sustantivos que espread la materia de que una cosa está compuesta; pronombres posesivos; VII.-Reglas sobre el genitivo posesivo; Excepciones; VIII.- Empleo de *somebody* y *anybody*; *que* comparativo como se traduce; *to* precede al infinitivo, cuando *to do* y *to make*; IX.-Formacion del plural de los sustantivos acabados en *f* y *fe*; excepciones de esta regla; Los nombres propios, títulos, empleos etc. cuando llevan artículo y cuando no; X.-*What* exclamativo ecsige *an*; Numeros cardinales; XI.-*Hacer*, cuando traducido por el verbo *to be*; los números cardinales y su formación; *Foot* y *Horse* cuándo no tienen plural; XII.-Cuando se coloca el adjetivo despues del sustantivo?; *One* y *ones* como se emplean; XIII.- *Tan* y *tanto* cuando traducidos por *so* y *so much* etc.; XIV.-Formacion de algunos adjetivos de nacion; Pronombres personales; *Who?* No ecsige *do*; *To* y *at* como se emplean; XV.-Sobre el género de los sustantivos; XVI.-Pronombres posesivos; Formacion de los verbos

144 Apparently, J. J. Braun and John George Brown seem to be the same person (the former's name being a hispanized version of the latter) but judging by their grammar content they seem to be different works and, allegedly, different authors. Their grammar paratexts shed no light on their biographies.

reflexivos; *This* y *that* y sus plurales; Formación de los diminutivos en inglés; XVII.- Comparativos y superlativos irregulares; sustantivos empleados solo en el plural ó solo en el singular; XVIII.-Declinacion y uso de los pronombres relativos; Uso de *too* y *too much*; El infinitivo empleado sustantivamente no lleva artículo; XIX.- Pronombres indefinidos; Formacion del gerundio; Colocacion del pronombre en los verbos compuestos; XX.- Como se traduce *cada uno*?; XXI.-Formacion del adverbio; Traduccion de *Señor* y *Señora*; XXII.-Los auxiliares no ecsigen el signo *to*, excepto *aught*; Como se traduce el pronombre *lo*; XXIII.-Formacion del imperfecto y perfecto; *To pay* ecsige la preposición *for*; XXIV.-Algunos adverbios de tiempo y su colocación; *To put-on* y *to take-off* como se construyen; XXV.-Traduccion de *doler* y *tener mal* etc.; *Estar en é ir á*, como se traducen; XXVI.-*Mandar hacer*; *mandado hacer* etc. como se traducen; XXVII.- *Hasta* como se traduce hablando del tiempo y de la distancia; XXIX.-Futuro; del uso de *shall* y *will*; *Last* y *Next* acompañado de *day*, *week* etc. no llevan artículo; XXX.-Formacion del imperfecto de los semi-ausiliares; *Ir á cazar*, *á pescar*, como se traducen; XXXI.-Formacion del condicional; Formacion de la pasiva; XXXII.-*Valer mas*, *ser mejor*, *saber*, *oir decir* etc como se traducen; XXXIII.- Formacion del imperativo; Dos comparativos puestos en oposición ecsigen el artículo definido; XXXIV.-Conjugacion de los verbos auxiliares y regulares; XXXV.-Reglas sobre la traduccion de la partícula *se* por *one*, *we*, *they*, *men*, *people* y *la voz pasiva*; XXXVI.-Reglas sobre las negaciones *not*, *not any*, *no*, *none*, *neither*, *never*, *nobody*, etc.; XXXVII.-Formacion del imperfecto y participio pasado de los verbos acabados en *y*; Reglas sobre la formación del gerundio; -Apéndice I. Los verbos irregulares (p. 97-103); XXXVIII.-Hablando de las partes del cuerpo humano se emplea el *pronombre posesivo*; Formacion de los verbos reflexivos; XXXIX-XL.-Traduccion de *hay* con referencia á distancia; y *hace* y *ha* con referencia al tiempo; XLI-XLIV.-Uso del subjuntivo; *Acabar de* etc. se traduce en inglés por *to have just*; XLV-XLVIII.-La preposición *de* se traduce: *from*, *by*, *with*, *of*; empleo de ellas; Empleo y uso de *about* y *above*; Uso de la preposición *after*; *To be* con la preposición *to*; Usos de *against*; XLIX.- *Antes*, *primero*, *mejor* que se traducen por *rather than*; *Whatever*, *however*, *whatsoever* etc. y su uso; L.-Uso de *among*, *betwween* or *betwixt*; LI.-*All* ó *every thing*; LII.-*At* cuando y como se emplea; *Muy* traducido por *much*; LIII.-*To go*, *to come*, *to stay* empleados en imperativo; El participio ó gerundio; LIV.-*In* é *into*; LV.-*Out* y algunos modismos; LVI.-Verbos que espresan deseo y voluntad; infinitivo de pasiva; Uso del gerundio en vez del subjuntivo; *there is to be* etc. debe de haber; LVII.-Empleo de los nombres ordinales; *Upon* y *on* y su empleo; LVIII-LIX.-Uso de las preposiciones

behind, below, beneath, under, down y to; LX.-Los adverbios de lugar compuestos con preposiciones; Uso de la preposición *by*; LXI-LXIV.-*Till* y *until* preposiciones de tiempo; *As far as*: preposición local; Uso de la partícula *up* en composición con verbos; Uso de *for*; Uso de las preposiciones *within* y *without*; Adverbios de lugar y de tiempo; Modo de hacer preguntas; Uso de *over* como partícula y preposición; Lista de otros adverbios; LXV-LXVI.-Resúmen de algunas reglas gramaticales; Propiedades de algunos animales; LXVII.-Diálogo (sobre el ferro-carril); LXVIII.-Refranes; LXIX.-Diálogos; LXX.-Reglas sobre el adjetivo y su colocación; LXXI.-Algunas conjunciones ecsigen conjunciones correspondientes; LXXII-LXXX.-Palabras casi iguales en sonido, pero diferentes en cuanto á escritura y significado; LXXXI-XC.-Modo de traducir (different English verbs and nouns explained in English plus Spanish-English vocabulary); -Apéndice II (p. 245-277): Lista de los Verbos Irregulares, con las partículas que rigen (De Urcullu) in four columns: Verbos / Partículas/ Ejemplos/ Traducción; -Apéndice III (p. 278-292): Vocabulario (Thematic: *Of God, Of church dignities, Of religión and religión sects, Of the Universe in general, etc.*); -English Grammar. Part II: -Orthography (p.293-295): Of syllables, Of words; -Etymology (p. 295-315): it deals with the different sorts of words, their various modification and their derivation: Articles, Nouns, Adjectives, Pronouns, Verbs, Adverbs, Prepositions, Conjunctions and Interjections; -On Parsing (305-315): loose-sentenced *temas* in L2 to be translated into Spanish; -Syntax (p. 316-331): twenty-six rules each followed by a loose-sentenced *tema* in L2 not for translation but for correction (each sentence has a mistake); Promiscuous Exercises on the Rules of Syntax (p. 329-330): to be corrected too; Specimens of etymological and syntactical parsing (330-331); -Punctuation (p. 332-334); -Prosody (p. 335-393): The laws of Versification by Blair; -Trazos Escogidos que serviran para el buen uso del Diccionario (p. 394-428): L1 texts (*Anécdota de Napoleón, Los Aficionados, etc.*) with a two-column vocabulary in L2 and L1 of voices from the L1 texts); -Cartas/Letters (p. 429-435): in two columns; -Select Pieces (p. 435-462): *Trial of Mary, Queen of Scots, etc.*; -Poetry (p. 463-499) in L2: Extracts of poems by Longfellow, Herbert, Shakespeare, Addison, etc.; -Letturs on Elokushun (p. 499-506): Texts and poems written in figurative pronunciation to practice pronunciation; -A Practical Mercantile Correspondence (p. 507-524): A Collection of Letters of Business, pro Forma Invoices, Bills of Lading, Bills of Exchange, etc, etc. (from Bergnes de las Casas); -Índice (p. 525-532); -Clave de Temas (p. 1-36); one blank page.

-Notes: Meta-language: Spanish in Part I and English in Part II.

CAÑADA y GISBERT, Antonio (1878): *Diccionario tecnológico inglés-español. Comprendiendo más de 16.000 voces y frases técnicas, correspondientes á las artes, ciencias, industria, etc. Y principalmente al Ejército, industria militar y material de artillería, por el Comandante de Ejército...* V+322+II.

-Segovia, 1ª Edición, Imprenta de P. Ondero, Juan Bravo 40-42. BN: 1/30997. Available in Biblioteca Digital de la Junta de Castilla y León at: http://bibliotecadigital.jcyl.es/es/consulta/resultados_ocr.cmd?id=739&tipo=elem&posicion=1&tipoResultados=BIB&forma=ficha

-Prólogo (1 u.p.): Segovia, 1 de Julio 1878; -Obras consultadas y que han servido de base para la formación de este diccionario (1 u.p.); -Diccionario Tecnológico Inglés-Español (p. 1-322): in two columns.

-Notes: The lemma is in capital letters and the equivalent in L1 is in low case; The part of the lemma is sometimes accompanied by other words to form a collocation or set phrase, eg. ABSENCE (*leave of*).=Permiso.

CASEY MOORE, William [Guillermo] (1827): *Nueva y completa gramática inglesa para uso de los españoles: Segunda edición corregida, adicionada y perfeccionada por...* X+319+1.

-Barcelona, 2ª Edición, Por Juan Francisco Piferrer, Impresor de S. M. BC: 2001-8-19341. Free access in Google Books. 1ª edición, 1819, Barcelona, Juan Francisco Piferrer. Biblioteca Arxiu Històric de la Ciutat de Barcelona: B 1819 8º 4; 3ª edición, 1841, BC: Tus-8º-2414 and 44-8º-222. Also accessible in Google Books; 4ª Edición, 1846, BC: A 44-8º-179.

-Dedicatoria: Al Señor Don Juan Bautista de Erro (2 p.); -Prólogo (6 p.): it includes a section called Advertencia a la segunda edición; -Parte Primera: Alfabeto, plan y sonidos de las vocales inglesas (p. 1); Reglas generales para pronunciar las vocales (p. 2); Reglas respectivas a cada vocal *A, E, I, O, U* (p. 3-6); Plan y sonido de los diptongos (p. 6-7); Plan y sonidos de los triptongos (p. 8-15); Plan de las consonantes (p. 16-21); Reglas para conocer la letra ó sílaba acentuada (p. 22-24); Lecciones para ejercitar las reglas de la pronunciación inglesa (p. 25-30); -Parte Segunda: Análisis de las partes de la oración, con definiciones preliminares de la gramática en general (p. 31-35); Etimología inglesa: De los artículos (p. 36-37), Del nombre, y la formación del plural (p. 38-47), De los pronombres (p. 47-51), Del adjetivo y grados de comparación

(p. 52-54), Del verbo (p. 55-80), Tabla de adverbios (p. 80-83), Lista de preposiciones (p. 84), Lista de conjunciones (p. 85), Lista de interjecciones (p. 86-88); -Parte Tercera: Sintaxis (p. 89-211): Del Artículo *The*; Artículo *a* ó *an*, y su uso; Construcción del nombre; Colocación, supresión y empleo de los pronombres personales; De los verbos que admiten el nominativo después; Del pronombre 'lo' español; Pronombres posesivos; Construcción de los pronombres relativos, demostrativos, interrogativos é indeterminados; Del pronombre 'one'; De las espresiones: *por mas que*, *por...que*, etc.; Construcción del adjetivo; Modo de traducir: *cuanto mas ... tanto mas*; Régimen y formación del adjetivo; Del verbo (p. 127-150); Colocación del adverbio; Lista de las preposiciones; Lista de las preposiciones compuestas ó iniciales; Conjunciones; De la negación 'no' del español; Advertencia sobre la negativa del inglés; Tema general para todas las reglas de la Sintaxis (p. 169-210): The text is in Spanish and then it is Split up into two columns which, in turn, show the sentences of the text individually translated into English leaving out some gaps to fill in with the corresponding grammatical point studied in the second part of the grammar; Introducción á la cuarta parte (p. 211); -Parte Cuarta: La prosodia inglesa (p. 212-217): Del *emphasis*; De la cantidad silábica (p. 213-214); De las pausas (p. 215-216); De los tonos (p. 217); Select *pieces in prose* (p. 218-225); De la versificación inglesa (p. 226-232): Del pie poético, Diferentes especies de verso inglés, Examples of English Iambic verse, Several kinds of Trochaic and Anaepestic verses, with examples: *The Messiah* (p. 233-234), *An Ode* (p. 235-238), *A Song* (p. 239), *An elegy* (p. 240), *A riddle* (p. 241), *A sonnet* (p. 242), *An epitah* (p. 242), *Epigrams* (p. 243); Introducción á la conversación inglesa (p. 244-245): Frases familiares para ejercitar los verbos irregulares (p. 246-254) in two columns (English and Spanish); Suplemento con los verbos compuestos del idioma ingles (p. 255-272); Lista de verbos cuyo régimen es diferente en ambas lenguas (p. 273-274); Tabla de abreviaturas usadas en inglés (p. 275-277); Índice (p. 277-280); Erratas (p. 280); Two blank pages.

-Notes: Meta-language: Spanish for the first three parts, and English for the fourth part on prosody. In the section on prepositions, there is a folded paper called: Diagram or a mathematical scheme shewing the use of the English local prepositions (See Appendix 4). Both the first and third editions include: -Vocabulario (278-286); -Propiedades de los animales (p. 287); -Diálogos familiares (p. 288-319).

CASEY MOORE, William [Guillermo] (1849): *A Critical pronouncing dictionary of the English language adapted to the use of Spanish learners desirous of acquiring the*

genuine pronunciation of this tongue, wherein are accented, divided and syllabically pronounced all the words in English, according to the systems of Walker, Sheridan and other English lexicographers. Preceded by euphonical schemes of the several sounds of the vowels, diphthongs, triphthongs, mute letters, etc. without any need of what is falsely called "Figurative pronunciation".

Diccionario de la pronunciación crítica de la lengua inglesa adaptado al uso de los españoles que deseen adquirir la pronunciación genuina de este idioma. En que se hallan acentuadas, divididas y pronunciadas por orden silábico todas las voces del Inglés, segun los sistemas de Walker, Sheridan y otros lexicógrafos ingleses. Precedido de unas escalas eufónicas de los diversos sonidos de las vocales, diptongos, triptongos, letras mudas, etc., sin necesidad de lo que se llama falsamente "Pronunciación figurada". XX+503+III.

-Barcelona, 1ª edición, Imprenta de V. Torras y J. Corominas. Calle de Sta Ana, nº 8. BC: A 44-8º-86; Ateneo de Barcelona: GO 7130.

-Dedicatoria: Al Excelentísimo Sr. D. Manuel de la Concha, Marqués del Duero (3 p.); -Proemio (p. vi-ix); -Alfabeto Inglés (p. x, see right); -Notas exegéticas (p. xi); -Escala ó Plan de las vocales inglesas con sus respectivos sonidos (p. xii); -plan de los diptongos ingleses con sus respectivos sonidos (p. xiii-xiv);

-Plan de los triptongos ingleses (p. xv); Lista de Consonantes, que concurriendo con otras en la misma sílaba, quedan mudas en la pronunciación (p. xvi); -Observaciones (p. xvii); -Sonidos de las consonantes dobles (p. xviii-xix); -Valor de las abreviaturas usadas en este diccionario (p. xx); -Diccionario de la Pronunciación Crítica de la Lengua Inglesa, adaptado al uso de los españoles (p. 1-503): in two columns; -Erratas (1 u.p.); -Two blank pages.

-Notes: Meta-language: English with its corresponding pronunciation given in an awkward fashion. -Citation of Walker, translated by Casey, on an unnumbered page before the dedication: El acento inglés es á menudo un obstáculo insuperable para los estrangeros, por ser sus reglas tan varias, y tan numerosas sus escepciones/ The English accent is often an insurmountable obstacle to foreigners, as the rules for it are so various, and the exceptions so numerous.

CLAIRAC y SÁENZ, Pelayo (1877-1888): *Diccionario general de Arquitectura é Ingeniería. Que comprende todas las voces y locuciones castellanas, tanto antiguas como modernas, usadas en las diversas artes de la construcción, con sus etimologías, citas de autoridades, historia, datos prácticos y sus equivalencias en francés, inglés é*

-Madrid, 1ª Edición, Talleres de impresión y reproducción de Zaragoza y Jaime (Tomos I-II), A. Pérez Dubrull (Tomos III-V); BUPC: Vol. 1 (FA-511/05), 878p.; Vol. 2 (FA-511/06), 1009p.; Vol. 3 (FA-511/07), 753p.; Vol. 4 (FA 936), 589p.; Vol. 5 (FA-511/08), 560p.; Inmaculada Aguilar Civera (ed.). 2010. *Diccionario general de Arquitectura é Ingeniería de Pelayo Clairac*. Madrid, Ministerio de Fomento (This edition includes a CD-ROM version of the original work).

-In two columns. Most of the entries are translated into the three different languages appearing at the end of each definition.

-Notes: This is a Monolingual Dictionary in Spanish with the inclusion of foreign translations of the main L1 entries. This work was left unfinished: it encompasses five volumes reaching until the entry 'pteroma'.

CONSTANSÓ y VILA, Pedro (1896): *Gramática inglesa: con un tratado complete de conversación escrita por...* VIII+257+II.

-Barcelona, 1ª edición, Imprenta y librería de Montserrat. BUGR (Letras): FLA/85811.

-Dedicatoria: Á Nuestros Queridos Hermanos, los Estudiantes Misioneros, Hijos del Inmaculado Corazón de María (p. v-vi); -Prólogo (vii-viii);

-Ortología: Alfabeto (p. 1); -Pronunciación de las vocales: Lecciones I-V (p. 2-10): Primer sonido de las vocales simples, Segundo sonido, Tercer sonido, Sílabas finales no acentuadas, Vocales compuestas ó diptongos;

-Pronunciación de las consonantes: Lecciones VI-VIII (p. 11-19): Consonantes simples, Consonantes dobles y compuestas, Colección de voces irregulares en la pronunciación, Observaciones; -Acento prosódico: lección IX (p. 20-24): Disílabos, Trisílabos y Polisílabos, Voces compuestas y derivadas, Voces extranjeras latinas y griegas, francesas, españolas e italianas, Ejercicio de lectura: *Little by Little*; -Analogía: Lecciones X-LIV (p. 25-141), each lesson has a *Tema* at the end (in total, there are 38 Temas): Artículo (X-XII); Nombre (XIII-XVI); Adjetivo (XVII-XXV); Pronombre (XXVI-XXXII); Verbo (XXXIII-XLVII); Adverbio (XLVIII-LI); Preposición (LII); Conjunción (LIII); Interjección (LIV); -Sintaxis General:-Construcción (p. 142), Lecciones LV-LXVI (p. 143-173): Orden general de la oración:Colocación del sujeto (LV); Colocación de los casos oblicuos: Genitivo, Dativo y Acusativo, Casos con preposición (LVI); Colocación del adverbio (LVII); Colocación del adjetivo y del participio (LVIII); Construcción inversa ó libre (LIX); Concordancia (LX-LXVI);

-Sintaxis Especial: Lecciones LXVII-LXXVIII (p. 174-210): Uso del artículo

determinado (LXVII); Uso del artículo indeterminado (LXVIII); Artículo 'Lo', Nombres equívocos(LXIX); Pronombre 'Lo', Posesivos, Relativos (LXX); Verbo: Uso de los tiempos Presente, Pretérito, Subjuntivo (LXXI); Verbos comunes: Impersonal pasivo, Infinitivo, Gerundio (LXXII); Traducción de algunos verbos y modismos (LXXIII); El impersonal *ha, hace, había, hacía* en locuciones temporales y en las preguntas y respuestas (LXXIV); Preposiciones *a, en* (LXXV); Preposiciones *con, de, para, por* (LXXVI); Uso de algunas preposiciones y adverbios ingleses (LXXVII); varios modos de traducir las conjunciones *que, si* (LXXVIII); Ortografía: Lecciones LXXIX-LXXXII: Uso de las letras (LXXIX); Modo de escribir los compuestos y derivados (LXXX); División de las sílabas (LXXXI); Signos ortográficos, Uso del apóstrofo, Abreviaturas (LXXXII); Apéndices: Apéndice primero: Formación de las *palabras* (p. 211-227); Apéndice segundo: *Vocabulario* de los términos empleados en los temas de español e inglés (p.228-252); Índice (p. 253-257); two blank pages.
-Notes: Meta-language: Spanish. The *temas* are in L1 and they are made up of different separate sentences.

CORNELLAS, Clemente (1851):*Gramática inglesa teórico-práctica para el uso de los españoles*. XVIII+288+II.

-Madrid: 1ª Edición, Librería de la Publicidad, á cargo de Rivadeneyra. BN: 1/43642. Available at the Biblioteca Virtual del Patrimonio Bibliográfico: (<http://bvpb.mcu.es/es/consulta/registro.cmd?control=CCPB000356473-8>); Reprints in: 1855, 2ª edición, Madrid, Librería de la Publicidad á cargo de Cuesta. BC:A 44-8º-42; 1864, 3º ed. not found; 1868, 4ª ed. Librería de la Publicidad á cargo de Mateu, BUB: R-27300. 1875, 5ª edición, Madrid, Librería de Gregorio Hernando. UVM: S-XIX-1672; 1877, 6ª edición not found; 1889, 7ª edición, Madrid, Impr. de la Viuda de Hernando y Cª. BN: 1/47907.

-Prólogo (p. v-vii); -Juicio de la Prensa: Extracts from the press in Madrid which report on this grammar: *El Heraldo, El Observador, El Pueblo, El Clamor Público, La nación, La España* (p. ix-xviii); -Parte Primera: -De la Pronunciación (p. 1-35): De las vocales; De los Diptongos; De las Consonantes; Del Deletreo; Del Acento; -Parte Segunda: Analogía, Etimología y Sintaxis (p. 36-252): There are ten *Capítulos* or Chapters with the following structure: Explanation of a grammar point by means of rules, examples in L2 translated into L1 in two columns, and a *tema* on each sub-section of a chapter based on interlineal translation exercises from L2 into L1: -Capítulo Primero (p. 36-46): Del artículo determinante; Del artículo indefinido; -Capítulo II (p. 47-66): Del nombre;

Del número; Del género; De los casos; De las terminaciones; -Capítulo III (p. 67-86): Del Adjetivo: De los adjetivos calificativos; De la comparación; Del comparativo de superioridad y superlativo relativo o comparativo; Superlativo absoluto; De las terminaciones; De los numerales; -Capítulo IV (p. 87-112): Del Pronombre: De los pronombres personales; De los adjetivos y pronombres posesivos; De los adjetivos y pronombres demostrativos; De los demostrativos relativos y posesivos; De los pronombres relativos; De los pronombres relativos absolutos o indefinidos; De los adjetivos y pronombres indefinidos; -Capítulo V: De los verbos (p. 113-196): De los auxiliares; Verbo auxiliar To Be; Observaciones de los verbos To Be y To Have; De los auxiliares defectivos; Del verbo To Do; De los verbos regulares; Reglas para el uso de los modos y tiempos; De los verbos To do y To Make; De la negación; De la interrogación; De la negación e interrogación a la vez; De la forma pasiva; De los verbos pronominales; De los verbos unipersonales; De los verbos irregulares; Lista alfabética de los verbos irregulares simples;

-Capítulo VI: Del Participio (p. 197-198); -Capítulo VII: Del Adverbio (p. 199-203); -Capítulo VIII: De la Preposición (p. 204-224); -Capítulo IX: De la Conjunción (p. 225-229); -Capítulo X: De la Interjección (p. 230-231);

-Part the third: -Chapter the first/Capítulo Primero: Mercantile Correspondence (p. 232-255); -Capítulo II: Sección Primera: Verbos compuestos (p. p. 256-269); Sección Segunda: Verbos cuyo régimen es diferente en ambas lenguas (p. 269-270); Sección Tercera: Tabla de las principales Abreviaturas (p. 270-271); - Capítulo Tercero: Sección Primera: Tratamiento (p. 272-274); Sección Segunda: Del Tiempo (p. 274-275); Sección Tercera: Dialogues/Diálogos (p. 275-285); One blank page; -Índice (p. 287-288); two blank pages.

-Notes: Meta-language: Spanish. This grammar was used as a textbook for the teaching of English at the *Institutos* according to the 'Real Orden de Segunda Enseñanza, 1 de Agosto de 1868' (This Royal order was later published in the *Gaceta de Madrid*, Domingo 9 de Agosto de 1868, año CCVII, nº 222, p. 1-3).

CORZANEGO, Antonio (1881): *Gramática inglesa: método filosófico-sintético-práctico. Edición corregida con conciencia durante la práctica de 35 años*. IX+280+II -Valencia, 1ª edición, Imprenta de Domenech, Mar, 48. BN: 1/27927. Available in RODERIC (Repertori de Contingut Lliure de la Universitat de València) at: <http://roderic.uv.es/handle/10550/39163>

-Dedicatoria: Al Excelentísimo Sr. D. Fermín de Lasala y Callado (1 p.); -Índice primera

parte (I p.); -Prólogo (3 u.p.); -Primera Parte: Breve explicación gramatical (p. 1-26): the whole section is dedicated to pronunciation. It is divided into 26 Days or lessons in two columns: Spanish (left) and English (right); -Segunda Parte: Gramática, divided into 49 (LIX) lessons (p. 27-242): Artículo determinante, indeterminante y partitivo (I-VI: p. 27-45); Del plural de los sustantivos (VII-X: p. 45-54); Del género de los sustantivos (XI-XII: p. 54-59); Recapitulación general de los artículos (XIII: p. 60-62); De los casos nominativo, objetivo y genitivo (XIV-XIX: p. 63-77); De la formación del sustantivo (XX: p. 78-81); Del Adjetivo (XXI-XXXIII: p. 82-120); Del Pronombre (XXXIV-XL: p. 121-149); “Seding” Cuadro sinóptico de la Conjugación Inglesa (XLI: p. 150-153); Del Verbo (XLII-XLIX: p. 154-186); De la contracción y de las frases “sí, señor”, “no, señor”, “es verdad”, etc. (L: p. 187-188); Sobre los giros especiales de “to be” ó “to have”. Cambio de “to have” por “to be” (LI: p. 189-194); Desaparición de frases incidentales (LII: p. 195-197); Sobre los verbos “to do” y “to make”, hacer (LIII: p. 197-201); De los verbos irregulares (LIV: p. 202-214); De los Adverbios (LV: p. 215-221); De las Preposiciones (LVI-LVII: p. 222-235); De las conjunciones (LVIII: p. 236-240); Sobre las interjecciones (LIX: p. 241-242); -Tercera Parte: Ejercicio 1: Sobre bisílabos que como nombres son graves y agudos como verbos (p. 243-244); Ejercicio 2: Voces de distinta escritura y significado, pero de igual pronunciación (p. 245-248); Ejercicio 3: Bisílabos comunes, que por escepción hacen la primera sílaba antialfabética (p. 249-253); verbos modificados por un adverbio ó preposición (p. 254-266); Diálogos (Sobre el almuerzo, sobre una fonda, sobre una visita: p. 267-270); Traducción (cartas de comercio, anécdotas, history: p. 271-274); Verbos cuyo régimen es diferente en ambas lenguas (p. 275-276); Abreviaturas mas usuales (p. 277); Fé de Erratas (p. 278); Índice de la segunda y tercera parte (p. 279-280).

-Metalanguage: Spanish.

CUENDIAS, Manuel Galo (1858) *Curso de Lengua Inglesa*. XI+239.

-Madrid, 1ª Edición, Imprenta de Julián Peña, Impresor del Ministerio de Fomento. BN: 1/100780. Available in the Biblioteca Digital Hispánica of the BNE: bdh-rd.bne.es/viewer.vm?id=0000137184&page=1.

-Introducción (V-XI); Curso de Lengua Inglesa: 44 (XLIV) Lecciones: I- Palabras simples y compuestas (p. 1-4); II- Formación de las palabras (p.4-9); III- Partículas y terminaciones (9-13); IV- Estudio analítico de las partículas inglesas (13-19); V- Continuación del estudio analítico de las partículas (19-27); VI- Ejercicios sobre la lección anterior (27-31); VII- De las partículas extranjeras (31-40); VIII- Análisis

de las partículas extranjeras (Continuación) (40-48); IX- De las Terminaciones Modificadoras (48-56); X- Continuación Lección anterior (56-61); XI- Ejercicios sobre las Terminaciones (1) : (61-63); XII- De la Pronunciación (63-69); XIII- Ejercicio sobre la pronunciación de las vocales inglesas (69-73); XIV- De los Diptongos Ingleses (73-78); XV- Diptongos invariables, Triptongos; Ejercicios sobre estos y aquellos y sobre las tres lecciones que preceden (78-82); XVI- De las Consonantes Simples (82-86); XVII.- De las Consonante Compuestas y de las que se doblan (87-91); XVIII- Ejercicio Sobre las dos lecciones que preceden (91-95); XIX- De la división de sílabas inglesas (95-99); XX- Ejercicio sobre la división de las sílabas en las palabras inglesas, simples o compuestas (100-108); XXI- Del Acento Prosódico y observaciones sobre las partículas, las terminaciones y la pronunciación en general (109-116); XXII- De las Partes del Discurso en General: El Artículo (116-123); XXIII- Del artículo indefinido (124-129); XXIV- Del Nombre (129-136); XXV- Segundo Grupo: Nombres de seres Racionales (137-141); XXVI- Grupo III: Nombres de Animales, Aves, Reptiles e Insectos (142-148); XXVII- Grupo IV: Nombres de Nacionalidad (148-153); XXVIII- Grupo V: Nombres de Sensación (153-157); XXIX- Grupo VI: Nombres de cosas materiales (157-163); XXX- Grupo VII: Nombres de Cosas Inmateriales (163-167); XXXI- Grupo VIII: Nombres de localidad y profesionales (167-172); XXXII- Grupo IX: Nombres adjetivales (172-177); XXXIII- Grupo X: Nombres verbales (177-184); XXXIV- Grupo XI: Nombres colectivos (184-189); XXXV- Grupo XII: Nombres numerales (p. 189-194); XXXVI- Sigue el grupo anterior (194-199); XXXVII- Grupo XIII: Nombres irregulares (p. 199-207); XXXVIII- De los casos y declinaciones de los nombres (p. 207-212); XXXIX- Del genitivo inglés y de sus formas (p. 212-217); XL- Sigue el genitivo; Formación del Mixto, del Participio relativo y del Calificador (p. 217-224); XLI- Sigue el estudio de los casos (p. 224-228); XLIII- Sobre los nombres ingleses considerados en general (p. 228-235); XLIV- Aplicación de la Teoría Sentada en la lección anterior, sobre los nombres en general (p. 235-239); Fin de la primera parte.

-Notes: Meta-Language: Spanish. The 'Ejercicios' along the grammar consist of two texts: the first one is formed by questions on the grammar studied and the second one corresponds to the answers asked in the first text. From lesson XXII onwards there is a *tema* in each lesson based on interlinear translations from L2 into L1. Some English words are translated word for word. There was never a second part to this book.

D. P. B. L. D. R. (or P. D. L., unknown author). 1821. *Gramática inglesa. Método práctico simplificado para aprender por sí solo, y en poco tiempo, á pronunciar el idioma Inglés, y á traducirlo al Español.* VIII+163.

-Oviedo, 1ª Edición, Oficina de Pedregal y C. BN: 1/55026; 2ª Edición, 1841, Madrid, Librería De A. Miar. BN: 1/27465. Available in the Biblioteca Digital Hispánica of the BNE:(<http://bdh.bne.es/bnearch/Search.do?>)

-Prólogo (iii-viii); -Pronunciación (p. 1-21): Vocales, Consonantes y Silabas; -Abreviaturas (p. 22-24); -Método inglés- reglas gramaticales (p. 25-90): Nombre; Adjetivo; Pronombres personales, demostrativos, indefinidos, posesivos y relativos; Artículo; Verbo- con tablas de conjugación y una lista de verbos irregulares; Participio; Preposiciones; -Lecciones (p. 91-102): Traducir literalmente la prosa y verso inglés antes de entrar en los diálogos; -Diálogos Familiares Inglés-Español (p. 103-127); -Modelos de cartas (p. 128-135): in two columns, English (left) and Spanish (right); -Esquelas (p. 135-137); Números, Monedas inglesas y su valor (p. 138-144). Two blank pages.

-Notes: Meta-language: Spanish. The section on ‘Lecciones’ (p. 25-90) is formed of interlineal texts in English and its literal translation into Spanish below. The second edition additionally includes a further section to the original work called ‘Colección de voces inglesas’ in three columns (Spanish word-English translation-English pronunciation).

DÍAZ-PEÑA y KEARSING, Hernando (1865): *Método para aprender con facilidad y en poco tiempo la lengua inglesa. Con Explicaciones claras y sencillas de todas las partes de la oración, ilustradas con copiosos ejemplos. Al alcance de todas las inteligencias.* XIV+125+II.

-Barcelona, 1ª Edición, Establecimiento Tipográfico de Ramirez, Pasaje de Escudillers, número 4. BC: A 44-8º-99.

Available in Google Play at: <https://play.google.com/books/reader?printsec=frontcover&output=reader&id=R7SSStCXcNmoC&pg=GBS.PA22>.

-Dedicatoria: A Mis Queridos Padres (p. v); -Prefacio (p. vii-viii); -De la Pronunciación (p. ix-xiv); The first part of the grammar is formed by twenty lessons (p. 1-76). Each of them ends with a sub-section called ‘Ejercicios’ which presents bilingual vocabulary and sentences in two columns, Spanish-English; -Parte Primera: Del Artículo (Lección I: p. 1-2); Del nombre sustantivo (II: p. 3-5); Del Género (III: p. 6-7); Del Genitivo de posesión (IV: p. 8-10); Del Adjetivo (V: p. 11-12); De los Comparativos y Superlativos

(VI: p. 13-15); De los Comparativos de Igualdad (VII: p. 16-18); De la Numeración (VIII-IX: p. 19-23); De los Pronombres personales (X: p. 24-26); Del Verbo (XI: p. 27-40); Del Verbo Ser ó Estar, To be (XII: 4 unnumbered pages); Conjugación del verbo regular *To Call*, Llamar (XIII: p. 41-47); De los Pronombres posesivos (XIV: 48-51); De los Pronombres relativos (XV: p. 52-54); Pronombres interrogativos y demostrativos (XVI: p. 55-57); De los Pronombres indefinidos (XVII: p. 58-62); De los Adverbios (XVIII: p. 63-66); De las preposiciones (XIX: p. 67-71); Conjunciones é Interjecciones (XX: p. 72-76); -Lista Verbos Irregulares (p. 77-83); -Parte Segunda ó sea Ampliación de todas las partes de la oración: Capítulo Primero: Del Verbo (p. 85-101): Sección Primera: De los Verbos Defectivos; Sección 2ª: De los verbos Impersonales; Sección 3ª: Del empleo de los diferentes modos y tiempos de los verbos; Sección 4ª: De los verbos que tienen diferente traducción del inglés al castellano; Capítulo Segundo: Del Artículo (p. 102-105); Capítulo Tercero: Del Nombre Sustantivo (p. 106-112); Capítulo Cuarto: Del Nombre Adjetivo (p. 113-114); Capítulo Quinto: De las Preposiciones (p. 115-120); -Nombres de los principales países y ciudades (p. 121-124); Índice (p. 125); End.

-Notes: Metalanguage in Spanish.

DOMENECH, Estanislao (189?/190?): *Gramática inglesa*. IV+276+II.

-Barcelona, 1ª Edición, Librería y Tipografía Católica de Hijo de Miguel Casals. Biblioteca Pública de Zamora: III 2236. Further reprints: 2ª Edición, 1912, Barcelona, Librería y Tipografía Casals, BN: 4/42850; 3ª ed. 1921; 4ª ed. 1945; 5ª ed. 195?, Barcelona, Tipografía Católica Casals.

-Nota (p. iv-viii); -Primera Parte (Gramática): Reglas de pronunciación (p. 9-15); Artículo definido, indefinido y partitivo (p. 15-19); Sustantivo, géneros, números, casos, nombres compuestos (p. 19-26); Adjetivo: adjetivo compuesto, comparativo, superlativo, adjetivo comparativo y sus irregularidades, adjetivos numerales, demostrativos, indefinidos y posesivos (p. 26-35); Pronombres personales: Sujeto, Términos, Reflexivos, Recíprocos, Relativos, Impersonales (p. 35-40); Verbo: Conjugaciones, Verbos regulares frecuentes, Verbos neutros, impersonales y de obligación, Otros verbos defectivos, Usos de los tiempos, Ortografía de la conjugación, Verbos compuestos y combinados (p. 40-72); Adverbios de interrogación: de tiempo, de lugar, de modo, de cantidad, Uso de los adverbios (p. 72-76); Preposición (p. 76-80): Uso de algunas preposiciones (to, of, from, at, in, into, on y upon, up, over); Conjunción: frases conjuntivas (p. 80-83); Interjección (p. 83-86); -Parte Segunda: Antología (p.

87-182): The Fables of Esop; Other Fables; Stories from English History; Miscellanea; Chaucer; Macaulay; Popular Nursery Rhymes; Poems; Extracts from Classical Poems: Tennyson, Pope, Cibber, Hood, Herrick, Shakespeare, Barnefield, Campion, Shelley, Wordsworth, etc.; -Parte Tercera: Temas (p. 183-224); -Parte Cuarta: Correspondencia (p. 226-266); Licencia de la Orden (p. 267); Erratas (p. 268); Índice (p. 269-276).
-Notes: Meta-language Spanish. The first part includes 40 *temas* or translation exercises from L1 into L2. The third part provides the key to those temas. The second part is a literary anthology in English. Two blank pages.

DOPPELHEIM, Dr. (189?/190?): *Los idiomas al alcance de los niños: Inglés. Con más de 600 grabados que representan las cosas más usuales de la vida, con la pronunciación figurada y un vocabulario de cerca de 2000 voces.* VII+127+II.

-Barcelona, 1ª Edición, Casa Editorial Sopena, Provenza, 95. Biblioteca del Archivo General de Andalucía: G. B. L. 186. Available in the Biblioteca Virtual de Andalucía at: www.bibliotecavirtualdeandalucia.es/catalogo/consulta/registro.cmd?id:1040213.

-Explicación Del Método (p. 5-7); -Observaciones sobre la pronunciación figurada (p. 9); -Alfabeto inglés (p. 10); -Ejercicios de lectura (p. 10-12): English sentences with interlinear pronunciation not translated; -The first part of this grammar is formed by twelve *Lecciones* (Lessons) with the following structure: *Vocablos* (analytical study of a sentence, word by word, in three columns: English word-pronunciation-translation into Spanish)+Advertencia or explanatory notes on the content in vocablos+Primer grado de composición (The same sentence, now separated by its different syntagmas, in L2 and translated into L1)+ Segundo grado de composición (the same sentence forms part of a text with interlinear pronunciation and translation into L1)+ *Ejercicio* (In two columns : Questions in L2, translated into L1 on the opposite column and answers below the question in L1 and their translation into L2 in the opposite column)+ Refranes (in two columns: English-Spanish) p. 13-48; -Segunda parte: A visual dictionary with pronunciation 'figurada' and the English and Spanish names of the objects (p. 49-72); -Parte tercera: Cuentos (with word for word pronunciation and translation into Spanish): *The Wolf upon his death-bed* (p. 73-74); *Reflect before you act* (p. 75-77); *Charles the First and the Robbers* (p. 77-82); *Frederick the Second and his page* (p. 82-85); *Catherine the Heroic* (p. 85-91); *The Cobbler as Duke* (p. 91-94); *A Brave deed* (p. 95-100); *Who will not heed must feel* (p. 100-103); *The Hard lesson* (p. 104-106); Vocabulario Inglés-Español (p. 107-127); Índice de los grabados contenidos en la segunda parte (three unnumbered pages).

-Notes: Metalanguage in Spanish.

FÁBREGAS, Sebastian (1839): *Gramática inglesa para uso de los españoles*. II+389+II.

-Madrid, 1ª Edición, Imprenta de D. José María Repullés. Biblioteca de la Real Academia de Ciencias Exactas, Físicas y Naturales, Signatura: H SXIX 577.

-Prólogo (two unnumbered pages); -Primera Parte: Resumen de las principales reglas de la pronunciación (p. 3-8); -Segunda Parte: Etimología (p. 9-83): Capítulo I. Del artículo (p. 9-10); Cap. II. Del sustantivo y sus casos (p. 10-15); Cap. III. Del género de los nombres (p. 15-22); Cap. IV. De los adjetivos (p. 22-33); Cap. V. De los pronombres (p. 33-35); Cap. VI. Del Verbo (p. 36-67): Verbos irregulares, Voz pasiva y verbos reflexivos, Verbos recíprocos, Verbos impersonales; Cap. VII. Del Adverbio (p. 67-76); Cap. VIII. De la Preposición (p. 76-80); Cap. IX. De la conjunción (p. 80-82); Cap. X. De la interjección (p. 82-83). -Tercera Parte: Sintaxis (p. 84-273): Cap. I. De las diferentes formas de oración (p. 84-92); Cap. II. De los artículos (p. 92-104); Cap. III. Del nombre y sus casos (p. 104-120); Cap. IV. Del adjetivo (p. 120-133); Cap. V. De los pronombres (p. 133-167); Cap. VI. Del verbo (p. 168-251): *Shall* y *Will*, Imperativo, Subjuntivo, Gerundio, Voz pasiva, Verbos impersonales y defectivos, Verbos reflexivos, Afirmaciones y Negaciones, Verbos compuestos; Cap. VII. Del Adverbio (p. 252-254); Cap. VIII. De la preposición (p. 254-270); Cap. IX. De la conjunción (p. 270-273). -Cuarta Parte: Cap. I. Ortografía (p. 274-287); Tabla de abreviaturas (p. 288-292). -Quinta Parte: Apéndice I. propiedad de las voces (p. 293-321); Apéndice II. Colección de voces y frases más usuales (p. 322-358); Ejercicios sobre los verbos *valer*, *tocar*, *deber*, *poder*, *querer*, *decir*, *haber* y *tener*, *ser* y *estar*, *ser menester* ó *tener que* (p. 359-370); Ejercicios sobre los artículos (p. 371-384); Tratamientos y sobrescritos (p. 385-389); two blank pages.

-Notes: Meta-language: Spanish. The exercises of the fifth part consist of translations from English into Spanish.

FARIA y CAMARGO, Joaquín (1815): *Gramática inglesa*. VII+224+II.

-Madrid, 1ª Edición, Imprenta del Colegio Nacional de Sordo-Mudos y Ciegos. BN: 1/43635.

-Prólogo (p. iii-vi); -Alfabeto (p. 1-4); -Del Artículo (p. 4-12); -Del Número del Nombre (p.15-18); De los Casos del Nombre (p. 19); -Del Genitivo de Posesión (p. 19-22); -Del Nombre Adjetivo (p. 22-23); -Del Adjetivo posesivo (p. 23-26); -De los Comparativos

y Superlativos (p. 26-31); -De los nombres Numerales (p. 31-36); -De los Pronombres Personales, Posesivos, Conjuntivos, Absolutos, Compuestos, Redundantes, Relativos, Demostrativos e Indefinidos (p. 36-59); -Del Verbo: Conjugación del verbo auxiliar *To Have* (p. 61-68; Conjugación del verbo *To Be* (p. 68-73); Observaciones sobre los verbos auxiliares *To Have* y *To Be* (p. 73-76); Conjugación del verbo regular *To Love* (p. 76-86); De los verbos irregulares (p. 86-94); Del verbo pasivo (p. 94-95); Del verbo impersonal (p. 95-100); Del verbo reflexivo (p. 100-103); Del verbo recíproco (p. 103-104); Del verbo Defectivo (p. 104-112); Modos del verbo (p. 112-115); Otras Observaciones sobre los verbos (p. 115-118); Modos de traducir la conjunción *Que* (p. 118-119); Construcción de los Nombres con los Verbos (p. 119-121); De las negaciones é Interrogaciones (p. 121-123); Del Adverbio y sus Divisiones (p. 123-127); Observaciones sobre los Adverbios (p. 127-129); De las Preposiciones (p. 129-132); Preposiciones y Adverbios (p. 132-140); De la Conjunción (p. 140-141); De la Interjección (p. 141-142); Lista de algunos Verbos y Adjetivos españoles que rigen preposición con su equivalente en inglés (p. 142-146); -Introducción á la Conversación Inglesa (p. 147-153); -Diálogos familiares (p. 153-169); -Temas ingleses (p. 170-179); Lista de Verbos Ingleses con las partículas que rigen (p. 180-216); -Abreviaturas Inglesas (p. 217-220); Tabla de Erratas (p. 221-222); two blank pages.

-Notes: Meta-language: Spanish.

FERAUD, Francisco G. (1821): *Gramática anglo-española en 4 partes. 1ª Trata de la ortografía y alfabeto inglés, con su verdadero método de pronunciar esta lengua. 2ª La etimología, con ejemplos apropiados á cada parte de la oración. 3ª La sintaxis, que contiene todas las reglas de la gramática inglesa, comparadas con la castellana. 4. Trata de la prosodia, versificación, puntuación y de las figuras de esta lengua, con un vocabulario alfabético mercantil & con frases idiomáticas.* IV+148+8+1

-En Bilbao, 1ª Edición, Por D. Pedro Antonio Apraiz. BN: 1/42443.

Available in Biblioteca Digital Hispánica at: [http://bdh-rd.bne.es/viewer.](http://bdh-rd.bne.es/viewer.vm?id=0000052943&page=1)

[vm?id=0000052943&page=1](http://bdh-rd.bne.es/viewer.vm?id=0000052943&page=1)

-Obras Publicadas Por el Autor en Londres: Una Gramática Española é Inglesa, que contiene el tesoro de ambas lenguas, en 8º mayor. Un libro de Temas para dicha gramática. Una correspondencia de cartas Mercantiles & c. Un libro de Diálogos y vocabulario en Español, Ingles y Portugues (p. ii);

-Prólogo (p. iii-iv); -Parte I:-De la Ortografía (p. 1-48): De los sonidos de las letras, y

primero de las vocales; De los diptongos; De las consonantes;

-Parte II: XI Chapters: I.-De la Etimología (p. 49-50); II.-De los Artículos (p. 50-51); III.-De los substantivos (p. 52-61); IV.-De los Adjetivos (p. 62-64); V.-De los Pronombres (p. 64-75); VI.-De los verbos (p. 75-105); VII.-De los Adverbios (p. 106-109); VIII.-De las Preposiciones (p. 109-110); IX.-De las Conjunciones (p. 110-111); X.-De las Interjecciones 8p. 111-112); XI.-De la derivación de las Voces (p. 112-114);
-Parte III: -De la Sintaxis Inglesa (p. 114-115); -De la conjugación de los verbos (p. 115-117): A 3-page text to practise interlinear translation which is partially done;
-Sixteen lessons called 'Reglas' with the following structure: Explanation of a grammar point + some interlinear translation (from L1 into L2) exercises partially done called 'Práctica' + some explanatory notes (sometimes) + Egemplos (bilingual sentences in two columns): Regla I.-Construcción de los Artículos (p. 117-125); Regla II y III.-Construcción de los Substantivos, y nombres de multitud (p. 125-128): these lessons and lesson XII include an interlinear translation (from L2 into L1) exercise called 'Práctica Inversa'; Regla IV.-Construcción de los Adjetivos (p. 128-133); Regla V.-De los Pronombres (p. 133); Regla VI.-Pronombres relativos (p. 133-135); Regla VII.-Construcción de los Verbos (p. 135-137); Regla VIII.-Construcción de la voz Pasiva (p. 138); Regla IX.-Verbo activo que gobierna el caso objetivo (p. 138-139); Regla X.-Un verbo que gobierna infinitivo (p. 139-141); Regla XI.-El verbo *ought to* (p. 141-142); Regla XII.-Participios (p. 142-144); Regla XIII.-Adverbios (p. 144); Regla XIV.-De las Preposiciones (p. 145); Regla XV.-De las Conjunciones é Interjecciones (p. 145-146); Regla XVI.-Elipsis (p. 146-147); -Parte IV: -De la Prosódia: For this section, the autor refers 'al Lector á la Gramática de Lindley Murray (p. 147); -Abreviaturas inglesas (p. 147-148); -Nomenclatura: Índice, que contiene la interpretación de la mayor parte de las voces usadas en el comercio (in four columns Spanish-English-Spanish-English), (p. 1-6); -Familiar Dialogues/Diálogos Familiares (in two columns) English-Spanish (p. 7-8); one blank page.

-Notes: Meta-language: Spanish.

FRUTOS, Josef de (1804): *Diccionario Manual de Voces necesarias para el trato común en las cinco lenguas Española, Italiana, Francesa, Inglesa y Latina. Para facilitar el uso de ellas a los que las aprenden.* II+185+I.

-Madrid, 1ª Edición, Imprenta de Gomez Fuentenebro y Compañía; BN: 9/203862.

-Introducción (2 u.p.); -Diccionario (1-149); -Colección de Verbos, Adjetivos, Pronombres, Adverbios, Preposiciones, Conjunciones y de Interjecciones (p. 150-185); one blank page.

-Notes: A polyglot thematic dictionary: *Del Cielo, de los Espiritus creados, de los elementos y meteoros, de las piedras, metales, plantas y yerbas, etc.*

It was advertised in the *Diario de Madrid Del Lunes 22 de Octubre de 1804, Núm. 295, p. 1302*. Accessed in Google Books at: <http://books.google.es/books?id=PAnnubiINy4C&pg>

G. J. y RUIZ, Manuel (1820): *Compendio de gramática inglesa o Método fácil para aprender los españoles esta lengua con propiedad*. IV+127+II. (See entry as RUIZ, Manuel G. J.).

GABARRÓ, Bartolomé (1886): *Gramática pentáglota para aprender el Castellano, Catalán, Italiano, Francés é Inglés con numerosos temas en todos estos cinco idiomas. Escrita expresamente para las escuelas de la Confederación española, Ateneos, Colegios, Institutos, Hombres de Estudio, Viajantes, Aficionados y Comercio*. II+186+110+I.

-Barcelona, 1ª Edición, Imprenta de Redondo y Xumetra. BC: 2008-8º-3233.

-Prólogo (2 u.p.); -Preliminar (p. 7); -Reglas de Lectura Pentáglota (p. 8-10); -Parte Primera. Analogía (p. 11-169): Each numbered part in this section is introduced by a rule explained as a catechism; that is, in a question/answer format plus a five-column vocabulary in the five languages and a final tema which is the same in the five different languages: -Del Nombre (p. 11-32): analogía del Nombre (p. 11-15); Nombre adjetivo (p. 15-16); Grados de comparación pentáglota (p. 22-26); Accidentes del nombre (p. 26-32); -Del artículo (p. 32-36); -Del Pronombre (p. 37-47); Del Verbo (p. 47-141): Ejemplo de verbos ausiliares (p. 48-54); Conjugación (p. 54-58); Verbo auxiliar *Haber* (p. 58-67); *Conjugaciones regulares pentáglotas* (p. 68-103): forma narrativa, forma interrogativa, forma negativa, forma interrogativa y negativa, forma en -er: Proveer, forma en -ir: Recibir, conjugación regular francesa (-endre; -aire; -aitre; -indre; -uire); Conjugación irregular italiano (p. 104-115); Verbos irregulares franceses (p. 116-127); Verbos irregulares en Inglés (p. 128-141); -Del Participio (p. 142-144); -Del Adverbio (p. 145-156); -De la Preposición (p. 156-159); -De la Conjunción (p. 159-165); -De la Interjección (p. 163-169); -Segunda Parte. Análisis Lógico (p. 170-186): the pattern is the same as that of the first part. In this section there are seven topics and four temas preceded by a five-column vocabulary arranged as follows: oraciones de sustantivo y de activa + vocabulario + tema + oración impersonal y partículas de referencia *Y, EN* + vocabulario + tema + oraciones de infinitivo y de relativo + vocabulario + tema + oración de gerundio + vocabulario + tema + cláusulas determinativas, explicativas

-Ejemplos, -Índice (2 u. p.); -Segunda Parte. Sintaxis (p. 1-7): De la Concordancia, Del régimen y de la construcción; Tema 33 y 34; -Ortografía (p. 8-19); -Prosodia (p. 20-32);
-Apéndice de Lectura Pentáglota: -Lectura Castellana (p. 35-73): *Ley Provisional (Vigente) de Registro Civil*; -Lectura Catalana (p. 74-80);
-Lectura Italiana (p. 81-87); -Lectura Francesa (p. 89-104); -Lectura inglesa (p. 105-110); one blank page.
-Notes: Metalanguage in Spanish.

GARCIA AYUSO, Francisco (1880): *Gramática inglesa. Método teórico-práctico para aprender á hablar este idioma. Con un catecismo gramatical en Inglés, para aprender á hablar este idioma*. VII+368+II. (See entry: **AYUSO**, Francisco García).

GATTEL, Claude Marie (1803): *Nuevo diccionario portátil Español é Inglés, compuesto segun los mejores diccionarios que hasta ahora han salido a luz en ambas naciones*. VIII+461+II.

-Valencia, 1ª Edición, P. J. Mallen y c.; BN: 1/31936. Available in Hathi Trust Digital Library at: <http://catalog.hathitrust.org/Record/008619412>.

-Advertencia (2 u.p.); -Lista Alfabética de los nombres propios de hombres y mugeres en Español é Inglés con sus acentos (4 u.p.); -Catálogo alfabético de los verbos (2 u.p.); -Diccionario Español-Inglés. Part I (Conteniente el Español ántes del Inglés (p. 1-461): in three columns; two blank pages.

-Notes: There is a copy published in France in the same year (BN: 1/31936) including two volumes, separately published. Volume I was published in Spain too but not the secondone (English-Spanish). Bibliography: Mª del Carmen Cazorla Vivas (2006).

GONZÁLEZ BERMÚDEZ, Juan (189?): *Fairhill. Curso rápido de idioma inglés y Rapsodia Literaria*. II+355+IV.

-Vigo, No edition mentioned (probably the 1st), Ramón S. Fernández. BN (Alcalá): DGMICRO/ 49046.

-Primera Parte: El Método (p. 5-6); -La Pronunciación (p. 7-17): El Alfabeto Inglés, Algunas reglas para la pronunciación (Vocales, Consonantes, Diptongos y Triptongos, Anomalías, Acento); -El Artículo (p. 17-18); -El Sustantivo (p. 18-30): Plurales, Declinación y sentido positivo, Géneros, Nombres de personas, países, etc.; -El Adjetivo (p. 31-55): Los calificativos, Los determinativos, Numerales cardinales,

ordinales e indefinidos, La comparación; -El Pronombre (p. 56-72): Los personales, Los reflexivos, Los posesivos y demostrativos, Los interrogativos y relativos, Los indefinidos; -El Verbo (p. 73-145): Los auxiliares *to have* y *to be*, Los regulares, Oraciones interrogativa, negativa y enfática, Los irregulares, Los recíprocos, Los impersonales, Los defectivos, La voz pasiva, Verbos irregulares (lista alfabética), Verbos con preposición, El participio; -El Adverbio (p. 146-154): Formación, comparación, etc., Los de tiempo, lugar, etc.; -La Preposición (p. 154-161); -La Conjunción (p. 161-166); La Interjección (p. 166-170); -Frasas y observaciones (p. 170-176); -Ortografía (p. 176-177); Segunda Parte: -Carta abierta (p. III-XI); -Trafalgar (p. XII); -Textos españoles e ingleses (p. 178-355): Mackenzie, Smollet, Swift, Pope, Moore, Tennyson, Hemans, Lord Byron, Burns, Defoe, Sheridan, Crompton, Marryat, Milton, Sir W. Scott, Shakespeare; -Índice: 4 u.p.; -Fé de Erratas (1 u.p.).

-Notes: Meta-language: Spanish. The book bears no year of publication.

HUELÍN y ARSSU, Carlos (1896): *Compendio de gramática inglesa*. V+96+2+54. 2 vol.

-Madrid, 1ª Edición, Librería de Fernando Fé, Carrera de San Jerónimo, 2. BN: 1/30455 (Both volumes are included in the same document).

-Prólogo (p. ii-v); -TOMO I: (15 lessons, each dealing with a grammar point): 1.-Alfabeto; Shall, Will, Can, May, To do, To have, To be (p. 1-11); 2.- Verbos regulares, to wish, interrogativas, auxiliaries, negación, pasiva, verbos irregulares (p. 12-23); 3.-Artículo (p. 24-26); 4.-Sustantivo (p. 27-30); 5.-Adjetivo (p. 31-35); 6.-Pronombres personales (p. 36-39); 7.-Adverbio (p. 39-41); 8.-Preposiciones (p. 42-45); 9.-Traducción de las preposiciones *DE, A* (p. 46); 10.-Modismos, caso posesivo (p. 47-52); 11.-Pronombres personales (p. 53-55); 12.-Pronombres relativos (p. 56-57); 13 y 14.-Verbos (p. 59-65); 15.-Empleo de los modos (p. 66-70); *The lay of the Last Minstrel* by Sir Walter Scott (p. 71-73); -Trozos para la lectura y la traducción (p. 74-83): from English into Spanish; -Temas (p. 84-96): Groups of roughly 20 sentences in Spanish to translate into English; -TOMO II: -Tablas: Tabla de Verbos irregulares (p. 7-14); Tabla de preposiciones regidas por ciertos verbos (p. 15-21); Tabla de las diferencias entre *to do* y *to make* (p. 22-23); términos de cortesía (p. 24-26); Tablas de reducción de unidades inglesas (p. 27-32); Reducción de grado Fahrenheit a centígrado; Clave temas (p. 34-45); Vocabulario (p. 46-54).

-Notes: Meta-language: Spanish.

LAHME SCHUTZ, Enrique (1887): *Gramática Inglesa*. 317+II.

-Madrid, 1ª Edición, Enrique Rubiños, BN: 2/59260; Reprints: 2ª Ed., no year, BN: 4/6261; 3ª Ed., 1888, Madrid, Enrique Rubiños, BN: 4/29413.

-Dedicada a S. M. la Reina Doña Maria Cristina (1 u.p.); -This grammar contains fifty-seven lessons. It is a highly descriptive manual without grammar explanations. Its structure is the following: a hard and fast grammar rule, a three-column English-Spanish vocabulary with the figurative pronunciation of the English words. Each lesson, from the seventh one onwards, is accompanied by an exercise called ‘version’ or ‘ejercicio’ (A series of English separate sentences to be translated into Spanish), a ‘tema’ (separate Spanish sentences to be translated into English), a dictation in English made up of some loose sentences and a two-column conversation in a question-answer format. The description of each lesson’s content, and its paging, is given in the following table as an example of a late nineteenth-century English grammar published in Spain:

I	Sobre gramática inglesa, alfabeto y su pronunciación. Vocales largas y breves.	7-11
II	Diptongos. Consonantes	12-16
III	Consonantes (continuación). Lectura (letras labiales, dentales y guturales).	17-19
IV	Sobre dos y más consonantes juntas. Regla general sobre formación del plural.	20-27
V	Nombres de naciones y pueblos. Del acento tónico en monosílabas y bisílabas.	28-30
VI	Acento tónico en trisílabas, etc. Voces de un sonido arbitrario.	31-35
VII	Vocabulario, adjetivos. Adverbios, verbo ‘ser’ (presente del indicativo). Versión, tema, conversación.	36-38
VIII	Artículo definido. Verbo ‘haber’ (presente indicativo).	39-41
IX	Artículo definido continuado. Regla de adjetivos. Vocabulario. Verbo <i>haber</i> .	42-44
X	Artículo indefinido. Vocabulario. Adjetivos. Verbo auxiliar <i>haber</i> .	45-48
XI	Continuación del artículo indefinido. Vocabulario. Verbo auxiliar <i>haber, tener</i> .	49-52
XII	Artículo partitivo. Verbo auxiliar, <i>tener, haber</i> .	53-56
XIII	Excepción de la regla general (formación del plural). Vocabulario. Verbo <i>to have</i> .	57-60

XIV	El plural continuado (regla segunda). Verbo <i>to have</i> (modos compuestos).	61-64
XV	Formación del plural (regla tercera). Verbo auxiliar, <i>to be</i> .	65-69
XVI	Recapitulación de las reglas anteriores. Verbo auxiliar, <i>to be</i> . Resumen primero desde la lección VII á la XVI.	70-81
XVII	Plurales irregulares. Adjetivos ó pronombres posesivos. Verbo auxiliar, <i>to have</i> .	82-86
XVIII	Formación del plural (irregular). Adjetivos numerales (cardinales). Verbo auxiliar, <i>to have</i> .	87-91
XIX	Nombres sustantivos en singular. Números ordinales. Verbo auxiliar, <i>to be</i> .	92-96
XX	Sustantivos de sentido colectivo. Verbo auxiliar, <i>to be</i> .	97-100
XXI	Verbo auxiliar <i>to be</i> . Preposiciones explicadas gráficamente.	101-104
XXII	Verbo auxiliar.	105-108
XXIII	Verbo auxiliar <i>to be</i> . Resumen segundo (lección 19-23).	109-117
XXIV	Pronombres (sujetos, complementos y posesivos).	118-121
XXV	Verbo <i>to be</i> .	122-125
XXVI	Uso del genitivo (caso posesivo)	126-129
XXVII	Pronombres relativos, posesivos y demostrativos. Verbo regular <i>to call</i> . Aviso importante sobre el verbo <i>tener</i> .	130-133
XXVIII	Posesivo (caso de). Verbo regular <i>to call</i> .	134-137
XXIX	Vocabulario: <i>to call</i> .	138-140
XXX	Frases con el posesivo (distancia, tiempo). Verbo <i>to call</i> y otros análogos. Primer cuadro sinóptico de la conjugación inglesa (tiempos sencillos). Segundo cuadro sinóptico íd. íd. (tiempos compuestos).	141-146
XXXI	Sustantivos compuestos. Verbo <i>to call</i> y verbos análogos.	147-150
XXXII	Adjetivos (comparación de igualdad). Regla general para conocer y formar adverbios. Verbo auxiliar <i>to do</i> . Resumen tercero, desde la lec. XXIV á la XXXII. Comparación de adjetivos.	151-161
XXXIII	Sustantivos compuestos (continuación). Cuadro sinóptico de los pronombres personales adjetivos y pronombres posesivos. Verbo <i>to do</i> con <i>to love</i> . Comparación de inferioridad.	162-167
XXXIV	Género de sustantivos. Verbo auxiliar <i>to do</i> .	168-171
XXXV	Género de sustantivos (continuación).	172-175
XXXVI	Sustantivos formados de verbos. Verbo auxiliar <i>to do</i> con <i>love</i> . Adverbios formados de adjetivos.	176-182

XXXVII	Verbos con el auxiliar <i>to do</i> .	183-186
XXXVIII	Sustantivos semejantes (á los españoles) en <i>tion, cion, ty</i> .	187-189
XXXIX	Comparación de adjetivos. Combinación de los auxiliar <i>to love</i> y <i>to be</i> .	190-193
XL	Terminaciones en <i>Ness, less, ure, ube, etc</i> . Pronombres y verbos reflexivos. El gerundio. Declinación del nombre y pronombre. Resumen cuarto, desde la lec. XXXIII á la XL.	194-212
XLI	Trata de los afijos sencillos. Verbos terminados en <i>ch, sh, ss</i> .	213-217
XLII	Los pronombres indefinidos. Grados de comparación. Conjugación de verbos regulares. Regla de duplicación de la consonante final.	218-222
XLIII	El superlativo. Verbos regulares. Declinación de pronombres de todas clases.	223-228
XLIV	Recapitulación de adjetivos. Advertencia sobre los verbos pasivos. Verbo unipersonal.	229-235
XLV	Interjecciones. Comparativo y superlativo como adjetivos.	236-240
XLVI	Sustantivos colectivos. Superlativo absoluto.	241-244
XLVII	Verbos regulares. Del subjuntivo.	245-250
XLVIII	Verbos auxiliares (defectivos).	251-255
XLIX	Vocabulario, verbos. Verbos defectivos (auxiliares).	256-261
L	Sustantivos (abreviación y contracción). Verbos recíprocos. Sobre el pronombre indefinido é impersonal. Resumen quinto, desde la lec. XL á L	262-277
LI	Acentuación de polisílabas.	278-279
LII	Verbos irregulares (primera clase). Acentuación de palabras de cinco y seis sílabas. Verbos irregulares (segunda clase).	280-290
LIII	Sustantivos. Adverbios de lugar. Verbos irregulares (segunda clase).	291-296
LIV	Sustantivos. Locuciones adverbiales. Verbos irregulares (tercera clase). Locuciones adverbiales.	297-302
LV	Abreviaciones (nombres sustantivos). Verbos irregulares compuestos. Voces que tienen casi la misma pronunciación, pero diferente ortografía y pronunciación.	303-307
LVI	Algunas exclamaciones muy usadas. Verbos seguidos de preposiciones separables.	308-311
LVII	Sobre el uso de Señor, Señora, etc. Anglicismos más usados. Observaciones sobre ortografía.	312-317

-Notes: Meta-language: Spanish. There is some use of footnotes in Spanish. Most of the English words bear a diachritic accent to ease their pronunciation.

LORENZO, José de; **MURGA**, Gonzalo de y **FERREIRO**, Martín (1864): *Diccionario marítimo español, que además de las voces de navegación y maniobra en los buques de vela, contiene las equivalencias en Francés, Inglés e Italiano. Y las más usadas en los buques de vapor, formado con presencia de los mejores datos publicados hasta el día*. II+545+74+I.

-Madrid, 1ª Edición, Establecimiento Tipográfico de T. Fortanet. BN: 1/38747. Accessed in Google Books at: <http://books.google.es/books?id=AHNZbC1bbSgC&oe>

-Prólogo (2 u.p.); -Abreviaturas (1 u.p.); -Diccionario Marítimo Español (p. 1-545); -Erratas (1 u.p.); -Vocabularios Francés, Inglés é Italiano: Francés-Español (p. 1-28); Inglés-Español (p. 29-57); Italiano-Español (p. 59-74); -Erratas de los Vocabularios (1 u.p.); one blank page.

-Notes: Text in two columns. It is a Monolingual Spanish dictionary with L2 versions although not for all the entries. The L2 version appears at the end of the definition of an entry. When an entry word has different collocations, some of these are translated into L2.

MACVEIGH, Henry (1859): *Método de Ahn. Curso de Inglés arreglado al Castellano. Por el profesor H. MAC-VEIGH. Precedido de reglas y ejercicios de lectura, y seguido de un apéndice gramatical, con listas de voces, diálogos, etc.* II+206+I.

-Madrid, 1ª Ed., Alejandro Gómez Fuentenebro, URV (Biblioteca Monestir Poblet): 802B4; For further reprints, see Appendix III.

-Prefacio del Doctor Ahn (p. iii); -Pronunciación Inglesa (p. 1-40): Vocales largas y breves, Sonidos medios de las vocales, Consonantes sencillas ó Compuestas, Alfabeto (p. 1-28); Lessons for Practice (p. 28-40): Vocabulary items and sentences in English in two columns; -Metodo de Ahn (p. 41-148): 174 Temas or translation exercises (direct and reverse) which are introduced by either vocabulary or few grammatical references with short explanations or the use of footnotes. The temas are made up of loose sentences; -Apendice Gramatical (p. 148-188): Artículos, Género, Plural del Nombre, Casos, Adjetivos, Numerales, Pronombres, Conjugación de Verbos, Lista de Verbos Irregulares, Lista de Adverbios, Preposiciones, conjunciones, Interjecciones, Verbos mas usuales; Ejercicios de Conjugación (p. 181-188): Loose-sentenced texts in L1 to practise all kinds of verbs combined with To be, To Have and There to be (Haber) y Hacer. The main verb of the sentences is usually given in the infinitive form with its Spanish translation; Colección de Voces (p. 189-192): thematic vocabulary in two columns (The town ó City=La Ciudad, The House=La Casa, etc.); Easy Dialogues (p. 193-206): two-column bilingual expressions on Eating and Drinking, Going and Coming, Asking and Answering, Age, Time of Day, etc.; Editorial advertising (1 p.).

-Notes: Meta-language: In the part called *Metodo de Ahn* (p. 41-148): English and Spanish. All the footnotes are in Spanish; The next part, *Apéndice Gramatical* (p. 148-188): Spanish.

MAGAWLY de CALRY, María Teresa (1834): *Nuevo método para aprender el Inglés, fundado en la naturaleza de este idioma y en las reglas de su gramática. Y combinado con los principios del sistema de enseñanza mútua. Facilitando su estudio á los niños desde la edad mas tierna, y mui útil para todos. Dividido en tres Partes. 1^a: XVII+102; 2^a: III+136; 3^a: IX+200.*

-Cádiz, Diciembre de 1834, 1^a edición, Imprenta de D. Domingo Feros, (A cargo de D. J. A. Pantoja), calle de la Aduana número 17; Biblioteca Ateneu de Maó: A-1415; BP Cádiz: S. XIX 8677 (This copy has only the first two parts, it can be accessed in the Biblioteca Digital de Andalucía at: http://www.bibliotecavirtualdeandalucia.es/catalogo/consulta/resultados_busqueda.cmd

-Dedicatoria: A la reina Nuestra Señora (4 u.p.): signed by Maria Teresa Magawly de Calry; -Prólogo del Autor (p. iii-x); -Introducción (p. xi-xvii);

-Nuevo Método para Aprender el Inglés. Primera Parte: -Ortografía: Capítulo I.- Conocimientos elementales de letras y sílabas (p. 1-14); Cap. II-XVI.- Vocabulario clasificado conforme al sistema de Murray, con sus lecciones de lectura (in double columns English-Spanish and some phrases at the bottom of each page to practise reading): p. 14-102; -Segunda Parte: Sentencias y Conversaciones Familiares, Términos de Tratamiento y Cortesía (p. 1-136): -Introducción (3 u.p.); -Colección de sentencias; las primeras en el orden de la conjugación, otras para ejercitarse en el uso de las preposiciones y adverbios y en los idiotismos de la lengua inglesa (p. 1-53): in two columns English-spanish; -Preposiciones y adverbios (p. 53-109); -sentencias en ingles solo, para egercitarse en su construcción al español y formadas para egemplificar las reglas de Sintáxis que se hallan en la tercera parte, pág. 14 y siguientes (p. 110-115); -Promiscuous exercises in Syntactical parsing (p. 116-120); -Lecciones en Verso (p. 121-131): in L2 and to be learnt by heart; -Términos de Cortesía y Tratamiento (p. 132-136); -Tercera Parte: Gramática: -Introducción, la que esplica la naturaleza de la lengua inglesa (i-ix); -Capítulo 1: Esplicacion de términos, Palabras primitivas y derivadas (p. 1-6); Cap. 2: Pronunciación de las letras (p. 7-14); Cap. 3: Reglas de ortografía (p. 15-27); Cap. 4: De la Analogía o Etimología (p. 28-33); Cap. 5: De los Artículos y nombres con su declension por los seis casos (p. 33-38); De los Adjetivos, de los numerales, ordinales y cardinales (p. 38-45); Del Género, Número y Casos y su formación (p. 45-50); De los tres casos ingleses, y su analogía con los seis dichos (p.

50-62), Cap 6: De los Verbos (p. 63-130); Cap 7: De las cuatro partes indeclinables de la oración (p. 131-133); Cap. 8: De la Derivación (p. 133-140); De la Sintaxis (p. 140-143); Cap. 9: Reglas de ella (p. 143-152); Cap. 10: De la Prosodia (p. 153-163); Cap. 11: De la Puntuacion y sus reglas (p. 163-168); Del uso de Mayúsculas con sus reglas (p. 168-170); -Nota de los mejores autores ingleses para perfeccionarse en su estudio (p. 171-172); -Lectura en ingles sobre el mismo asunto (p. 172-174); -Criticas y recomendaciones de las obras gramaticales de Murray: elegidas de entre varias publicadas en Inglaterra (p. 175-176); -Apéndice, que trata de la naturaleza y origen de esta lengua y del mejor modo de egercitarse en ella (p. 177-181); -Extracto curioso de un célebre autor ingles sobre el mismo asunto (p. 182-198);

-Nota de la redacción (p. 199-200); two blank pages.

-Notes: Metalanguage: Spanish, especially in the third part. The oficial historiography does not acknowledge the autor of this book: BICRES IV (2012) states that M^a Teresa Magawly de Calry is the editor, not the author of the book; In library catalogues, it is classified either as anonymous or written by several authors (V.V.A.A.): Biblioteca Pública de Cádiz, Biblioteca Ateneu Maó.

MARTÍN-PEÑA, Eduardo (1883): *Gramática inglesa: Método teórico-práctico*. VII+239+I.

-Madrid, 1^a Edición, Imprenta de Gregorio Juste. Pizarro, 15, Bajo. Biblioteca IES Brianda de Mendoza: FA 296.

-Prólogo (p. v-vii); -Primera parte: Pronunciación (p. 1-28): Vocales, Diptongos, Consonantes; -Segunda Parte (p. 29-129): Explanation of the following grammar points: Artículo Definido e Indefinido (p. 29-33); Formación del plural (p. 33-35); Del Género (p. 35-38); Del Genitivo de posesión (p. 38-42); Del Adjetivo calificativo (p. 42-43); Comparación de igualdad (p. 44-45); Comparativo de superioridad (p. 45-47); Comparativos y Superlativos irregulares, Observaciones (p. 47-49); Superlativo absoluto (p. 49); Adjetivos numerales y Observaciones (p. 49-52); Principales terminaciones y Observaciones (p. 52-61); Adjetivos y Pronombres Posesivos + Observaciones (p. 61-64); Pronombres Reflexivos, Relativos, Interrogativos, Demostrativos, Indefinidos y Observaciones (p. 64-71); Verbos Auxiliares (p. 71-82); Observaciones sobre los auxiliares y defectivos (p. 82-86); Verbos Regulares y Conjugación Modelo para todos los verbos regulares (p. 86-100); Verbos Reflexivos y Recíprocos (p. 100-102); Observaciones sobre los verbos (p. 102-104); Verbos Unipersonales (p. 104-108); Verbos Irregulares + Lista de los verbos irregulares ingleses (p. 108-118); Preposiciones (p. 118-121); Conjunciones (p. 121-122); Interjecciones (p. 122-123); Ortografía (p.

123-125), -Tercera Parte: Temas (p. 126-190): 100 different texts in L2 and L1 made up of loose sentences to practise Reading and translation (direct and reverse). All the temas are related to the grammar points in the second part plus some specific ones like: Temas on specific verbs *-to get, to stick, to put, to fall-* (p. 179-186); Bill of fare/ Lista del día (p. 186-187); On travelling (p. 187-189); Party/Reunión (p. 189-190). All the temas are preceded by a short bilingual vocabulary to help with translation; Verbos con preposición (p. 190-192); Locuciones diversas (p. 192-197); Voces cuya pronunciación es casi idéntica pero cuya ortografía y significado son distintos (p. 197-200); Modo de dirigirse a las personas (p. 200-202); Abreviaturas (p. 202-206); Contracciones (p. 206-208); Modelos de Cartas Comerciales, all in English (p. 209-239); 1 u.p.: Obra del Mismo Autor: Lengua Inglesa.- *Colección de Trozos escogidos (Prosa y Verso)*....24 rs.

-Notes: Metalanguage in Spanish.

MARTÍNEZ ESPINOSA y TACÓN, Juan José (1849): *Diccionario marino Español-Inglés é Inglés-Español para el uso del Colegio Naval. Por el jefe de la escuadra de la Armada, Don...* 2 vol. VII+280+XII+486.

-Madrid, 1ª Edición, Imprenta de J. Martin Alegría; BC (DG. Hosp.): 52-8º-30. Available in Hathi Trust Digital Library at: <http://catalog.hathitrust.org/Record/008932820>.

-Vol. 1: Español-Inglés (VII+280p.): -Advertencia (1 u.p.); -Fe de Erratas (3 u.p.);

-Frasas olvidadas en el Diccionario inglés-español que deben colocarse en sus lugares respectivos (3 u.p.); -Diccionario español-inglés (p. 1-280);

-Vol. 2: Inglés-Español (X+486): -Advertencia (p.v-vi): signed in Madrid 15 Agosto de 1849; -Prólogo (p. vii-x); -Nota (1 u.p.); Fé de Erratas (1 u.p.);

-Diccionario inglés-español (p. 1-486); two blank pages.

-Notes: L2 entries are not only accompanied by their L1 version but also by long explanations in L1 with the translation of some terms into L2. There is ample phraseology along with the entries.

MORADILLO, Manuel de (1843): *Método práctico, analítico, teórico y sintético de la lengua inglesa. A imitación del sistema de T. Robertson.* II+124+1.

-San Sebastián, Imprenta de Ignacio Ramón Baroja. BP Burgos: 14513.

-Introducción (p. i-ii); -Nociones preliminares al Curso Práctico de la lengua Inglesa (p. 1-28): Alfabeto + Explanation of the nine parts of the grammar: Artículo, Nombre, Adjetivo, Pronombre, Verbo, Adverbio, Preposición, Conjunción e Interjección;

-**Método Práctico y Analítico para aprender la Lengua Inglesa** (p. 29-102): Aplicación de este método a una clase (p. 29-30); Twenty Lessons with the following structure: A long sentence in two columns (English-Spanish) + Observaciones (a detailed explanation of the words and tenses in the sentence or an Exercise translating individual words, usually verbs + Examen Analítico (grammatical explanation of each Word in the sentence) + Construcción (several sentences in L1 to translate into L2 or Ejercicio (translation of individual words from L1 into L2) + Revision of the lesson (questions in L1 about the grammar points in the sentence of each lesson); -Nombres enteramente irregulares en el plural (p. 103-104); -Nombres sin singular (p. 104-105); Nombres sin plural (p. 105); Nombres sin singular y plural sin ‘mudanza alguna’ (p. 105); -Lista de los Verbos irregulares Ingleses (p. 106-114); -Lista de los verbos ingleses con las partículas que rigen (p. 115-124). -Notes: Meta-language: Spanish.

MOUNTIFIELD, William (1854): *Novísimo método teorico, practico, analitico y sintetico de lengua inglesa, uno de los mas completos que se han publicado hasta el dia. Para aprender sin cansar la memoria á traducir, hablar y escribir esta lengua en 70 dias.* V+344+128+110+136+26+16.

-Madrid, 2ª Edición, Imprenta de Antonio Martínez, calle de la Colegiata, núm. 11. BN: 1/42672. Accessible in Google Books at: http://books.google.es/books/about/Nov%C3%ADsimo_m%C3%A9todo_teorico_practico_analitico_y_sintetico_de_lengua_inglesa_uno_de_los_mas_completos_que_se_han_publicado_hasta_el_dia._Para_aprender_sin_cansar_la_memoria_a_traducir_hablar_y_escribir_esta_lengua_en_70_dias._V+344+128+110+136+26+16.html?id=WfVjDI1yu2UC&redir_esc=y; 1ª Ed., 1851, Santiago de Compostela, Jacobo Souto e Hijos. Biblioteca Xeral: GA 3339. 3ª y 4ª eds. not found; 5ª ed., 1861, Madrid, Mariano Saint de la Peña. Biblioteca Ateneo de Madrid: B-1922 and C-3333.

-Dedicatoria: A la Católica Magestad de Doña Isabel Segunda de Borbon, Reina de las Españas (p. iii); -Prefacio (1 u.p.); -Cuadro de los guarismos y signos que sirven de guía en la lectura y Del Alfabeto Inglés (1 u.p.);

-Primera División: -70 Lessons (p. 6-340), one per day, whose structure is the following: Pronunciación (a short rule) + Ejercicio de lectura para poner en práctica esta regla (a short L2 text which becomes bigger as lessons advance) + Traducción literal (interlineal English-Spanish) + Traducción castellana + Traducción alternativa (del inglés al español y del español al inglés) + Conversación (questions about the text in L1 and answers in L2) + Teoría (a short rule concerning grammar) + Ejercicio sintético para poner en práctica esta regla (L1 sentences to be translated into L2) + Revista y examen de la primera lección (questions in L1 without answer); from lesson

of day 1 to day 36, there is an exercise every five lessons called: Ejercicio Práctico de Lectura y Traducción preparatoria (in two columns: the right one is called ‘Frases para Traducir al Español and the left one ‘Frases para Traducir al Inglés’, both columns have the same sentences; - Tema General sobre las diez partes de la oración (p. 341-344): Spanish loose phrases to translate into English; -Ejercicio práctico de lectura y traducción preparatorio (they follow the same pattern as explained above. There are ten of them just before the following lessons: 41, 46, 51, 53, 58, 60, 63, 66, 70, (p. 1-120); -Importancia del estudio de los Idiomas sabios en nuestros días (p. 121); -Breves consideraciones que recomiendan el estudio del idioma Inglés á los Españoles (p. 121-122); -Vaga y brevísima noticia de la literatura inglesa (p. 122-123); -Pueblos que hablan la lengua inglesa (p. 123-126); -Idea general de nuestra gramática (p. 126-128); -Nuestro método de enseñanza práctica (p. 128): This page bears the signature of Anne Mountifield; -Segunda División: -Parte Gramatical (p. 1-84): Diez Capítulos: I.-Del substantivo (p. 1-7); II.-Del artículo (p. 7-11); III.-Del pronombre (p. 11-24); IV.-Del adjetivo (p. 24-37); V.-Del verbo (p. 37-74); VI.-Del participio (p. 75); VII.-Del adverbio (p. 76-77); VIII.-De la preposición (p. 77-82); IX.-De la conjunción (p. 82-83); X.-De la interjección (p. 84); -Tratamiento (*Sir, Mister, etc.*): p. 85-86; -Tabla de las Abreviaturas inglesas (p. 87-88); -Colección de voces que tienen diversos modos de expresarse en inglés (p. 88-100): it is a sort of alphabetical dictionary with bilingual phraseology; -Explicación de muchas palabras latinas y abreviaturas latinas, cuya inteligencia es necesaria para comprender bien muchos libros, particularmente los periódicos ingleses, y muchas veces la conversación. También se ponen algunas voces de francés antiguo que forman, por decirlo así, parte de la lengua inglesa (p. 100-105); -Analogía entre el español y el inglés (voces castellanas que dimanan del latin y tienen mucha semejanza con las inglesas): p. 105-110; -Recopilación y resúmen de las reglas contenidas en las setenta lecciones (p. 1-4); -Pronunciación (p. 4-10); -Lexicología (exámen analítico de las palabras de cada lección): p. 10-86; De la Construcción (ó Sintaxis): Phrases from the 70 lessons with explanations about word-formation and word order (p. 87-131); -Refranes y proverbios (p. 131-136): in two bilingual columns; -Clave de los ejercicios sintéticos contenidos en la primera división (p. 1-23): They refer to the theory rules (73 in total); -TEMA GENERAL sobre las diez partes de la oración (p. 23-26): Reverse translation; -Índice (p. 1-16): in alphabetical order; four blank pages. -Notes: Meta-language: Spanish. The book sections have different paging as shown in

the content description. The first edition bears the author's name of Carlos Mountifield. The fifth edition (1861) bears the author's name of Anne Mountifield.

NAVARRETE, Martín Fernández de [**O'SCANLAN**, Timoteo] (1831): *Diccionario marítimo español, que además de las definiciones de las voces con sus equivalentes en frances, ingles e italiano, contiene tres vocabularios de estos idiomas con las correspondientes castellanas. Redactado por orden del Rey Nuestro Señor.* XLVIII+584+188+II.

-Madrid, 1ª Edición, Imprenta Real. Biblioteca Instituto Cartográfico de Cataluña: RES 8au 57. In Internet Archive (University of Toronto Libraries) at: <https://archive.org/details/diccionariomarit00madruoft>

-Prólogo (p. iii-xlvi): historical overview to previous lexicographic works on seamanship beginning in the XVI century up to 1830; -Abreviaturas de que se usa en este diccionario (2 u.p.); -Diccionario Marítimo Español (p. 1-568); -Suplemento (p. 569-584): further words in L1 without equivalents in L2; -Vocabulario Marítimo Francés-Español (p. 1-62); -Vocabulario Marítimo Inglés-Español (p. 63-127); -Vocabulario Marítimo Italiano-Español (p. 129-161); -Adiciones y rectificaciones que han ocurrido en toda la obra después de impreso el suplemento (p. 162-168); -Adiciones y rectificaciones A los artículos del diccionario (p. 169-180); -Colocación Alfabética en el diccionario y vocablos extranjeros (p. 181-188); two blank pages.

-Notes: The L2 equivalents are given at the end of the entry definition. No information on the syntactical function of words is given nor the pronunciation of L2 words.

OTTO, Emilio and **KORDGIEN**, Gustavo (1898): *Gramática sucinta de la lengua inglesa: acompañada de numerosos ejercicios de traducción y lectura.* VI+160.

-Madrid, 3ª Edición, Romo y Füssel; Heidelberg, Julio Groos. BUB: R-0279. No trace of the first two editions.

-Prólogo (p. i-iii); -Pronunciación (p. 1-13): with three Reading exercises;
-Lecciones 1-49 (p. 14-119): Each lesson contains an exercise in L2, made up of short sentences to translate into L1, and another one in L1 similar to the text in L2. The lessons are dedicated to the following grammar topics: Artículo (L. 1-2); Substantivo (L. 3-8); Preposiciones más usadas (L. 9); Verbos auxiliares *To be* y *to have* (L. 10-14); Adjetivos (L. 15-23); Nombres propios (L. 24); Verbo regular (L. 25-27); Los verbos auxiliares de modo (L. 28); Pronombres (L. 29-33); Voz pasiva (L. 34); Verbos neutros o reflexivos (L. 35); Verbos unipersonales (L. 36); Adverbios (L. 37-39); Las

preposiciones (L. 40); Conjunciones (L. 41-42); Verbos irregulares (L. 43-49); -Lista de los verbos irregulares (p. 120-123); -Lista de las abreviaturas más usuales (p. 124); -Apéndice I: Pequeño vocabulario (p. 125-130); -Apéndice II: Frases (*The Universe, The Country, Trees and Flowers, etc.*): p. 131-136; -Apéndice III: Trozos fáciles de lectura (p. 137-146): an English text preceded by a short bilingual vocabulary; -Apéndice IV: Vocabulario alfabético español-inglés de las palabras más usadas, in two columns (p. 147-160); one blank page. -Notes: Meta-language: Spanish.

PIFERRER, Francisco (1847): *El idioma Inglés puesto al alcance de todos. Método natural para aprender el Inglés de un modo fácil y agradable sin cansar la memoria.* II+16.

-Madrid, 1ª Edición, Librería Casimiro Monier. BN: VC/2779/49.

-Prólogo (p. i-ii); -Sixteen three-column pages with texts and sentences and following the pattern: first column, English text: mid column: pronunciation; third column, Spanish translation of the first column +Interlinear translation at the bottom of the page.

-Notes: The book bears the author's signature.

PIFERRER, Francisco (1852): *El idioma Inglés puesto al alcance de todos. Método natural para aprender el Inglés de un modo fácil y agradable sin cansar la memoria aumentada y corregida por el autor.* V+64+67+67+II.

-Madrid, 2ª Edición, José Repullés. BP Cáceres: 2/8673.

-Prólogo de la 1ª edición (p. i-ii); -Prólogo de la 2ª edición (p. iii-iv);

-Advertencia (p. v); -Dictámen de Don Luis Gonzaga Page, inserto en la Revista de Europa, tomo 2, página 147 (p. v-vii): pages vi and vii show extracts of letters sent to Piferrer which acknowledge the publication of his French and English natural method;

-Máximas (p. viii): *Pocas reglas, muchas reflexiones, y sobre todo mucha práctica, ved ahí la llave de todas las artes* (Duclos); *Las lenguas no se hicieron por reglas ó por arte, sino por el uso común de las gentes* (Locke); *Al uso toca darnos sobre todo las primeras lecciones de una lengua* (Pluche); *No puede uno aprender la gramática de una lengua, sea la que fuere, sino cuando ya sabe hablar, cuando ya sabe conversar* (Sicard); *Ya había poetas y oradores, antes que se pensara en hacer gramáticas, poéticas y retóricas* (Condillac); *He observado que los que mejor saben las reglas, no siempre son los que hablan una lengua estrangera con mas facilidad* (No name.

It is an extract taken from Piferrer's prologue); -Ejercicios (p. viii) or five guidelines to use the book correctly and thus learning how to read, translate, speak and write the English language: 1°. Se lee la columna de pronunciacion, que es la mas facil; 2°. Se pasa á la columna de testo, procurando leerla exactamente como indica la columna de pronunciación; 3°. Se lee atentamente y repetidas veces la traducción interlineal, hasta que pueda uno decir las voces inglesas en español, y aun las españolas en inglés; 4°. Se lee alternativamente el testo y la traducción, repitiendo este ejercicio hasta que se pueda traducir el primero en español, y aun reproducirlo en inglés con solo mirar la traducción; 5° y último. Se copia exactamente el testo, ensayándose en escribirlo tantas veces como sea necesario, hasta llegar también á reproducirlo correctamente por escrito con solo mirar la traducción, aprendiendo de este modo simultánea y progresivamente á leer, traducir, hablar y escribir; -Método para Aprender el Inglés. Lectura (p. 1-64): twenty-five lessons structured in three columns (Testo Inglés, Pronunciacion, Traducccion) followed by an interlinear translation and the theory or explanation of rules. The last five lessons include no theory: Lessons I-XV, pronunciation rules of vowels and consonants; Lesson XVI, Alfabeto Inglés; Lessons XVII-XX, Del Acento; Lessons XXI-XXIII, Diálogo; Lesson XXIV, Division del tiempo; Lesson XXV, Apéndice á la lectura (a review of the pronunciation of vowels and consonants); -Método para Aprender el Inglés. Verbos (p. 1-48): conjugations in three columns as in the previous section but without interlinear translation. There is some theory or explanations. This part includes sixteen lessons: I.-*To have*, auxiliar. Haber; II.-*To have*, activo. Tener; III.-*To be*, ser; IV.-Modelo único para todos los verbos regulares de la lengua inglesa. *To live*, vivir; V.-Modelo para los verbos pasivos. *To be received*, ser recibido; VI.-Modelo para conjugar un verbo del modo llamado progresivo. *To be writing*, estar escribiendo; VII.-Modelo para conjugar un verbo con el auxiliar *To be* en el sentido de tener que; VIII.-Modelo verbo enfático con el auxiliar *To do*; IX.-Modelo de verbo con negación. *Not to play*, no jugar; X.-Modelo de verbo con interrogacion. *To dream*, soñar; XI.-Modelo de verbo interrogativo con negación. *To pay*, pagar; XII.- Modelo para los verbos pronominales. *To dress one'self*, vestirse; XIII.-El verbo *to be*, ser, conjugado como impersonal con el adverbio *There*, allí; XIV.-Verbo *To be* conjugado como impersonal en el sentido de ser ó hacer; XV.-Modo de emplear el verbo defectivo *Must*, ser menester; XVI.-Lista de los verbos irregulares; -Método para Aprender el Inglés. Gramática (p. 49-67): This is a follow-up of the previous section ranging from lesson XVII to lesson XXVIII. This section is also in three columns and it includes interlinear translation and theory or grammatical explanations (except lesson XVII): XVII.-Principios gramaticales; XVIII.-Del Artículo; XIX and

XX.-Del Sustantivo; XXI.-Del caso de los sustantivos; XXII-XXVII.-Del Adjetivo; XXVIII.-Del Pronombre;

-Método para Aprender el Inglés. Sintaxis (p. 1-67): in three columns plus interlinear translation and theory or explanation on the use of the different parts of a sentence (except lesson one). There are seventeen lessons in total: I.-Definicion de sintaxis; II.-Del Artículo; III.-Del Sustantivo; IV.-Del Adjetivo; V.-De los adjetivos posesivos, demostrativos y numerales; VI.-Adjetivos indefinidos; VII.-Del Pronombre; VIII.-Pronombres demostrativos, posesivos y relativos; IX.-Pronombres indefinidos; X.-pronombres compuestos; XI.-Del Verbo; XII.-Accidentes del verbo; XIII.-Del Participio; XIV.-Del Adverbio; XV.-De la Preposicion; XVI.-De la Conjuncion; XVII.-De la Interjeccion; -Fin de la Sintaxis y de esta obra.

-Notes: Meta-language: Spanish. Use of some footnotes along the different parts of the book.

REYNAL i NOGUERA, Lorenzo (1875): *Sinópsis de la lengua inglesa con la pronunciación figurada según los mejores autores ingleses Dr. Johnson, Walker, Sheridan*. III+95+I.

-Tarragona, 1ª Edición, Establecimiento Tipográfico de Tort y Cusidó. BC: 17/6/2014 (This version has the 6 booklets contained in Reynal's *Curso Completo de la Lengua Inglesa* (1875-1881). Each booklet was also individually published).

-Prólogo (ii-iv); -Breve reseña histórica de la lengua inglesa (p. 5-6); -Prosodia (p. 7-19): Letras del alfabeto inglés y su pronunciación (p. 7-8); sonidos de las vocales (p. 9-10); Reglas para la pronunciación de las vocales (p. 11); Sonidos de los diptongos (p. 11-12); Sonidos de las consonantes (p. 13-16); Notas explicativas de la pronunciación figurada (p. 17); -De los artículos (p. 20-22); -Del nombre sustantivo: Género, número y caso (p. 23-31); -Del adjetivo: Grados de comparación (p. 32-36), De los adjetivos numerales (p. 36-41); -De los pronombres y pronombres adjetivos (p. 42-48); -Del verbo: Conjugación de los auxiliares (p. 29-56), De los verbos regulares (p. 57-61), De la oración interrogativa y negativa (p. 62), Uso de los auxiliares *Shall* y *Will* (p. 63-64), Voz pasiva (p. 65), De los verbos reflexivos, recíprocos e impersonales (p. 65-73), Verbos irregulares y locuciones de uso más frecuente (p. 74-77), Continuación de los verbos irregulares, preposiciones y verbos seguidos de preposición (p. 78-85);

-Adverbios y locuciones de uso más frecuente (p. 86-88); -De las conjunciones (p. 89); -De la formación de las palabras (p. 92-95); -Índice (1 u.p.); one blank page.

-Notes: Meta-language: Spanish.

REYNAL i NOGUERA, Lorenzo (1881): *Estudios comparativos sobre la construcción, régimen y concordancia de las lenguas española e inglesa*. IV+58p.

-Tarragona, 1ª Edición, Imprenta de Puigribí y Aris. BC: G-80-8º-426.

-Obras del autor (1 u.p.); -Advertencia (p. iii); -Sintaxis (p. 5-57): 17 lecciones with the following pattern: explanation of a grammar point + vocabulary + Tema (In L1 with some words translated into L2) + Exercise (reverse translation from L2 into L1). The lessons cover the following topics: Del artículo definido (p. 5-7); Del artículo indefinido (p. 8-10); Del nombre (caso posesivo): p. 11-14; Del pronombre *lo* (p. 15-17); De los pronombres relativos (p. 18); Pronombres demostrativos (p. 18-19); De los regímenes (p. 20-22); Diferente traducción de los modos y tiempos del verbo (p. 23-26); Significado y uso de las preposiciones (p. 27-34); De los verbos compuestos (p. 35-36); Idiotismos y frases familiares (p. 37-42); De los verbos irregulares raíces por orden alfabético con frases familiares para su inmediata aplicación (p. 43-53); Ortografía/Orthography (p. 54-57); Appendix containing the constructions formed by the use of the apostrophe in writing and printing (p. 58); -Índice (1 u.p.).

-Notes: Metalanguage: Spanish.

REYNAL i NOGUERA, Lorenzo (undated): *Breve y razonado metodo para el estudio de la lengua inglesa*. III+45+II.

-Tarragona, no edition stated, José Antonio Nel-lo. BC: 17/6/2014

-Advertencia (p. 3); -Estudios sobre la propiedad de las voces con explicación detallada de las Frases, Modismos y Régimen de los verbos (p. 5-44): *Dejar* (p. 5-6); *Habitar*; *Residir*; *Morar* (p. 6-7); *Cuenta* (p. 7-8); *Acusar* (p. 8); *Fundar* (p. 8-9); *Resbalar* (p. 9-10); *Parecer* (p. 10), and 41 more words, in total: 18 adjectives, 4 adjectives, 26 nouns (p. 10-33); Régimen del verbo (p. 34); Verbos cuyo régimen es diferente en ambas lenguas (p. 34-38); Locuciones familiares de uso más frecuente (p. 39-42); Advertencia sobre los adverbios (p. 43); Propiedades de algunos animales (p. 44); De las aves y algunos insectos (p. 44-45); Índice (2 u.p.).

-Notes: Third booklet of Reynal's complete '*Curso completo de lengua inglesa*'. Metalanguage in Spanish.

RUIZ, Manuel G. J., (1820): *Compendio de gramática inglesa o Método fácil para aprender los españoles esta lengua con propiedad*. IV+127+II.

-San Sebastián, 1ª Edición, En la imprenta de Ignacio Ramón Baroja. Biblioteca del Santuario de Nuestra Señora de Aránzazu: T3-6-4.

-Prologo (p. ii-iii); -Parte I: -De la Pronunciación (p. 5-15): Del Alfabeto, De la pronunciación de las vocales, Observación sobre la E, Tabla de diptongos y triptongos, Observaciones y Ejercicios sobre las vocales, De las consonantes, Observaciones y excepciones de las consonantes; -Parte II:

-Análisis de las partes de la oración (p. 16-58): De los Artículos, Del Nombre, De los Pronombres, De los Verbos, De los Adverbios, De las Preposiciones, De las Conjunciones, De las Interjecciones: -Parte III:-De la Sintaxis (p. 58-77): De la sintaxis o construcción de los nombres, De la construcción de los adjetivos, De la construcción de los pronombres, Diversos modos de expresar (que) en español delante de un verbo, De los verbos precedidos de las partículas *por*, *para* etc., De los diferentes modos de traducir al inglés el impersonal *hay*, De los adverbios ó su construcción, De las partículas o preposiciones, Lista de los verbos en las partículas que rigen; -Parte IV: -De algunas advertencias muy útiles sobre las propiedades de la lengua (p. 78-82): Diferentes significaciones del verbo *to be*, Conjugación del verbo *to do*, Conjugación de *will* y *would*, Conjugación de *can*, Conjugación de *to please* como impersonal, Tabla de adverbios compuestos de diferentes partículas que los hacen tomar la significación de los pronombres, De la traducción en inglés del verbo *pensar*, Del verbo *dejar de*, Del verbo *acabar de*, Del verbo *doler*; -Tabla de abreviaturas (p. 82-89); -Diálogos familiares (p. 90-127); -Index (2 u.p.).

-Notes: Meta-language: Spanish.

SCHÜTZE, Francisco (1874): *Gramática teórico-práctica de la lengua inglesa*. III+149.

-Barcelona, 1ª Edición, Imprenta de Tomas Gorchs. BPE: 174812.

-Índice (1 u.p.).-16 lessons or capítulos (there is no chapter IV) without exercises, only grammar explanations and examples. The topics of the lessons are the following: I.-De la pronunciación (p.5-7); II.-Del acento (p. 7); III.-De la division de las palabras en sílabas y del uso de las letras mayúsculas (p. 8-10); V.-Del artículo (p. 10-12); VI.-Del substantivo (p. 12-17); VII.-De la declinación de los substantivos (p. 17-22); VIII.-Del género de los substantivos (p. 22-25); IX.-De los adjetivos (p. 25-34); X.-De los numerales (p. 34-43); XI.-Del pronombre (p. 43-64); XII.-De los verbos auxiliares (p. 64-93); XIII.-Del verbo regular (p. 93-102); XIV.-De los verbos irregulares (p. 103-131); XV.-Del adverbio (p. 131-134); XVI.-De las preposiciones (p. 134-136); XVII.-De las conjunciones (p. 136-139); -Sintaxis (p. 140-141); -Colección de las palabras más usadas (p. 142-149);

-Notes: Meta-language: Spanish.

SEOANE, Juan Antonio (1849): *Nuevo diccionario Inglés-Español y Español-Inglés aumentado con una gramática, el diccionario de pronunciación y mas de doce mil voces, principalmente técnicas, y en especial de las pertenecientes á máquinas de vapor, caminos de hierro y obras públicas. Por Don Juan Antonio Seoane, ex-Diputado. Parte 1ª.-Comprende la Gramática y el Diccionario Inglés-Español.*

-Madrid, 1ª Edición, Imprenta del Colegio de Sordo-Mudos y Ciegos, calle del Turco, núm. 11. Biblioteca Real Academia Española: 6-V-35(2). Accessed in Google books at: http://books.google.es/books/about/Nuevo_diccionario_ingl%C3%A9s_esp%C3%B1ol_y_esp.html?id=dHwCAAAAQAAJ&redir_esc=y

-Introducción (2 u.p.); -Explicación de las Abreviaturas, Advertencias (1 u.p.); -A New and Complete Dictionary of the English and Spanish Languages (p. 1-435): in three columns; -Lista Alfabética de los nombres propios de hombres y mugeres que se escriben de diferente modo en español que en inglés (p. 436-437); -Lista alfabética de las abreviaturas de los nombres propios de personas (p. 437); -Lista alfabética de los nombres de países, poblaciones y otros lugares (p. 437-439); -Legislación relativa á la propiedad literaria (Ley de 10 de Junio de 1847 y Ley de 17 de julio de 1849): 1 u.p.; -Compendio de Gramática Inglesa (p. i-xvi); -Índice de la gramática (1 u.p.): Capítulo I.- Artículos; Capítulo II.- Nombres; Capítulo III.- Pronombres; Capítulo IV.- Verbos, Preposiciones; Cuadro explicativo del uso de las preposiciones; -Diccionario Inglés-Español de Pronunciación Figurada: -Advertencia (1 u.p.); -Tabla de las vocales simples, diptongos y consonantes (1 u.p.); -Nuevo Diccionario inglés-español de Pronunciación Figurada (p. 1-103): in three columns; five blank pages.

-Notes: Before the introduction at the beginning of the book, there is an unnumbered page which shows the places this dictionary was sold. The *Nuevo Diccionario inglés-español de Pronunciación Figurada* bears a title page with the same place of publication and printer but the year of publication is 1850.

SHAW, John (1877): *Nuevo curso teórico práctico de idioma inglés, dado en el Ateneo Científico y Literario de Madrid en el Año Académico de 1876 á 1877. XXIV+353+I.*

-Madrid, 1ª Edición, Imprenta de Alejandro Gomez Fuentesnebro, Bordadores, 10. Biblioteca Ateneo de Madrid: C-3151.

-Dedicatoria: Al Excelentísimo Señor Don Cesáreo Fernández de Losada (p. v); -Prólogo (p. vii-ix); -Pronunciación (p. ix-xii); -El acento (p. xii-xv); -El alfabeto (p.

xv-xx), -Sintaxis (p. xx-xxiii); -Advertencia á los Jóvenes que estudian sin profesor (p. xxiv); -Curso de lengua inglesa: -Parte Primera: Twenty-five lessons arranged in the following manner (p. 1-353): explanation of pronunciation and grammar points with two-column examples (the book contains 219 different points) + from page 7 in lesson 1 onwards, the author adds an extra left column, amounting to three, with the figurative pronunciation of some words + ejercicio (either a table with different combinations of sentences or a two-column bilingual text); -Índice (2 u.p.); -Fe de Erratas (1 u.p.); one blank page.

-Notes: Metalanguage: Spanish. Uses of: literal versus free translation, a series of pronunciation signs shown at the bottom of each page from the second lesson onwards. There is a regular use of Tables, especially one of 'Verbos Irregulares' (p. 327-341): in six columns (from left to right): Pronunciación y advertencia + Infinitivo + Presente + Imperfecto + Participio de pasado + Español (Spanish translation of the infinitive).

SHIPTON, Jorge (1810): *Gramática para enseñar la lengua inglesa*. VI+269+II.

-Cádiz, 1ª Edición, D. Manuel Ximenez Carreño, Calle Ancha. UOV: S-XIX 802-5 SHI. Available in Biblioteca Virtual de Andalucía at: <http://www.bibliotecavirtualdeandalucia.es/catalogo/consulta/registro.cmd?id=1015824>. Reprints: 1812, 2ª Edición, Cádiz, D. Manuel Ximenez Carreño. UGR (Biblioteca Histórica Real): BHR/B-008-318. Available in Google Books at: http://books.google.es/books/about/Gramática_para_enseñar_la_lengua_ingle.html?id=Tdpys7neHngC 1818, 3ª edición; 1823, not found. 4ª ed., CL Reus: 441.6 SHI-8 (3ª / 4ª eds.); 1826, 5ª ed., Cádiz, Manuel Bosch, Accessed in Hathi Trust Digital Library at: <http://babel.hathitrust.org/cgi/pt?id=ucm.5324237404;view=1up;seq=13>

-Licencia: El Rey Don Fernando VII. Y en su Real Nombre el Consejo de Regencia de los Reynos de España é Indias. (2 u.p.); -Introducción (3 u.p.); -Alfabeto (p. 7); -De la pronunciación de las cinco vocales, y de la semivocal y (p. 7-12); -Palabras en que conviene exercitar al discípulo (p. 13-20);

-Partes accidentales de la oración: Artículos (p. 21-22); Sobre la declinación (p. 22-26); Sobre los géneros (p. 26-29); Observaciones sobre los artículos (p. 30-38); Sobre los casos (p. 38-48); Otros varios modos de traducir la *A* en Inglés (p. 48-49); Sobre los Adjetivos (p. 49-51); Diversos modos de expresar en Inglés los adjetivos y adverbios *mucho*, *tanto* y *quanto* (p. 52); Reglas sobre la construcción de adjetivos comparativos y superlativos (p. 52-56); Pronombres (p. 57-77); -Del Verbo (p. 77-145): Infinitivo; Indicativo presente; Pretérito, Imperfecto y Perfecto; Futuro de promesa; Amenaza;

Futuro de anuncio; Futuro Condicional de Promesa; Subjuntivo; Optativo; Potencial; Imperativo; Tabla de los verbos irregulares cuyos pasados y participios varían en sus terminaciones; Tabla de los verbos irregulares cuyos tiempos pasados y participios no varían en su terminación; Verbos auxiliares *haber: To have, Estar, Ser: To be*; De los verbos *say, To do, To make, To be able*; Conjugación del verbo *May*; Sobre el verbo *to pray: Rezar*; Del verbo impersonal *hay: there is*; Sobre la construcción de los nombres con los verbos; Conjugación del verbo reflexivo; Conjugación del verbo impersonal *acaecer*; Del verbo defectuoso *es menester: I must*; Del verbo impersonal *se dice*; -Del Adverbio (p. 145-162); -Preposiciones (p. 163-164): Lista de verbos que rigen preposiciones (p. 164-167); Lista de adjetivos que rigen preposiciones (p. 167-168); Preposiciones compuestas (p. 168-170); -Sobre las conjunciones (p. 170-172); -Ejercicios Practicos para adiestrarse el discípulo en el uso de las diferentes reglas y observaciones que contiene esta obra (p. 173-211): Interlinear or word-for-word literal translation Spanish-English with some words given in English to help translation; -Suplemento (p. 212); -Diálogos familiares Españoles e Ingleses (p. 213-227): 6 two-column bilingual dialogues; -Sentencias cortas y Familiares/Familiar Phrases (p. 227-265): in two columns; -Tabla de las principales abreviaturas de la lengua Inglesa (p. 267-268); -Apéndice (p. 269); -Erratas (1 u.p.); two blank pages.

-Notes: Meta-language: Spanish. From the second edition to the fifth, the body of the grammar is much the same to the first edition. However, there are some differences as shown in the next table:

MAIN DIFFERENCES	1ª ed.	2ª ed.	3ª, 4ª, 5ª eds.
-Palabras en que conviene ejercitar al discípulo (Words that students should practise).	7p.	49p.	52p.
-Diálogos (Dialogues).	14p.	42p.	50p.
-Cartas de comercio (Commercial letters). -De la Prosodia (in English). (Of Prosody)	x	√	√
-Suplemento Á la Gramática de J. Shipton: Vocabulario que sirve para la traducción del libro de <i>Telemaco</i> (p. 1-94). (Supplement to J. Shipton's Grammar: useful vocabulary to translate the book <i>Telemachus</i>).	x	x	√

Table 12. Differences between the five editions of Shipton's English grammar.

SOLER, Julio (1846): *Nuevo método para aprender el idioma Inglés. Tomo I.* XXXIII+135+I.

-Barcelona, 1ª Edición, Se halla de venta en la Librería Española, Calle Ancha; Biblioteca LLuis Alemany (Mallorca): C3-23. Reprints: 1851, 2ª ed., Barcelona, Imprenta de

Luis Tasso, CL Reus: 441.6 SOL-12 [1]; 1860, 3^a ed., Mahón: J. Fábregues; 1877, no edition mentioned, Mahón, Imprenta de M. Parpal, Biblioteca IES Joan Ramis i Ramis: 305; BC: B08-CI/9 (Lost copy).

-Parte Preliminar: -Prólogo. Origen y objeto del presente método (p. xi-xiii);
-Introducción. Explicación del método (p. xiii); -Gramática. Objetos que se han tenido en vista al escribirla (p. xiii); -Pronunciación (p. xiv-xviii);

-Gramática (p. xviii-xix); -Apéndice (p. xx-xxi); -Traductor (p. xxi-xiv);

-Partes de la oración (p. xxv-xxxiii): Nombres, Adjetivos calificativos y determinativos, Verbos, Verbos transitivos é intransitivos, Verbos auxiliares, Adverbios, Preposiciones de situación y de movimiento, Casos del nombre, Caso genitivo, Casos de los pronombres personales, conjunciones;

-Gramática Inglesa: Parte Primera: -Pronunciación, Ortografía y Prosodia (p. 1-11):

Vocales simples y compuestas, Consonantes simples y compuestas, Prosodia; -Parte

Segunda: Etimología y Sintaxis en siete (VII) Capítulos (p. 12-55): I.-Del Nombre; II.-

Del adjetivo; III.-Del verbo; IV.-Del adverbio; V.-Preposiciones; VI.-Conjunciones;

VII.- Interjecciones; -Parte Tercera: -Reglas que se deducen de comparar entre sí los

idiomas inglés y español: Explicación de los giros y construcciones en que difieren

dichos idiomas(p. 56-68); -Temas (p. 69-88): Loose sentences in L1 to translate into

L2; -Apéndice: -Diálogos (p. 89-106): bilingual in two columns;

-Cartas de Comercio (p. 107-127); -Voces mercantiles (p. 128-135);

-Alfabeto inglés (p. 135); one blank page.

-Notes: Meta-language: Spanish. The second volume was sold separately.

SOLER, Julio (1859): *Nuevo método para aprender los idiomas Francés, Italiano é Inglés*. VIII+82.

-Mahon, 1^a edición, Juan Fábregas y Pascual. BN: 1/25193.

-Dedicatoria (1 u.p.): Á mis queridos hijos; -Tabla de Materias (p. v-vi);

-Prólogo (p. vii-viii); -Introducción (p. 1-60): *El objeto de la presente introducción*

se reduce á presentar bajo un mismo punto de vista las reglas mas generales de

los idiomas francés, italiano é inglés, á fin de que aprendidas las de un idioma se

aprendan con facilidad las de los demás. Las reglas particulares y excepciones se

aprenderán después, también con facilidad, en las respectivas gramáticas de los

mencionados idiomas. There follow nineteen lessons arranged very brief explanations

and vocabulary examples in four columns (Español-Francés-Italiano-Inglés): I.-

Sonidos y Articulaciones que no posee el Castellano (p. 1-3); II.-Esfuerzo de la Voz

(p. 3); III.-Apostrofo (p. 3); IV.-Voces derivadas del Latín (p. 3-4); V.-Voces derivadas de diferentes idiomas incluso el Latín (p. 4-5); VI.-Del Nombre (p. 5-6); VII.-Género y Número del Adjetivo (p. 7); VIII.-Artículo y Pronombres (p. 8-9); IX.-Verbos Irregulares (p. 9-16); X.-Verbos Auxiliares (p. 16-21); XI.-Voz Pasiva (p. 21-22); XII.-Tiempos Compuestos (p. 22-23); XIII.-Frase Interrogativa (p. 23-24); XIV.-Frase Negativa (p. 24); XV.-Verbos Impersonales (p. 25-26); XVI.-Adverbios (p. 26-28); XVII.-Preposiciones y Pronombres (p. 28-37); XVIII.-Conjunciones (p. 37); XIX.-Pronunciación y Ortografía (p. 37-44); -Temas (p. 44-48). Los siguientes temas deben traducirse por escrito al idioma que se aprenda. They are given in Spanish and are formed by either vocabulary or short phrases; -Traducción de los temas (p. 48-59): in three columns French-Italian-English; -Apéndice: Observaciones sobre el uso del Diccionario (p. 60-61); Voces usuales (p. 61-65) and Frases Familiares (p. 65-66): in four columns (Castellano-Francés-italiano-Inglés); -Explicación del Sistema de Enseñanza que se sigue en esta Obra (p. 67): *A New Method of Teaching the Spanish Language*.-New York, 1842 (p. 67-71); -Recommendations (p. 72-73); -*Nuevo Método para Aprender el Inglés. Introducción (Extracto de la misma con notas del autor)*: p. 74-80); -Recomendaciones (p.81-82): Press extracts from New York and Madrid; -Obras del Mismo Autor (1 u.p.) (See right picture).

-Notes: This book is a sort of introductory study to better tackle the different individual grammars in the French, English and Italian Languages that Soler wrote. Metalanguage in Spanish.

TERRY y RIVAS, Antonio (1896): *Diccionario marítimo Inglés-Español y vocabulario marítimo Español-Inglés. Obra útil para las marinas militar y mercante, cónsules, armadores, consignatarios, maquinistas navales, agentes comerciales, sociedades de seguros, etc. etc.* vi + 371 + vi.

-Madrid, Imprenta del Ministerio de Marina; BN 1/61291. Available at the BDH at: bdh-rd.bne.es/viewers.vm?id=0000059991&page=1

-Al Excmo. & Ilmo. Sr. D. José María de Beránger y Ruiz de Apodaca, Vice-Almirante de la Armada y Ministro de Marina (1 u. p.); -Prólogo (pp. v-vii); -Diccionario marítimo Inglés-Español (pp. 1-240): Alphabetical nomenclature. Text in two columns. Only English entrywords are in bold typeset while English subentries are italicized. Spanish equivalentents are in regular typeset; -Tecnicismo naval Español y páginas del diccionario en que se encuentran las voces inglesas. Equivalententes (pp. 243-371): alphabetical list of Spanish navy terms. Only entrywords in bold type while subentries are in regular

typeset. For each of the entries and subentries, a reference page from the above-mentioned Diccionario (pp. 1-240) is given in order to know their English equivalents; -Erratas (1 u.p.); 6 blank pages.

Notes: The core of this manual is the English-Spanish nomenclature or bilingual list which takes up the first 240 pages. There are no phonetical or semantical word classifications.

TERRY y RIVAS, Antonio (1899): *Diccionario de los términos y frases de marina: español-francés-inglés: obra útil para las marinas Militar y Mercante, consules, armadores, consignatarios, maquinistas navales, agentes comerciales, sociedades de seguros, etc.* vi + 619 ++ iv.

-Madrid, Imprenta del Ministerio de Marina. Biblioteca Museu Marítim de Barcelona: 038=6=4=2 TER. Available at BVPB at: bvpb.mcu.es/es/consulta/registro.cmd?control=BVPB20110077112

-Excmo. Sr. D. Antonio Terry y Ribas (pp. iii-vi): prologue written by José Gutiérrez Sobral; -Diccionario (pp. 1-619): trilingual vocabulary list in three columns Spanish, French and English respectively. Main entries, in Spanish in bold type and subentries in italics. French and English equivalents are in regular Times Roman typeset.

-Notes: wide use of long word groups related to a specific term, eg. *Buque (en general / Navire. Batiment. Vaisseau. Une voile / Ship. Vessel (pp. 110-122); Máquina / Machine. Engine / Engine. Machine (pp. 396-491); Torpedo / Torpede. Torpille / Torpedo (pp. 570-573).*

URCULLU, José (1845): *Gramática inglesa, reducida á veinte y siete lecciones. Nueva edición considerablemente aumentada y corregida por su autor Don José de Urcullu.* XVI+372+V.

-Cádiz, Imprenta, Librería y Litografía de la Sociedad de la Revista Médica, á cargo de D. Vicente Caruana, Plaza de la Constitución. Biblioteca Pública de Segovia: 82409. Available at: <http://bibliotecadigital.jcyl.es/i18n/consulta/registro.cmd?id=20382>.

Reprints: 1848, Cádiz, Imprenta, Librería y Litografía de la Sociedad Revista Médica, á cargo de D. Juan B. de Gaona; Biblioteca Pública de Cádiz: XIX-5009. (See Appendix III).

-Algunas palabras sobre esta nueva edición (p. v-vii); -Prólogo de la primera edición (ix-xiii); -Índice de las Materias (p. xv-xvi); -Definiciones jenerales: De las principales partes de la Gramática (p. 1-3); -Reglas para aprender á pronunciar la lengua inglesa (p.

4-30): Lección I.- De las vocales; Lección II.- De los diptongos y triptongos; L. III.-De las consonantes; L. IV.-De las consonantes dobladas y triplicadas; -Parte Gramatical: Veinte y Siete Lecciones (p. 31-151): I.-Del Artículo *The* (p. 31-35); II.-Del Artículo *Á* ó *AN* (p. 36-40); III.-Plural de los Nombres (p. 40-44); IV.-Del Jenitivo de posesión (p. 44-47); V.-De los Adjetivos (p. 47-52); VI.-De los Comparativos y Superlativos (p. 52-55); VII.-Concluyen las Observaciones sobre los Comparativos (p. 55-58); VIII.-De los Nombres Numerales, Ordinales, Números Partitivos y Multiplicativos (p. 58-62); IX.-Del Jenero de los Nombres (p. 62-67); X.-De los Pronombres Personales (p. 67-73); XI.-De los Pronombres Posesivos (p. 73-78); XII.-De los Pronombres Relativos é Interrogativos (p. 78-81); XIII.-Pronombres Demostrativos (p. 81-84); XIV.-Pronombres Indefinidos (p. 85-88); XV.-Observaciones sobre los pronombres Indefinidos (p. 88-91); XVI.-Conjugación del Verbo Auxiliar *TO HAVE*, *Haber o Tener* (p. 91-94); XVII.-Conjugación del Verbo Auxiliar *TO BE*, *Ser o Estar* (p. 95-98); XVIII.-Observaciones sobre los Verbos Auxiliares (p. 98-103); XIX.-Conjugación del verbo Regular *TO CALL*, *Lllamar*, para servir de modelo a todos los verbos regulares (p. 103-109); XX.-Uso de los diferentes tiempos de los verbos ingleses (p. 109-114); XXI.-Concluye la Esplicación sobre el uso de los tiempos de los verbos ingleses (p. 114-119); XXII.-De los Verbos Irregulares (p. 119-125); XXIII.-De los Verbos Pasivos, Impersonales, Recíprocos y Defectivos (p. 125-132); XXIV.-De las Negaciones é Interrogaciones (p. 132-137); XXV.-Varias Observaciones Acerca de los Verbos (p. 137-141); XXVI.-Concluyen las Observaciones Acerca de los Verbos (p. 141-146); XXVII.-Adverbios, Preposiciones, Conjunciones é Interjecciones (p. 146-152); -TEMAS para poner en práctica las lecciones anteriores (p. 152-186): Interlinear translation Spanish-English made up of loose sentences. Some Spanish words are translated into English to help with the translation; -Parte Segunda: -Vocabulario de los Adverbios, Adjetivos, Verbos y Nombres mas usados en la conversación (p. 187-204); -Diálogos Familiares (p. 205-221): bilingual ones in two columns; -términos de Cortesía (p. 222-225); -Modelos de Traducción del Inglés al Castellano: Parábolas (p. 226-228) and Máximas (p. 229): in two columns; From the History of the Life of M. Tullius Cicero, by Middleton, Traducción por Don José Nicolás de Azara (p. 230-233); -Modelos de Traducción del Castellano al inglés: Extracto de la Vida de Don Quixote, por T. Smollet 8 p. 234-237); Poesía inglesa: *TO JESSY*, by Lord Byron (p. 238-239), Traducción al Castellano (p. 240-241); *HOBBLEDEHOYS* (p. 243-244), Traducción al castellano: Tiempos Pasados (p. 244-246); *La Catarata de lodore*, por un poeta del lago (p. 247-249); -Parte Tercera: -Introducción (p. 250-

251); -Lista Alfabética de las Principales Partículas inglesas (p. 252-286); -Explicación de muchas palabras y abreviaturas latinas y de algunas voces francesas que forman parte de la lengua inglesa (p. 287-294); -Documentos de Comercio (p. 295-301): Bilingual versions; -Lista de Verbos Ingleses con las Partículas que rijen (p. 302-363); -Abreviaturas Inglesas (p. 364-372); -Fe de erratas (2 u.p.); -Obras del mismo Autor en Español y Portugués (2 pages wrongly numbered: 275-276); two blank pages.
-Notes: Meta-language: Spanish.

VEGA y MUÑOZ, Miguel de (1891): *Elementos de Lengua Inglesa*. II+108+I.

-Sevilla, 1ª Edición, Gironés y Orduña. BN: 1/13683.

-Prólogo (iv-v); -Fonética (p. 7-11); Morfología (p. 12-18); -Lexiología y Sintaxis (p. 19-70); -Ejercicios Prácticos (p. 71-102): different Spanish and English texts for translation preceded by some bilingual vocabulary to help with translation; -Lista de Verbos Irregulares (p. 103-108); -Índice (2 u.p.).

-Notes: Metalanguage: Spanish. As stated in the prologue, this book was aimed at students of commerce.

VELÁZQUEZ de la CADENA, Mariano (1858): *A pronouncing dictionary of the Spanish and English languages: Composed from the Spanish dictionaries of the Spanish Academy, Terreros, and Salvá, upon the basis of Seoane's edition of Neuman and Baretti, and from the English dictionaries Webster, Worcester, and Walker: with the addition of more than eight thousand words, idioms, and familiar phrases, the irregularities of all the verbs, and a grammatical synopsis of both languages, also a supplement of nautical terms. In two Parts, I. Spanish-English, II. English-Spanish.*

Top title page: *Seoane's Neuman and Baretti—By Velazquez.// Diccionario de pronunciación de las lenguas española é inglesa: Compuesto sobre los diccionarios de la Academia Española, Terreros, Salvá, y el de Baretti y Neuman, publicado por el Dr. Seoane, y los Ingleses de Webster, Worcester, y Walker: Aumentado con mas de ocho mil palabras, idiotismos, y frases familiares: Enriquecido con las irregularidades de los verbos y la sinópsis de ambas lenguas: y adicionado con un suplemento de términos marítimos. Parte Segunda. Inglés y Español.* Top title page: Neuman, Baretti y Seoane—Por Velázquez. XX+927+ I; XVI+833+I.

-Cádiz, First Edition, Imprenta de la Revista Medica. BN: F/1245 V. 1 and F/1246 V. 6.

Reprints: 1861, 2nd Edition and 1863, 3rd Ed., Cádiz, Imprenta de la Revista Medica.

-Preface (p. iii-vi); -A Synopsis of the Spanish or Castilian Language (p. vii-xx);

-**Nuevo Diccionario de las Lenguas Española é Inglesa: Español é Inglés/Spanish and English** (p. 1-918); -**Vocabulary of Names of Countries, Provinces, Towns, Nations, Seas, Rivers, &c. which are not the same in the English and Spanish languages** (p. 919-924); -**A Catalogue of the most usual Christian, scriptural, and historical names of men and women. In the Spanish and English languages (in three columns):** p. 925-927; -**Parte Segunda: -Sinópsis de la lengua Castellana** (p. iii-x); -**Introducción á la pronunciación de la lengua inglesa** (p. xi-xvi); -**A New Dictionary of the Spanish and English Languages** (p. 1-830); -**Lista Alfabética de los Nombres Propios de Hombres y Mujeres que se escriben de diferente modo en Español que en Ingles** (p. 831-833): in three columns; one blank page.

-**Notes:** In both parts, entries are in capital letters, there follows their pronunciation between brackets and their equivalents in low case. There is an ample use of phraseology. No syntactical information on class words is given (for a more detailed account, see next chapter).

ZUBIRÍA, José María de (1891): *Compendio bilingüe de gramática inglesa*. II+73+I.

-Madrid, 1ª Edición, Imprenta de Fernando Fé; -Bilbao, Viuda Delmas. BN: 1/43447.

-Índex (2 u.p.); -Orthography and Prosody (p. 1-4); -Phonetic pronunciation (p. 5); -Etymology and Syntax (p. 6-72): The Indefinite and Definite Article (p. 6-9); The Substantive (p. 9-12): Gender, Number, Possessive case; Adjective (p. 12-20): Comparison, cardinal numbers, ordinal numbers; The Pronoun (p. 20-30): personal, Relative, Possessive, Distributive, Demonstrative-Relative, Demonstrative-Possessive, Reflective; The Verb (p. 30-67): To Do auxiliary, Defective verbs, Reciprocal, Unipersonal, The Passive voice, Translation of moods and tenses, Irregular verbs, Uses of To Make and To Do; The Adverb (p. 67-68); The Preposition (p. 68-70); The Conjunction (p. 70-71); The Interjection (p. 71-72); -Errata (p. 73); one blank page.

-**Notes:** Metalanguage: English and Spanish, with lots of bilingual examples.

4.6 CORPUS OF GRAMMARS AND DICTIONARIES PUBLISHED OUTSIDE SPAIN AND AIMED AT THE SPANISH PEOPLE.

Our aim in this section is to cater for those grammars and dictionaries written either by Spanish emigrants¹⁴⁵ or by native linguists. Undoubtedly, these works were also in circulation in Spain, based on the amount of copies found in all types of libraries in Spain. Decidedly, they were used by those emigrant Spaniards in Great Britain or the

145 On the issue of emigration in the XIX century, Cf. Vicente Llorens (1979): *Liberales y románticos*. Valencia, Editorial Castalia.

United States as Llorens (1979: 174-177) claims. One way or another, this is the mini-corpus of such works:

Baretti, Joseph (1778): *A dictionary Spanish-English and English Spanish*. London: J. Nourse.

Corona Bustamante, Francisco (1869): *Diccionario Inglés-Español y Español-Inglés. Comprende todas las voces usuales de ambas lenguas con sus diferentes acepciones, las principales frases familiares y modismos; la nomenclatura moderna comercial é industrial; los nombres propios y la pronunciación figurada de ambos idiomas*. Paris: Librería de Garnier Hermanos.

Cortina, Rafael Diez de la. (1895): *Método Cortina para estudiar sin profesor y para el uso en colegios, etc. Inglés en Veinte Lecciones. La parte inglesa revisada por L. S. Darr. Prólogo de Don Emilio Castelar*. 9ª ed. Nueva York: R. D. Cortina.

Cubí, Mariano (1823): *New pocket dictionary of the English and Spanish languages; wherein the words which are subject to two or more spellings are written in their different orthographies. Compiled from Neuman, Connelly & c.*. Baltimore: Fielding Lucas, Jr.

D. J. R. (1857): *Diccionario Inglés-Español y Español-Inglés. Aumentado con mas de 20.000 voces usuales de ciencias, artes y oficios*. Paris: Librería de Rosa y Bouret. Reprints in 1859, 1876, 1881, 1883 and 1885.

Enrile y Méndez de Sotomayor, Joaquin María (1853): *Vocabulario militar francés e inglés español*. Paris: H. Vrayet de Surcy.

Fermín Alonso, J. (1867): *An elementary grammar and guide to conversation for the use of Travellers in Spain*. London: Bernard Quaritch.

Fernández Argumedo, Felipe (1811, 1st ed.): *The first dictionary of two languages under a single alphabet, English and Spanish*. London: J. Mc Creery.

Lobo, Daniel. (1776): *A nomenclature; or, dictionary, in English, French, Spanish, and German, of the principal articles manufactured in this kingdom; more particularly those in the hardware and cutlery trades; the goods imported and exported, and*

Logan, W. McGregor, (1830) *Colección de proverbios españoles, con una translación literal del Inglés, para el uso de aquellos que aprenden las dos lenguas. Publicado por W. Mc Gregor Logan*. Londres, Impreso para A. Seguin.

Lópes & Bensley. (1878): *Nuevo diccionario Inglés-Español y Español-Inglés*. Paris: Garnier Hermanos.

Mantilla, Luis Felipe (1869): *Reciprocal method for learning Spanish or English. Método bilingüe para aprender el Inglés y el Español*. Nueva York: D. Appleton y Compañía.

Mar, Emanuel del (1842): *A grammar of the English language, in which the rules of etymology and syntax are clearly expounded*. London: Cradock and Co.

Neuman, Henry (1802): *A new dictionary of the Spanish and English languages*. London: Vernor and Hood.

Neuman & Baretti

• (18--?): *A dictionary of the Spanish and English languages: wherein the words are correctly explained, agreeably to their different meanings, and a great variety of terms, relating to the arts, sciences, manufactures, merchandise, navigation and trade, elucidated. Vol. I, Spanish and English; Vol. II, English and Spanish*. London: Hamilton & Co.

• (1844): *Diccionario portátil Español-Inglés, compuesto sobre las últimas ediciones de Neuman y Baretti. En dos partes. Español-Inglés. Inglés-Español*. Paris: Casa de Hector Bossange.

Palenzuela, Ramon, **Carreño**, Juan de la C., **Goodacre**, Robert (1851): *Método para aprender a leer, escribir y hablar el Inglés, Según el sistema de Ollendorff*. Buenos Aires: Hibbert; Nueva York: D. Appleton y c. Reprints in New York in 1853, 1857, 1859, 1860, 1870, 1871, 1888, 1890, 1917; London, 1876, 1878, 1897.

Pueyo, Raimundo del [Hipólito San José Giral Delpino's Adaptor] (1792): *A new Spanish grammar or the elements of the Spanish language: containing an easy and*

compendious method to speak and write it correctly... The whole corrected from the best observations of Spanish grammarians and particularly of the Royal Academy of Madrid. London: F. Wingrave. Reprints in 1795, 1800, 1807, 1809 and 1814.

Quintana Warnes, José (1831): *El Maestro de sí mismo, ó guía analítica para el estudio y fácil comprensión de la lengua inglesa.* Philadelphia: T. T. Ash.

Rabadan, Carlos (1846): *Manesca's oral system of teaching living languages; illustrated by a practical course of lessons in the Spanish language through the medium of the English.* New York: Printed at the Spanish-Printing Office, N° 88 William Street.

Seoane y Sobral, Mateo (1831): *Nuevo diccionario Español-Inglés e Inglés-Español.* London: Longman, Brown & Co.

Staples, Stephen L.(1825): *Gramática completa de la lengua inglesa para uso de los españoles.* Filadelfia: H. C. Carey & J. Lea.

Torres, Manuel de, Hargons, L. (1811): *La naturaleza descubierta en los modos de enseñar las lenguas a los hombres. Adaptada a la española y a la inglesa por Don Manuel de Torres y L. Hargons,* Filadelfia: Imprenta de T. y G. Palmer.

Urcullu, José de (1825): *Gramática Inglesa reducida á veinte y dos lecciones.* London: Ackermann. Reprints: (See Appendix III).

Vingut, Francisco Javier

• (1851): *El maestro de Inglés. Método práctico para aprender á leer, escribir y hablar la lengua inglesa.* New York: Roe Lockwood & Son.

• (1868): *El maestro de Inglés completo. Método práctico para aprender la lengua inglesa según el sistema de Ollendorff. Edición enteramente refundida, corregida y notablemente aumentada por D. I. de Veitelle.* New York: Geo. R. Lockwood and Son.

Wessely, J. E. and Pérez Gironés, Ana M^a (1888, 5th ed.): *Pocket dictionary of the English and Spanish languages.* London: Sampson Low, Marston, Searle & Rivington.

4.7 MANUALS TO LEARN ENGLISH OTHER THAN GRAMMARS AND DICTIONARIES PUBLISHED IN SPAIN OR ABROAD AND WRITTEN BY SPANIARDS.

TRANSLATION

Alcober y Largo, Vicente (1859): *Traducción gradual del Inglés*. Murcia: Anselmo Arques.

Benot, Eduardo (1895): *Versiones inglesas ó Arte de traducir el Inglés*. Madrid: Librería de la Viuda de Hernando y C.

Blasco Amigó, Manuel (1892): *Traductor de Inglés*. Barcelona: Luis Tasso.

Bordas, Luis (1861): *Método para aprender á traducir del Inglés al Castellano sin necesidad de maestro. Redactado para uso de los españoles por Mr. Sadrobsiul* [Luis Bordas]. Barcelona: Imprenta y Librería Politécnica de Tomás Gorchs.

Cubí I Soler, Marià (1828): *The English translator ó Nuevo i práctico sistema de traducción, adaptado al inglés para los que hablan Español*. Cambridge, Massachusetts, Carlos Folsom.

Mac Veigh, Enrique (1857): *The British classbook ó Lecciones de literatura inglesa, Precedidas de un compendio gramatical, con reglas y clave de pronunciación, y acompañadas de un vocabulario al pié (sic) de cada página*. Madrid: Alejandro Gómez Fuentenebro. Note: Page 1 provides a new title page with the following title: *Introducción á la lectura y traducción de la lengua inglesa* bearing the same printing place and year.

Zubiria, José María de (1886, 3rd ed.): *El traductor inglés*. Bilbao, Viuda de Delmas.

LITERARY ANTHOLOGIES

Anonymous. (1837): *Télémaque polyglotte*¹⁴⁶, contenant les six langues européennes les plus utilisées: le françois, l'anglois, l'allemand, l'italien, l'espagnol et le portuguais. Paris, Baudry.

Bergnes de las Casas, Antonio (1840): *Crestomatia inglesa, ó sea selectas de los escritores mas eminentes de la Gran Bretaña, Asi en verso como en prosa, empezando por lo mas fácil y pasando de este progresivamente a lo mas difícil; con análisis gramatical y filológico, al principio palabra por palabra y mas adelante en las construcciones peculiares de la lengua inglesa y sus idiotismos.* Barcelona: Imprenta de A. Bergnes. Reprints: 1846, 1853, 1871, 1882.

Casey, William

• (1828): *A new English version of the lives of Cornelius Nepos from the original Latin, embellished with cuts, and numerical references to English syntax by way of facilitating the difficulties of this tongue to Spanish learners, with directions for knowing and translating the English compound verbs, to which is added an alphabetical table in English and Spanish of all the proper names of persons and places throughout the work.* Barcelona: For John Francis Piferer, One of His Majesty's Printers.

• (1837): *Bellezas del Telémaco ó Recopilación selecta de máximas morales y políticas en Español, Francés, Inglés é Italiano. Por el autor de la Nueva y completa gramática inglesa para uso de los españoles, del Intérprete Anglo-Hispano y de otras obras elementales.* Barcelona: Imprenta de Miguel Borrás.

Cubí i Soler, Marià (1851): *Nuevo sistema para aprender a leer y pronunciar la lengua inglesa.* Bath: Isaac Pitman.

Fábregas, Sebastian (1829): *Método para aprender á leer el Inglés por reglas, tanto en prosa como en verso.* Madrid: Imprenta de Repullés.

Faria y Camargo, Joaquín (1846): *Frases selectas en prosa y verso precedidos de un tratado sobre las partículas inglesas.* Madrid: D. José Redondo Calleja.

146 According to Juan F. García Bascañana (2010), this polyglot version circulated copiously across Europe, especially between the late 1830s and the 1840s, including Spain. However, no evidence has been found in relation to its use to learn English in Spain.

García Ayuso, Francisco (1883): *Libro de lectura inglesa ó Colección de obras y piezas de los mejores clásicos en prosa y verso ordenadas y anotadas*. Madrid: Academia de Lenguas.

Hudson-Montague, G. (1877): *El Lector Inglés, ó Lecturas Graduadas de Trozos Selectos de la Literatura Clásica Inglesa. Método Práctico, Enteramente Nuevo, para Aprender á Deletrear, Acentuar, Pronunciar y Leer la Lengua Inglesa*. Barcelona: Librería de A. Verdaguer.

Martín Peña, Eduardo (1881): *Colección de trozos escogidos: prosa y verso: lengua inglesa*. Madrid: Establecimiento Tipográfico de Gregorio Juste.

O’Crowley, Pedro Alonso (1841): *El Spelling book ilustrado, con reglas fijas, claras y sencillas para leer en Ingles; al que sirve de testo la bien conocida cartilla de Lindley Murray. El testo está tomado de la XLIII edición del espresado Spelling-Book*. Cádiz: Imprenta de la Revista Médica.

CONVERSATION GUIDES

Frost Bailly, Antonio (undated): *New guide to modern conversatios in Spanish and English / Nueva guía de conversaciones modernas en Español é Inglés*. Madrid: Casa Editorial Bailly-Bailliere.

Hudson-Montague, G. (1875): *Vademecun ó el Compañero indispensable del estudiante y viajero español para el estudio del idioma inglés. Manual de conversación fácil*. Vol. I.-Manual de Conversación; Vol II.-Pronunciación y Gramática. Barcelona: Librería Mayol.

Núñez de Taboada, Manuel (1833): *Guide de la conversation ou vade-mecum du voyageur en sept langues: anglais, allemand, français, italien espagnol, russe, barbaresque ou moresque*. Paris, Thiériot. Further reprints (1834, 1837, 1840, 185?) include six languages, omitting *barbaresque ou moresque*.

Ochoa y Montel, Eugenio de (1842): *Guía de la conversación Español-Francés-Italiano-Inglés al uso de los viajeros y los estudiantes*. Paris: Carlos Hingray; Madrid: Casimiro Monier. 2nd ed. 1860

Pardal, Ochoa, Richard, Corona y Sadler (1853): *Guía (novísima) de conversaciones modernas en Español y en Inglés*. Madrid: Carlos Bailly-Bailliere.

OTHER

Balanzat y Bretagne, Dolores. (1862): *Cuaderno de ejercicios de composición en inglés*. Madrid, Autor.

Borràs, José (1836): *Diccionario citador de máximas, proverbios, frases y sentencias escogidas de los autores clásicos, latinos, franceses, ingleses é italianos*. Barcelona: Imprenta de Indar.

Casey, William (1813): *Principios de ortología inglesa ó Principios de pronunciación inglesa. Dédicalos á la juventud española*. Mahón: En la Imprenta de Pedro Antonio Serra. Note: The book bears no author's name, only an anonymous reference: *Un Mahonés*. However, everything indicates that Casey himself was the writer of this booklet considering he moved from Barcelona to the islet of Maó during the Peninsular War (1808-1814) and that he had been working as an English teacher there¹⁴⁷.

Casey, Guillermo / William (1835): *The Anglo-Hispano interpreter, or a practical treatise on the English and Spanish languages, calculated for the respective use of both nations, in four parts. Containing: 1. A copious vocabulary of words most commonly occurring in familiar discourse. 2. A large collection of dialogues on various subjects and habitual circumstances of human life. 3. A series of idiomatic expressions, adages and proverbial sayings with their accurate equivalence in both languages. 4. Specimens of epistolary style on a variety of useful and entertaining matters: mercantile correspondence, or letters on all sorts of commercial transactions, together with precedents of bills of lading, invoices, accounts-current, accounts of insurance, bills of exchange, promissory, notes, receipts and endorsements. To which is added an appendix exhibiting historical, oratorical, allegorical and poetical extracts from the most renowned English and Spanish writers, designed to exercise the learner in reading and translation*. Barcelona: Francis Oliva.

García Gutiérrez, Agustín

147 Exactly, at the Col.legi d'Estudis de Sant Ferran, directed by the Austrian Carles Ernest Cook (Salord, 2010: 19).

- (1893): *Programa de lengua inglesa, primero, segundo y tercer curso*. Cádiz: Imprenta de la Revista Médica de D. Federico Joly.
- (1894): *English and Spanish commercial vocabulary. Four-hundred terms and principal abbreviations*. Cádiz: Imprenta de la Revista Médica, de D. Federico Joly.

Piferrer, Francisco

- (1848): *Tratado completo de los verbos ingleses. Seguido de un compendio de gramática inglesa*. Madrid: Imprenta de D. José Repullés.
- (1852): *Tratado práctico-teórico de la sintaxis inglesa para uso de los españoles*. Madrid, Despacho de libros de la calle de Preciados.

Reynal y Noguera, Lorenzo

- (1872): *Método Ollendorff adaptado á la correspondencia mercantil española-inglesa. Con una colección de modelos prácticos comentados y anotados. Y el sistema monetario, pesas y medidas de la Gran Bretaña*. Tarragona: Establecimiento Tipográfico de Tort y Cusidó.
- (1884): *Programa para la asignatura de "Lengua Inglesa". En los Estudios Generales de Segunda Enseñanza, y en los de Aplicación al Comercio*. Tarragona: Imp. De F. Arís é Hijo.

Soler y Siquier, Julio (1843): *Spanish guide for conversation and commerce in two parts*. New York: Spanish Printing Office.

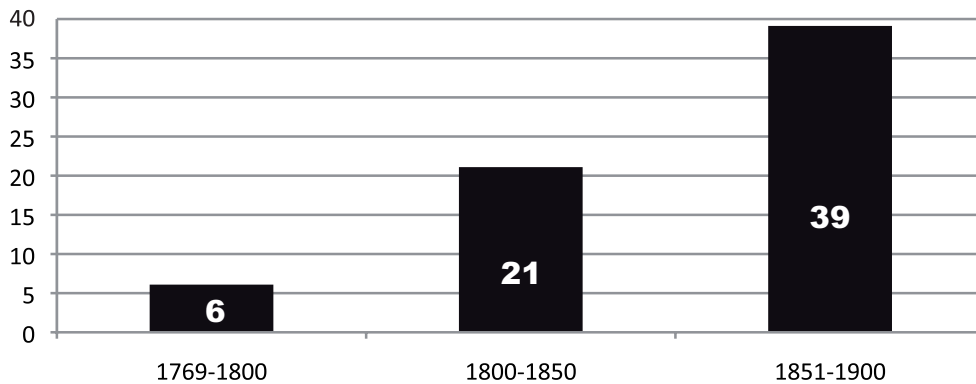
Zubiría, José María de (188?): *El corresponsal Inglés. Manual de correspondencia mercantil dedicada a las Escuelas de Comercio*. Madrid: Fernando Fé; Bilbao: Viuda de Delmas.

4.8 SOME FINAL CONSIDERATIONS CONCERNING THE CORPUS.

After a detailed analysis of the diverse primary sources in this chapter, several points can be elucidated as to the phenomenon of ELT in nineteenth-century in Spain. Firstly, a brief quantitative study of the primary sources published in Spain is provided to better gauge their impact. Secondly, the findings of three female authors who contributed to the linguistic production of English grammars and dictionaries: Anne Mountifield, María Teresa Magawly de Calry and Ana María Gironés. Lastly, diverse extracts from the prologues to those English grammars and dictionaries related to ELT in Spain.

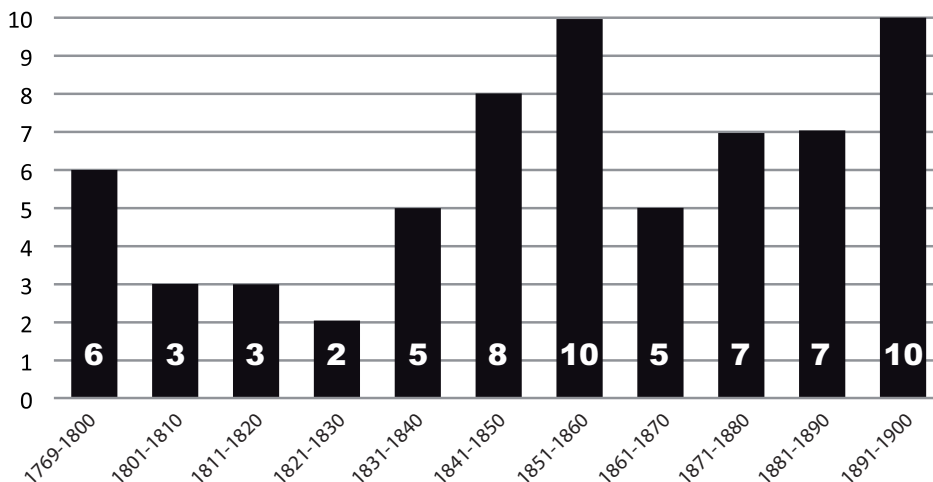
From a quantitative point of view, our corpus of English grammar and dictionaries gathers sixty-six works in total: fifty-two grammars and fourteen dictionaries. Graph 1 (see below) shows the evolution of the publication of this type of works throughout

our period of study.



Graph 4. Evolution of the publication of English grammars and dictionaries in Spain (1769-1900).

Graph 4 shows an increasing tendency in the publication of English grammars and dictionaries as the nineteenth century advances reaching its peak in the second half of that century. Graph 5 (see below) deepens into the quantitative study of the English grammars and dictionaries by showing the quantity of the first editions of English grammars and dictionaries published in Spain in the course of the same period.



Graph 5. Publication of first editions of English grammars and dictionaries in Spain (1769-1900).

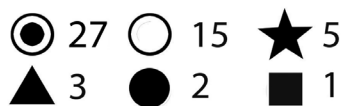
Graph five indicates a regular publication throughout the period in general although there are two distinct trends. The first one encompasses the first four decades of the 19th century when the production of English grammars and dictionaries in Spain is

relatively low although they double the quantity in comparison to the period 1769-1800. A significant increase takes place from the 1840s onwards reaching its higher peak in the 1850s. This decade witnessed a high production of first editions showing that illiteracy rates were beginning to decline, although at a very slow pace, and coinciding with a relatively peaceful political situation in Spain and a bigger offer in terms of public education. At that time, Spain must have benefited from the cultural and intellectual legacy of many Spanish emigrants who, having come back from exile in earlier decades, brought with them a wealth of new skills and knowledge at the service of Spaniards. The following map in Image 1 shows the principal editorial centres in Spain where those English grammars and dictionaries were published. Madrid clearly stands out as the main editorial centre both between 1769 and 1800 and all along the nineteenth century closely followed by Barcelona and at a greater distance by Cádiz.

Total production in the whole territory: 66 Grammars and Dictionaries.



Exclusively based on first editions of Grammars and Dictionaries, by number of publications per province (1769~1900).



However, there is an obvious dominance of publications on coastal cities due to their commercial activity and the establishment of Commerce studies which triggered the study of English and other FLs, as we have seen in chapter three, in contrast to inland cities with the exception of Madrid, the capital of Spain. In total, the corpus of grammars and dictionaries yields sixty-six works published in Spain during the period object of our study. Of these, fourteen correspond to dictionaries and the remaining fifty-two to grammars. Some twenty-five works englobe manuals other than grammars and dictionaries and are formed by translation books and bilingual literary anthologies, probably the most representative types of pedagogical works in our period coinciding with the tenets of the mainstream Grammar-Translation Method. However, the technological advances brought forward by the Industrial Revolution, especially from the second half of the 19th century onwards, in transport (the railway and the steamers) or in telecommunications (the telegraph), allowed people and their messages to move

faster and thus the use of conversational guides resurfaced again from their origins back in Renaissance times and were to linger on until the present time. The-traditional-versus -direct-method antagonism of the late nineteenth century ushered in a new period in the evolution of FLT spurred by the application of a scientific approach to the field of FLT that was to mark, and still does, its development. But that is another story which lies beyond the scope of this study.

Our second point deals with another neglected topic in the historiography of ELT in Spain brought to light after a thorough examination of the corpus of English grammars and dictionaries in its different versions: the presence of female linguists in a male-dominating period. Anne Mountifield had come to Spain together with her husband, Carlos¹⁴⁸ Mountifield, a former French teacher in Oxford University. At the end of the prologue to the second edition (1854) of their English grammar, Anne Mountifield signs a document where she states that, due to her husband's death, she has taken up the task of preparing the second and subsequent editions of their grammar (1858, 1861). Though the author on the title pages of all the editions is Carlos Mountifield, there is no doubt that his wife, Anne Mountifield, contributed to the diffusion of ELT in Spain.

The case of Magawly de Calry, our second female author, has turned out a major finding indeed. Her name appears at the end of the prologue to her English grammar (1834) although it does not appear in any of the catalogues consulted. They regard her grammar as either anonymous or written by several authors (Esparza and Niederehe (2012) consider her the editor of the grammar which we have determined to be inaccurate after consulting her English grammar). Undoubtedly, her name should become part of the historiography of ELT in Spain. The same can be said of our last female author, Ana Gironés, who co-authored a bilingual English-Spanish dictionary together with the American lexicographer Emanuel Wesseley in 1889. Both became familiar names in bilingual lexicography until the mid-twentieth century.

The authors fell into three main categories. The first one is formed by those Spaniards, who wrote their works in Spain (Joaquin de San Pedro and Tomás González Torres de Navarra in the 18th century and Francisco Piferrer, Clemente Cornellas, Eduardo Benot, etc. in the 19th century). The second group is formed by Spanish emigrants

148 In nineteenth-century Spain it was very common to hispanize foreign authors' names (Juan Steffan, Jorge Shipton, Carlos Mountifield, Guillermo Casey, etc.) and to anglicize some Spanish authors' names (Francis Piferrer, etc.). It was a fashion that was to disappear with the onset of the 20th century.

who first published their works abroad and that, in some cases, were later published in Spain (a point in case is Jose de Urcullu who published an English grammar while in the exile in London in 1825 for Spaniards (1st ed.) which was later published in Spain in the mid-1840s. Other authors in this category are Corona Bustamante, Mariano Cubí, Ana Gironés, Eugenio de Ochoa, etc. The last group is formed by those foreign authors who settled down in Spain either temporarily or for good. Juan Steffan and Thomas Connelly, in the eighteenth century, and Guillermo Casey, Carlos and Anne Mountifield, John Shaw, Magawly de Calry, etc. are clear exponents of this group.

Lastly, we leave the last word to the authors themselves of our corpus from a double point of view. Firstly, several quotes from their prologues or other para-text extracts are selected and given in chronological order. Secondly, a list of all the pedagogical works written by all the authors who published ELT materials in Spain shows first-hand historical accounts which shed some light on their authors' intentions in writing their English pedagogical works. Both cover a wide range of key aspects for the historiography of ELT in Spain, such as the production of linguistic works, on the one hand, and the importance of studying English, bibliographical notes, plagiarism, sources, target audience and other linguistic considerations on the other hand. In particular, they are meant to embody the pedagogical spirit of ELT in Spain between 1769 and 1900.

4.8.1. Prologues and other paratext extracts from authors in the corpus

“Viendo que la Nación inglesa hace el comercio activo de la Europa, y que en nuestra España contrata, y comercia estableciendo precisas correspondencias con nuestros compatriotas...; y que por otra parte escriben los Ingleses sabiamente de todas las ciencias, y facultades: formé esta Gramática Inglesa..., por no hallarse otra en que V.S. disimule otro atrevimiento.”

Joaquin de San Pedro, 1769: *Dedicatoria*, i-ii.

“Los Caballeros y Negociantes Alemanes, Holandeses, Rusos, Suecos, Dinamarqueses, Españoles, y aun los Franceses, conociendo no solo las ventajas literarias, sino tambien la utilidad en paz y en guerra de la lengua inglesa, extendida con su comercio en todas las partes del orbe, y... por ser la que usan los Estados Unidos de la Nueva

República Americana, se han dedicado á aprenderla con preferencia á todo otro idioma; de suerte que .”

Thomas Connelly, 1798, 3^a Ed.,
Gramática de la Lengua Inglesa, Prólogo: ii.

“... esta obra tiene la ventaja de dar á conocer y de presentar singularmente las voces de aquellos objetos de los cuales tratamos mas frecuentemente en nuestras familiares conversaciones, y que hallándonos en los países en que naturalmente estos idiomas se hablan, se nos haría mas necesario significarlos.”

Josef de Frutos, 1804: Introducción, ii.

“Todas las Gramáticas son buenas, ó á lo menos todas tienen algo de bueno;... el lector imparcial juzgará del mérito de esta obra, que nada debe á cuanto haya salido á luz en España.”

G. Féraud, 1821: Prólogo, iii-iv.

“... el que te presenta ésta [Gramática], es uno de los desgraciados en el naufragio que padeció aquella nave de eterna memoria, que después de una feliz navegación de mas de doce siglos, se fue á pique con la inesperada é inaudita tormenta del año de 1820; y que por haberla escrito cuando las encrespadas ólas del mar se estrellaban contra ella, no podía gozar de aquella tranquilidad y serenidad de ánimo tan necesarias para una empresa de esta naturaleza.

P.D.L., 1821: Prólogo, iii-iv.

“... y aunque estrangera y desconocida emprendí esta obrita, que por su natural sencillez y método facilitará á la juventud española en corto tiempo y con la perfección necesaria, el conocimiento del idioma de los ingleses.”

Magawly de Calry, 1834: Dedicatoria, ii.

... como las gramáticas que hasta ahora se han impreso para que los españoles se dediquen á aprender un idioma [el inglés] que tantos y tan preciosos tesoros encierra, sean ó demasiado difusas como la de Connelly, ó escesivamente compendiosa como la titulada Comparada, he creído que haría un especial servicio aquel que emprendiese un trabajo en que se evitasen ambos extremos.”

P.D.L., 1841: Prólogo, iii-iv.

“La buena acogida que ha tenido mi gramática en los veinte años que han pasado desde que le dí la luz, cuando estuve emigrado en Londres, me han movido á publicar una nueva edición de la misma... Muchas de las ediciones que se han hecho tanto en aquella capital como en otros países desde 1825 hasta ahora, han sido copias de la primera... Nada de esto me sorprende desde que me aconteció en Portugal el siguiente caso. Compuse yo en 1830 una gramática inglesa para uso de los Portugueses reducida á XXV lecciones y que se imprimió en aquel año en la imprenta real de Lisboa. El público portugués la acogió benignamente... Habiendo observado esto un librero portugués llamado Aillaud, establecido en París, le pareció que seria una buena especulacion la reimpression de mi gramática; pero tropezando con la dificultad de que no podría ser admitido en Portugal porque yo me hubiera opuesto á ello, salió del paso mudando enteramente el frontispicio de la obra y poniendo por autor de ella á un tal F. S. Constancio. Esto quería decir que era una nueva gramática; sin embargo desde la primera página hasta la última es una copia exactísima de la mia. Es hasta donde puede llegar la desfachatez y piratería de un librero, y la poca verguenza del que prestó su nombre para semejante superchería.”

José de Urcullu, 1845: prólogo, v-vi.

“Sigamos á nuestro turno las huellas de las dos naciones que en nuestros dias rivalizan en gloria y poder; estudiemos los elementos que constituyen su prosperidad y elevación; sepamos aprovechar las lecciones de union, de actividad física é intelectual, de comercio é industria que nos estan dando... y si no nos elevamos al nivel de Francia é Inglaterra, podremos alcanzar una posición cual á España corresponde.”

Francisco Piferrer: 1845: Prólogo, i.

Uno de los mayores inconvenientes que presentan los diccionarios para poder usarse fácil y útilmente, es, ó su gran volumen cuando se dan las definiciones de las palabras y se ponen ejemplos, ó las dudas á que dá lugar muchas veces las faltas de definiciones y ejemplos, en especial cuando las palabras mudan de significación como sucede frecuentemente en los modismos de las diversas lenguas.”

J. Antonio Seoane, 1849: Introducción, i.

“En las gramáticas hechas hasta el dia se ha abandonado al cuidado del discípulo la práctica del idioma”.

“[Esta gramática] está escrita segun un método sancionado como bueno, ya que se ha apoderado de la enseñanza, así en Europa como en América: yo no soy el inventor... y me complazco en decir que el mérito que este trabajo pueda tener es debido al Genio, al Euclides de las lenguas, al doctor Ollendorff.

Si las gramáticas de J. V. Meidinger (que ya contenían los gérmenes del sistema Ollendorfiano), obtuvieron resultados tan favorables, ¿qué no podrá esperarse de un método completo y perfeccionado que todo abarca, y que desde el principio al fin contiene perfectamente eslabonados todos los elementos del lenguaje?... Esta gramática está calculada para aprender el inglés en seis meses.”

Eduardo Benot, 1851: Prólogo, vi.

“Las lenguas vivas son hoy sin embargo, como lo han sido y lo serán siempre, la única base sólida de toda instrucción... [su] estudio es el más importante, el que merece más cuidado, el que requiere profesores más idóneos; pues sin él tenemos por imposible la comprensión de ningun otro.

¿Qué son las lenguas? Nada menos que el medio divino que exclusivamente ha concedido Dios al hombre para comunicar, propagar y fecundizar sus ideas... Las lenguas no son solamente la espresion fiel del gusto y del genio de las naciones; ellas nos indican tambien, como lo han dicho Vico, Condillac, Dumarsais y Rousseau, el grado de inteligencia de los pueblos, la altura á que han llegado la industria, el comercio y la ciencia en ellos,... sobre todo en una época en que, como la que atravesamos, los pueblos se sienten atraídos los unos hacia los otros.

Es un grandísimo error la creencia en que aun generalmente se está, de que el estudio de las lenguas vivas es poco importante.”

Cuendias, 1858: Prólogo, v-vii.

“A Bilingual Dictionary is undoubtedly the surest means of obtaining a knowledge of a foreign tongue; but, to secure this end, it should contain a copious vocabulary, not only of words generally admitted, but also of those not found in common dictionaries which are in use among the polite and well educated. Language, like dress, is subject to continual change.”

Velázquez de la Cadena, 185: Preface, i.

“Al ofreceros, o jóvenes, este pequeño trabajo, quisiera también inspiraros el convencimiento de la grande utilidad y necesidad de que os ocupeis seriamente en el estudio de las lenguas estrangeras, y en especial de las principales de Europa. Una sola palabra á los Seminaristas. Vosotros no podeis carecer de conocimientos vulgarizados ya entre las gentes educadas; y tales son los del inglés, alemán, italiano y francés... prepararos, pues, con el estudio de las lenguas europeas. Es el camino más corto, y tal vez el único.

J. J. Braun, 1865: ii.

“las lenguas vivas han sido en todas épocas el medio de que los pueblos de iguales costumbres é inclinaciones se han valido para auxiliarse mutuamente en la gran obra de la difusión de los conocimientos humanos. Cada ramo del saber ha dado preferencia á la lengua del pueblo que más se ha distinguido. El idioma de las ciencias, de la filosofía y de la táctica militar, es el alemán; el de la moda y la politesse el francés; el de la música y el Canto el italiano y el del Comercio el inglés.”

Lorenzo Reynal, 1875: iii.

“Es pues, un método lógico, racional y práctico de inducción y deducción; con arreglo á la naturaleza del objeto gramatical de que se trata y segun la pedagogía moderna

encarece: Mucha reflexion, pocas reglas y mucha práctica; ved ahí la llave de todas las artes.-Duclos.”

Corzanego, 1881: viii.

“Así como en el inglés la pronunciación es complicada y más difícil que en ningun otro idioma moderno, la construccion gramatical y la estructura toda de la lengua son tan sencillas, que puede asegurarse que no hay otra europea que la aventaje en estas condiciones.

Como es completamente imposible aprender á pronunciar el inglés sin maestro, hemos omitido de intento la pronunciación figurada que en muchas gramáticas se intercala porque... sólo sirve para que el alumno adquiera defectos que luego son difíciles de corregir.”

Eduardo Martín Peña, 1883: v-vii.

Hasta hace poco en nuestro país, sólo á los alumnos de la carrera mercantil se exigía el conocimiento de los idiomas francés, é inglés, tan necesarios hoy, no solo á los que se dedican al comercio o á otra carrera en que sean indispensables aquellas lenguas, sino á todos aquellos que quieran seguir el movimiento científico y literatura del mundo.”

Eduardo Martín Peña, 1888: i.

“No hemos compuesto una Gramática para holgazanes; ofrecemos nuestra obra á la juventud laboriosa, que con el estudio aspira á poseer una de las lenguas más útiles y de más numerosas aplicaciones en los diversos estados de la vida.”

García Ayuso, 1880: v.

“... cada día palpábamos la escasez y deficiencia de los textos publicados en nuestra Patria para aprender la lengua de Milton y Shakespeare, la más rica quizá de Europa merced á la maravillosa fuerza plástica, con que lo anglicifica todo, en espresión del académico Sr. Valera, y la más extendida de todo el mundo á causa de la influencia eficaz é inmenso poder colonial de Inglaterra, reconocida por la primera nación

del orbe por su industria y comercio no menos que por su señorío sobre los mares. Agréguese á esto el atractivo é importancia que encierra para el sacerdote y el publicista católico la lengua inglesa, cuyo conocimiento facilitaría y abreviaría no poco la vuelta al gremio de la Iglesia Romana de millones de hermanos disidentes, cosa tan ardientemente deseada por el magnánimo corazón de León XIII. En este librito, ..., aprenderéis el idioma que más universal predominio ha adquirido en estos últimos tiempos por ser el idioma de dos poderosas naciones que cuentan 377 millones de súbditos, esparcidos por toda la redondez de la tierra.

Constansó y Vila, 1896: vi-vii.

4.8.2. Other non-English pedagogical works written by the authors in the corpus

As mentioned in the introductory chapter to this thesis, references to other foreign languages, apart from English, were to be included whenever there was a reason for doing so (eg. different FLs taught in state-owned or private institutions). During our search of works for our corpus (sections 4.4 and 4.5), it turned out that many of the authors had also written other pedagogical works in other FLs (French, Italian, German and Arabian), dead languages (Latin, Greek, Hebrew) and in Spanish. We include those works on the next pages as a contribution to the origins and further development of FLT in Spain:

Alcober y Largo, Vicente

- (1857): *Traducción gradual del Francés: literal interlineal, gramatical y libre, de prosa y de verso*. Madrid, Manuel Minuesa.
- (1857): *Método lexicológico y hermenéutico para aprender la lengua francesa: fundado en las leyes de etimología, analogía y onomatopeya que presiden a la formación de las palabras*. Madrid, M. Minuesa.
- (1861): *Traducción gradual del Italiano*. Murcia, Anselmo Arques.
- (1867): *Traducción gradual del Alemán*. Valencia, Imprenta de El Avisador Valenciano.
- (1867): *Cuadro sinóptico de gramática Hebrea*. Valencia, Juan Guix.

Benot, Eduardo

- (1852, 2ª ed.): *Nuevo método del Dr. Ollendorff para aprender a leer, hablar y escribir un idioma cualquiera: Adaptado al francés*. Cádiz, Imprenta de Filomeno

Fernández Arjona.

- (1852): *Nuevo método del Dr. Ollendorff para aprender a leer, hablar y escribir un idioma cualquiera: Adaptado al italiano*. Cádiz, Imprenta Revista Médica.
- (1853): *Nuevo método del Dr. Ollendorff para aprender a leer, hablar y escribir un idioma cualquiera: Adaptado al alemán*. Cádiz, imprenta de Filomeno Fernández Arjona.
- (1888): *Breves apuntes sobre los casos y las oraciones preparatorias para el estudio de las lenguas*. Madrid, Librería de la Viuda de Hernando y Compañía.
- (1893): *Diccionario de asonantes y consonantes*. Madrid, Juan Muñoz Sánchez.
- (1898): *Diccionario de ideas afines y elementos de tecnología compuesto por una sociedad de literatos bajo la dirección de Eduardo Benot*.
- (1900): *Arquitectura de las lenguas*. Madrid, Juan Muñoz Sánchez.

Bergnes de Las Casas, Antonio

- (1833): *Gramática Griega*. Barcelona, Imprenta del Fomento.
- (1838): *Les aventures de Télémaque fils d'Ullysse. Nouvelle édition augmentée des aventures d'Aristonoïx. Le premier livre a été analysé en langue espagnole par A. Bergnes de Las Casas*. Barcelone, Chez A. Bergnes.
- (1847): *Crestomatia Griega, ó sean, Selectas en prosa y verso de autores clásicos de la antigua Grecia: con notas gramaticales y filológicas*. Barcelona, Establecimiento Tipográfico de Juan Oliveres.
- (1845): *Novísimo Chantreau, ó, Gramática francesa: en la que se han enmendado cuantas ediciones del Chantreau se han hecho hasta el día, a u m e n t a n d o s e considerablemente la parte sintáctica, que era defectuosísima, y hecho otras variaciones importantes*. Barcelona, Juan Oliveres, Impresor de S. M.
- (1849-1850): *Germania, ó, colección de los sumos escritores de Alemania. Arreglada y traducida por Antonio Bergnes de las Casas, Freiherr Liebig Justus y Juan de Muller*.
- (1882): *Colleccio de proverbis, maximes y adagis catalans*. Perpinya, Imprenta y Librería de A. Julia.
- (1883, 2ª ed.): *Crestomatía Francesa: Selecta de los escritores más eminentes de Francia así en prosa como en verso*. Barcelona, Librería de Juan Oliveres.

Bordas, Luis

- (1824): *Compendio de gramática italiana formado sobre los mejores autores*. Gerona, Imprenta de A. Oliva.
- (1826): *Nuevo tratado de pronunciación, ortografía, prosodia y verbos del idioma italiano*. Barcelona, Imprenta de J. Mayol.

• (1833): *Tratado de los verbos del idioma francés, arreglado para el uso de los españoles*. Barcelona, Gorchs.

• (1833): *Elementos de gramática latina. Redactados de los mas célebres autores*. Barcelona, Imprenta de A. Bergnes y Cia.

• (1836): *Arte de hablar bien francés, ó Gramática completa: dividida en cuatro partes*. Barcelona, Librería Nacional de Manuel Saurí.

Bordas, Luis et al., (1842-1848): *Diccionario castellano-catalán-latino-francés-italiano. Por Martí, Bordas y Cortada*. Barcelona, Imprenta de A Brusi.

Braun, J. J.

• (1864): *Nueva gramática Griega: Curso teórico-práctico*. Madrid, A. Durán.

• (1867): *Gramática Hebrea: Curso teórico-práctico*. Madrid, A. Durán.

Castañs y Bonelli, Atalo

• (1893): *Prontuario de francés*. Madrid, Imprenta y Litografía del Depósito de la Guerra.

• (1900): *Vocabulario Alemán-Español*. Madrid, Imprenta y Litografía del Depósito de la Guerra.

• (1915): *Galicismos, barbarismos, hispanismos: repertorio alfabético de voces y locuciones francesas y afrancesadas que el vulgo no traduce*. Madrid, Imprenta del Patronato de Huérfanos de Intendencia e Intervención Militares.

• (1922): *Gramática castellana: Guía para contestar cumplidamente al programa de dicha asignatura*. Madrid, Imprenta del Patronato de Huérfanos de Intendencia e Intervención Militares.

Casey, Guillermo (1846): *Nueva gramática teórica y práctica de la lengua alemana*. Barcelona, Imprenta de José Tauló.

Cornellas, Clemente

• (1845): *Gramática francesa teórico-práctica para el uso de los españoles*. Barcelona, Imprenta y Librería de la Viuda Mayol é Hijos.

• (1865): *El antigalicismo o sea Libro de lectura francesa escogida y graduada y anotada con el fin de evitar galicismos en la versión española*. Madrid, Publicidad.

García Ayuso, Francisco

- (1871): *El Estudio de la filología en su relación con el Sanskrit*. Madrid, Rivadeneyra.
- (1871): *Gramática Árabe: según el método de Ollendorff*. Madrid, Sucesores de Rivadeneyra.
- (1877): *Ensayo crítico de gramática comparada de los idiomas indo-europeos: sanskrit, zend, latín, griego, antiguo eslavo, litauico, godo antiguo alemán y armenio*. Madrid, Aribau y Cía.
- (1879): *El Traductor Francés, ó, Colección de obras escogidas de la literatura francesa en prosa y en verso*. Madrid, Administración; Paris, Maisonneuve et Cia.
- (1879): *Gramática francesa: Método teórico-práctico*. Madrid, Aribau y Cia.
- (1880): *Libro de lectura alemana ó coleccion de obras escogidas de la literatura alemana en prosa y verso*. Madrid, Librería de Don Gregorio Hernando.
- (1882): *Gramática Alemana: método teórico-práctico con un catecismo gramatical en alemán para aprender este idioma*. Madrid, Imprenta de G. Hernando, Ferraz.

MacVeigh, Henry

- (1895, 5ª ed.): *Primer libro de traducción del francés, con notas y vocabulario arreglado por el profesor H. Mac-Veigh*. Madrid, Bailly-Baillière.
- (1857): *Método de Ahn. Primer curso de Francés, arreglado al castellano por el Profesor H. Mac-Veigh*. Madrid, Librería Durán.
- (1872): *Método de Ahn. Segundo curso de Francés. Arreglado al castellano y revisado escrupulosamente por el Prof... Sexta edición revisada y aumentada con un Compendio de gramática francesa y un diccionario de las voces contenidas en los dos cursos por D. Atalo Castañs*. Madrid, Carlos Bailly-Baillière.
- (1883): *Método de Ahn. Primer curso de francés, arreglado al castellano por el Profesor..., vigésimo segunda edición revisada y aumentada con un compendio de gramática francesa por D. Atalo Castañs*. Madrid, Carlos Bailly Bailliere.

Mountifield, Carlos y Delaborde, Leandro (1851): *Novísimo curso práctico, analítico, teórico y sintético de lengua francesa en 60 lecciones*. Santiago, Imprenta de Jacobo Souto é Hijo.

Schütze, Franz y Carbonell, Francisco de P. (1874, 2ª ed.): *Gramática teórico-práctica para aprender los españoles la lengua alemana*. Barcelona, Imprenta del Correo de Teatros.

Soler, Julio. (1858). *Gramática de la lengua menorquina*. Mahon, Imprenta de D.

Zubiría, José María

- (1890?): *El traductor de alemán*. Madrid, Fernando Fé.
- (1900): *Gramática volapüka, o sea de lengua universal para el comercio*. Madrid, Fernando Fé.

CHAPTER 5

GRAMMARS AND DICTIONARIES IN SPAIN (1769-1900): A PRIMARY SOURCE SYNCHRONIC STUDY.

5.1. INTRODUCTION.

Our purpose in this chapter is to analyze the following two grammars and two dictionaries from the period 1769-1900 in terms of individual works:

- José de Urcullu (1845): *Gramática inglesa reducida á veinte y siete lecciones.*
- García Ayuso (1888): *Gramática inglesa. Método teórico-práctico.*
- Juan Antonio Seoane (1849): *Nuevo diccionario Inglés-Español y Español-Inglés.*
- Antonio Cañada y Gisbert (1878): *Diccionario tecnológico Inglés-Español.*

The criteria followed in their choice can be summarized as follows:

- They are works published in Spain and written by Spaniards.
- Each work represents a different stage in the development of ELT reference books (two of them are from the first part of the 19th century and the other two from the second half).
- All the works are from the 19th century since it is in that century when most of them were produced (a 91% of the works in our corpus).

These works are highly representative of the type of authors who were dedicated to grammar and dictionary production in nineteenth-century Spain (Urcullu was an exiled ex-army official who turned to translation and literature; Ayuso was an orientalist and thus a philologist who worked in an official secondary school teaching languages; Seoane was a politician and Cañada was an army official).

In the case of grammars, it has been especially difficult to choose only two out of a total production of 52 grammars. Furthermore, they are rather heterogeneous works though they share some basic common features which make them all reference books or grammars (the selected authors are José de Urcullu (1845) and García Ayuso (1888)). As for dictionaries, the selection should be a representative sample of bilingual English and Spanish lexicography published in Spain. In this respect, it is significant to highlight that most of the works fall upon the category of technical bilingual

dictionaries. Nautical bilingual dictionaries stand out in the corpus of other topics for what today we call English for Specific Purposes. The production of general bilingual English and Spanish dictionaries in Spain is very scant. Only three dictionaries stand out, among them that of Connelly & Higgins (1797-1798) which marked a new recension in the bilingual tradition between the Spanish and English languages as we saw in chapter three (section 3.3.3.3) and which was to exert a great influence on the bilingual English-Spanish tradition of the subsequent century. Juan Antonio Seoane's *Nuevo diccionario Inglés-Español* is the only bilingual dictionary published by a Spaniard in Spain. However, Paris, London and New York are the main centres of Spanish and English bilingual lexicography abroad. Undoubtedly, immigration took some Spaniards to work for some leading editorial houses in Europe and North-America with a long dictionary-making tradition. Instead, our choice includes two dictionaries written and published in Spain. In particular, they are: Juan Antonio Seoane's *Nuevo diccionario Inglés-Español y Español-Inglés* and Antonio Cañada i Gisbert's *Diccionario tecnológico Inglés-Español*.

5.2. URCULLU'S *GRAMÁTICA INGLESA, REDUCIDA Á VEINTE Y SIETE LECCIONES* (CÁDIZ, 1845)

This work was first published in London in 1825 with a slightly different title *Gramática inglesa, reducida á veinte y dos lecciones*. It was published by Rudolph Ackermann and by 1837 it had reached its fourth edition there (see Appendix III). Other copies of the first edition in London were published in Paris¹⁴⁹ (1828, etc.), Porto (1840), New York, Philadelphia, and Barcelona (1840) along the century. However, most of these copies were plagiarized as Urcullu states in the prologue to his first Spanish edition of 1845. Thus, the copy dealt with in this chapter corresponds to the first Spanish edition as acknowledged by Urcullu himself. That is, *Gramática inglesa, reducida á veinte y siete lecciones*, published in Cádiz in 1845 by Revista Médica in charge of Vicente Caruana. The title page reads *nueva edición considerablemente aumentada y corregida* (new edition considerably augmented and corrected) by José de Urcullu. In fact, this

149 LLoréns (1979: 157) depicts the editorial scenario between London and Paris, which were the principal destinations of Spanish exiles, as follows: *Ackermann durante los años de la emigración Española, no podía competir ventajosamente con París, en donde el costo de los materiales era menor y la "mano de obra" de los traductores más barata... Hasta se hicieron en París ediciones fraudulentas de las obras publicadas por Ackermann.* (Ackermann, during the years of the Spanish immigration, was unable to advantageously compete with Paris, where the cost of materials was lower and the translators' rates were cheaper... Some fraudulent editions of Ackermann's published works were even made in Paris).

edition of 1845 is Urcullu's third attempt at devising an English grammar and, this time on Spanish soil. Previously, yet after the original edition of London in 1825, Urcullu had written a new version of his English grammar for the Portuguese¹⁵⁰.

Before moving on to a thorough study of Urcullu's grammar (1845), some biographical data on this grammar writer should be mentioned.

5.2.1. The Author.

According to Gil Novales (1991: 658), José Urcullu Allen was born in Bilbao in 1790. He was son to Mateo de Urcullu, a trader and captain of nautical mail who had been born in 1741 in Santurce, and Josefa Baterruri. He was a Captain of Infantry and a member of the *Sociedad Patriótica de la Coruña* (Patriotic Society of La Coruña). Between 1818 and the Liberal Triennium (1820-1823) he published several theatre pieces of liberal ideology. He married the Portuguese-English Margarida Allen and in 1822 they had a daughter, María da Glória Urcullu y Allen. After the collapse of the Cádiz Constitution in 1823 he immigrated to London. In the prologue to the first edition of his English grammar (1845: ix, [1825]), Urcullu mentions his stay in a little village north of London called Lewisham where he dedicated to thoroughly learning the English language in an Academy called Russell House (Urcullu, 1825: prologue). Then, he worked for Ackermann's editorial house in London, writing and translating brief introductory manuals in mathematics, and the humanities, geography and history, physics and chemistry, natural and applied sciences¹⁵¹ aimed at the South American market¹⁵².

Little else is known of Urcullu's life apart from the fact that in the early 1840s he moved to Portugal, combining some brief spells in Spain too, until his death in 1852 in Lisbon.

150 *Grammática Ingleza para uso dos Portuguezes. Reduzida á vinte e cinco lições*. 1830. Lisboa, Impressão Regia.

151 Lloréns (1979: Footnote 49) comments that Ackermann also edited several recreative little works for children whose English translation was principally made by Urcullu: 'Elements of drawing', 'Elements of perspective', 'Geometrical recreations', etc.

152 Pura Fernández (1998: 166) pinpoints the Batalla de Ayacucho in 1824 as the key moment which put an end to the Spanish domination on the American Continent and consolidated the liberation of the international market with the new republics [...] allowing an intense protection that countries like France, England and the United States wished to exert on the new republics. Ackermann, in London, contracted many Spaniards as writers and translators to cater for the South American market.

5.2.2: The para-texts in the *Gramática Inglesa reducida á veinte y siete lecciones*.

After the title page of this grammar, the reader finds a quotation by Horne Tooke which reads:

Considero la Gramática como absolutamente necesaria para la averiguación de la verdad filosófica, y la creo no menos necesaria en las cuestiones más importantes de la religión y la sociedad civil.

I consider Grammar as absolutely necessary in the search for philosophical truth, and I think it no less necessary in the most important questions concerning religion and civil society.¹⁵³

There follow two para-texts respectively called *Algunas palabras sobre esta nueva edicion* (Some words on this new edition) and *Prologo de la primera edicion* (Prologue to the first edition). The former, from pages v to vii, is a curtain-raiser to the first edition in Spain in 1845. Urcullu begins recognizing the success of his grammar despite having been plagiarized as had happened to an earlier edition which appeared in Barcelona in 1840. His aim is to provide an English grammar to *satisfacer los deseos de muchos profesores de lengua inglesa... en España* (satisfy the wishes of many English language teachers... in Spain). Then, Urcullu goes on to explain the alterations made to the Spanish edition of his English grammar in comparison to his previous editions of London and Oporto. Urcullu clearly, and as a good marketing campaign, states that *La presente edición, dividida en XXVII lecciones, es superior á cuantas se han publicado hasta este dia* (The present edition, divided into XXVII lessons, is superior to all those published to this day). The following list shows a detailed summary of these novel amendments (pp. v-vii):

-Lessons XIV, XV, XVIII and XXII are subdivided into two so that students can learn them more easily due to their brevity. Lessons XXIV y XXV are removed and placed in the third part of this grammar.

- Some maxims from good English authors have been introduced in the translation models.

153 Original quote taken from John Horne Tooke's *Diversions of Purley* (1798: 5) as cited in Suzanne Romaine's (1999) *The Cambridge History of the English Language*. p. 554.

- The English poetry used in the Oporto edition has been translated into Spanish and increased so that students can practise translating more verbs.

- The third part, not included in the previous editions, is made up of five different sections: firstly, an alphabetical list of the principal English particles and their use (former lessons XXIV and XXV). Secondly, an explanation of Latin words and abbreviations common in English newspapers. Thirdly, several mercantile documents. Fourthly, a list of English verbs with their corresponding particles (a total of 1,225 examples in English and Spanish). Lastly, an exhaustive list of English abbreviations.

- Some corrections have been made to the part on grammar which *solo pueden notarse cotejando esta edicion con otras anteriores* (can only be noticed by comparing it to previous editions).

This *Algunas palabras (A few words)* ends with two important statements made by the author. The first one has to do with Urcullu's attempt at doing away with a long Spanish tradition, rooted in the XVIII century, based on the use of French grammars to learn English. With his new English grammar, Urcullu intended that:

ya no se podrá decir con razon en adelante que era necesario valerse de gramáticas escritas en francés para aprender la lengua inglesa.

People will no longer be able to rightly say that it is necessary to refer to grammars written in French in order to learn the English language.

Urcullu's second and last statement in this first prologue has a prophetic tone in his claim that:

Es muy probable que esta sea la última edicion que yo publique, y mas si, como presumo, los lazos de familia me obligan á dejar la hermosa España para establecerme nuevamente en el reino vecino [Portugal], que por la larga serie de años que en él he pasado y por los vínculos que á él me unen considero como una segunda patria.

It is very likely that this edition will be the last one I have published, and more so if, as I presume, my family bonds force me to leave my beautiful Spain to settle down again in our neighboring kingdom [Portugal], which owing to the long years spent there and to the bonds that tie me to it I consider a second home.

Urcullu's prophetic words turned out to be true. Later editions of his grammar in Cádiz (1848) and Madrid (1853) are mere copies of the 1845 edition.

From pages ix to xiii, Urcullu includes his prologue to the first edition, the London edition of 1825, which takes us back to Urcullu's exile years in London. The first thing we learn is how he blames Spain for its political situation but, at the same time, how he adapts to his new life abroad:

Lanzado por las convulsiones politicas de mi desgraciado pais á las playas de Inglaterra, mi primer cuidado fue instruirme en la lengua inglesa, de la cual ya había adquirido algunas nociones en España.

Launched to the beaches of England by the political convulsions of my miserable country, my first concern was to learn the English language, of which I had already acquired some notions in Spain.

Urcullu's mastery of English was, thus, a process started in Spain and commanded in England through what today is called linguistic immersion. His work as a translator for the editor Ackermann must have gained him a vast vocabulary in many fields judging by the different catechisms he translated. He does not mention how he started learning English in Spain but we know his wife was half British and that may have been an important bonus for Urcullu's mastery of English.

At this stage, Urcullu regrets having had to refer to French grammars in order to learn the English language for the want of *una buena gramática escrita en castellano* (a good grammar written in Spanish). Urcullu is not unaware of previous English grammars published in Spain although he discards them especially, that by Connelly, the only author he actually mentions, because they have failed to replace the use of French grammars in order to learn English. This is a recurring issue which covers the whole period object of study in this work although towards the end of the nineteenth century, there was a certain wealth of English grammars written in Spanish and the

subsequent dependence on French grammars began to decline. In this respect, Pura Fernández (1998) hints at a shift in external cultural influences throughout the XIX century in Spain noticing an '*evidente pérdida de influencia intelectual francesa a lo largo del XIX, en contraste con el auge de la cultura anglosajona*' (obvious loss of French intellectual influence throughout the XIX century, in contrast to the rise of Anglo-Saxon culture). By 1845, the number of English grammars in Spain was still low as demonstrated in the previous chapter.

The fact that Urcullu included the prologue of the 1825 edition in the Cádiz edition of 1845 must be seen as a continuum in terms of Urcullu's linguistic dexterity when it came to writing an English grammar. What was valid in 1825 continued, thus, in 1845 despite some structural changes. It is in the prologue to the 1825 edition where Urcullu mentions his sources which, at the same time, were Urcullu's reference books to learn English while in England:

Aconsejado por hombres inteligentes compré la gramática de William Cobbet, ilustrada con notas por L. H. Scipion Conde Du-Roure, quinta edicion; y tambien la de M. A. Vergani. Ambas me gustaron muchísimo; pero sobre todo quedé enamorado de la sencillez, claridad y concisión del último. Para mayor abundamiento, después de un estudio asiduo del inglés por medio de dichas gramáticas, lei muy atentamente la de Murray, y otras inglesas.

Advised by clever men I bought William Cobbet's grammar, illustrated with notes by L. H. Scipion Conde Du-Roure, fifth edition; and also that of M. A. Vergani. I highly enjoyed both of them; but, above all, I fell for the simplicity, clarity and concision of the latter. For further study, after a regular study of English through the aforementioned grammars, I read very attentively that of Murray, and other English grammars.

In full, the sources mentioned by Urcullu are:

William Cobbett (1823). *Grammar of the English Language, in a series of letters. Intended for the use of schools and of young persons in general; but more especially for the use of soldiers, sailors, apprentices, and plough-boys.* London, J. M. Cobbett. 5th edition.

Angelo Vergani (1820). *An Italian and English grammar: from Vergani's Italian and French grammar, simplified in twenty lessons, with exercises, dialogues, and entertaining historical anecdotes*. London, Printed for John Souter.

Lindley Murray (1819). *English grammar*. London, Longman and Co. 32nd edition.

Of the three grammars, Urcullu acknowledges Vergani's as the model for his English grammar (1845, Prologo: ix):

Bien enterado de todas las reglas, me ocurrió la idea de hacer una gramática inglesa siguiendo el mismo plan de Vergani.

Well aware of all the rules, it occurred to me to write an English grammar following Vergani's outline.

Though not very common at the time among grammar authors, Urcullu does mention his sources. Suffice to say that Cobbett, Murray and Vergani were highly popular grammarians. Cobbett's grammar was an editorial success, like Murray's, and it was used in English schools until the 1930s. Murray's grammar became highly popular both in England and the United States for most of the nineteenth century. Vergani also wrote an Italian grammar adapted in Spain¹⁵⁴, Paris, London and New York and it was in circulation until the last decades of the 19th century. Undoubtedly, Urcullu referred to some of the most outstanding nineteenth-century English grammars: two monolingual ones (Cobbett and Murray) and a bilingual English-Italian. Urcullu seems to have broken from the traditional use of French grammars as he fails to cite them among his sources.

Another linguistic aspect mentioned by Urcullu in his prologue to the first edition is English pronunciation, one of the hardest aspects for both English or foreign authors of English grammars to deal with. On this subject, Urcullu, citing Cobbett (1819: Introduction), claims:

La esperiencia ha demostrado, que no se pueden fijar reglas invariables

154 *Gramática Italiana simplificada y reducida á 20 lecciones...Acomodada á la lengua Española por Mariano de Rementeria y Fica*. 1826. Madrid, Imprenta de Miguel de Burgos.

sobre la pronunciación del inglés, la cual no puede adquirirse sino leyendo y hablando con personas que la posean perfectamente. Nos dispensaremos por lo tanto de dar aquí mas amplias instrucciones (no ponen mas que el alfabeto) sobre la pronunciación, que por otra parte se halla marcada en casi todos los diccionarios ingleses y franceses nuevamente impresos.

Experience has demonstrated that no invariable rules can be established in English pronunciation, which cannot be acquired but by reading and speaking with people who are perfect masters. We will avoid further instructions on pronunciation here (nothing more than the alphabet), which otherwise has been marked in almost all the reeditions of English and French dictionaries.

Therefore, no pronunciation treatise is included in Urcullu's grammar. However, he was not the only one from our corpus who did away with pronunciation sections in his grammar. Faria y Camargo (1845), Huelín y Arssu (1896) and Zubiría (1896) were other Spanish authors who discarded pronunciation in their manuals. For them, the teachers' *viva voce* was the surest means leading to minimally a decent pronunciation, one of the most common pieces of advice concerning pronunciation found in most English manuals in our corpus. Shipton (1826), Casey (1841), Benot (1851) and González Bermúdez (1900) can be included in this perspective.

The rest of the content in the prologue to the first edition can be summarized in the following points:

- Urcullu does not include a specific part on versification claiming that there are other books, apart from grammars, to learn it.
- He is in favour of including dialogues and nomenclatures in grammars. His experience shows they are very useful. His dialogues include the most usual adverbs, adjectives and nouns.
- He advises students to practise English composition as much as they can though his grammar omits this point and to train their ears by writing a dictation dictated by a native speaker.
- He also advises parents to lure their children into foreign language learning at the earliest age possible.

A two-page index of the topics follows the prologue to the first edition (see corresponding

analytical card on Urcullu in chapter four). Then, the actual grammar ensues in the form of twenty-seven lessons taking up a total of 151 pages (a 43% of the total content in the grammar).

5.2.3. A study of Urcullu's *Gramática inglesa*.

The analytical cards of chapter three indicate, in the case of grammars, that most of them provided customers with more than just a grammatical treatise. They also included what can be called additional material. Urcullu's *Gramática* was no exception thus following a long-held tradition in grammar production since Renaissance times. Its internal structure, along with the paging, is shown in the following table:

Para-texts	xv pages
Part 1: Definitions of the parts of the sentence	1-3
Rules of English pronunciation	4-30
Grammar. Lessons I-XVII	31-151
Temas or translation exercises	152-186
Part 2: Vocabulary	187-204
Dialogues and terms of courtesy	205-225
Translation models from L1 into L2 and the other way round	226-249
Part 3: Introduction	250-251
Alphabetical list of English particles	252-286
Latin words and abbreviations, and French words in the English language	287-294
Documents on commerce	295-301
List of English verbs with their prepositions	302-363
English abbreviations	364-372
Other works of the author in Spain and Portugal.	373

Table 13: Internal structure of Urcullu's *Gramática*.

Table 12 shows that the allotted paging dedicated to grammar rules covers a third part of the grammar. Translation exercises or *temas* are placed right after the grammatical part, that is, after lesson XXVII. Other authors, like Benot, preferred to place these exercises at the end of each lesson. Part two, the shortest one, is dedicated to vocabulary, familiar dialogues and models of translation. Part three is dominated by two lists which take up a 75% of its content. In general, it was an all-included grammar with a linguistic and literary content together with some practice in the guise of translation

exercises. In the pages that follow we shall go over the most significant parts of this grammar and discuss its main features as a highly representative pedagogical grammar of the XIX century due to its diffusion and influence on other grammarians.

The first part of Urcullu's grammar begins with a detailed and instructive section called *Definiciones jenerales de las principales partes de la gramatica* (General definitions of the main parts of grammar). In this very practical section, especially suited for students without any previous knowledge of grammar, he defines grammar as the art of correctly speaking and writing. This was the most common definition used by the diverse authors in our corpus which dominated until the turn of the nineteenth century when the word 'art', of a classical origin, shifted to that of 'science' and thus grammar began to be defined as 'the science of language' (Harold Palmer, 1894). Urcullu divides grammar into nine different parts; namely, article, noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Thus, he follows the standard classification into nine parts inaugurated towards the end of the 18th century (the grammar of the RAE 1798 divides the grammar into nine parts) instead of the more classical classification of grammar into ten parts (including the participle). In fact, most grammar writers adopted this classification throughout the XIX century.

The part on *Definiciones* (Definitions) is followed by a short treatise on pronunciation following other grammarians' main guidelines of the time (alphabet, vowels, diphthongs, triphthongs and consonants). As stated earlier in the prefaces to his grammar, Urcullu is quite reluctant to include pronunciation rules as he regards them useless and a waste of time. Urcullu is of the idea, also followed by many authors at that time, that the best model to learn English pronunciation is that of the teachers' *viva voce*. Villoria (2008: 117-119) concludes that, although Urcullu presents a plain pronunciation, typical of a dictionary, based on close representations to the Spanish pronunciation, his advice in favour of a constant pronunciation is still much valid today. He tried to facilitate the study of English pronunciation among Spaniards and, somehow, he was successful.

At this point, Urcullu's grammar comes into play. Of special interest is his treatment of verbs. Urcullu classifies them into: active, passive, neutral, reflexive or reciprocal, defective and impersonal. To a modern reader, his definitions may seem a bit awkward and even confusing in some cases but they show the evolution of grammar description at that time. A point in case is Urcullu's definition of active, neutral and defective verbs. He calls active verbs transitive, which has modern overtones, which is *aquel cuya accion y significacion se transmite a otro objeto con preposicion ó sin ella*. V.g.

AMAR á Dios, ABORRECER el vicio (1845: 3) (that verb whose action and meaning is transmitted to another object with or without a preposition . V.g. TO LOVE God, TO ABHOR vice). The problem arises when he calls neutral verbs transitive as well although his definition implies the concept of intransitive, failing to name it thus: *El verbo neutro ó transitivo es aquel cuya accion ó significacion no se transmite a otro objeto; es decir que no admite sustantivo despues de él, como: el niño DUERME.* (Neutral or transitive verbs are those whose action or meaning is not transmitted to another object; that is to say, it takes no substantives after it, such as: The boy Sleeps). Though definitions are understandable, it is the concept of ‘transitive’ which may confuse students since active verbs, according to Urcullu, are also transitive. Lastly, defective verbs are defined as *aquel á quien faltan algunos tiempos ó personas, que el uso no admite; tales son los verbos podrir, placer, yacer, soler* (Those verbs which lack some tenses or persons; such as to rot, to please, to lie, to usually do). Later, in lesson XXIII, page 129, Urcullu defines English defective verbs as *aquellos que se usan solamente en algunos de sus modos y y tiempos. Tales son* (Those verbs which are only used in some of their moods and tenses. Such as):

IMPERFECTO

PERFECTO. PARTICIPIO

<i>Can,</i>	<i>could,</i>	-----
<i>May,</i>	<i>might,</i>	-----
<i>Shall,</i>	<i>should,</i>	-----
<i>Will,</i>	<i>would,</i>	-----
<i>Must,</i>	<i>must,</i>	-----
<i>Ought,</i>	<i>ought,</i>	-----
-----	<i>quoth,</i>	-----

That is, by “defective” Urcullu, as was the norm at the time, means what we today call modal verbs. Though there is nothing wrong with the term ‘defective’, the definitions are awkward. However, the more students delve into the lesson, the more they can understand the terms thanks to Urcullu’s use of examples. Furthermore, the first part abounds in the use of footnotes which, without tiring students, further explain some of the grammar points.

The second and last section of the first part is devoted to pronunciation. Possibly for

editorial reasons, Urcullu may have been forced to include a little pronunciation treatise in his grammar despite his refusal to do so as expressed earlier on in his prologue. Be as it may, Urcullu dedicates four chapters and twenty-five pages which take up almost 7% of the whole book.

After the little treatise on pronunciation, the next one-hundred twenty pages are devoted to the core of Urcullu's grammar: twenty-seven lessons where the nine different parts of the sentence are explained. Of the twenty-seven, four of them are for consolidation. They provide further information on some of the topics dealt with in previous lessons, as titled:

- Lesson VII: *Observaciones sobre los comparativos.*
- Lesson XV: *Observaciones sobre los pronombres indefinidos.*
- Lesson XVIII: *Observaciones sobre los verbos auxiliares.*
- Lessons XXV and XXVI: *Observaciones sobre los verbos.*

The remaining twenty-three lessons are each dedicated to different aspects of the nine parts of a sentence, distributed as follows:

Articles	Lessons I and II
Nouns	Lessons III, IV, VIII and IX
Adjectives	Lessons V and VI
Pronouns	Lessons X, XI, XII, XIII and XIV
Verbs	Lessons XVI, XVII, XIX, XX, XXI, XXII, XXIII and XXIV
Adverbs, prepositions, conjunctions and interjections	Lesson XXVII

The average length of each lesson is roughly four pages and they all have a similar structure:

- Explanation of a grammar point, always in Spanish, with examples in English and translated into Spanish. Urcullu compares the English and Spanish languages highlighting their similarities and differences.
- Ample use of footnotes as a back-up to the grammar explanations in each lesson.

Decidedly, all the lessons show signs of a well-structured grading beginning with hard and fast rules, including their exceptions, and moving on to more specific rules. A case in point is lesson III on the plural of nouns. In it, the author begins with the following rule: *El plural de los sustantivos ingleses se forma añadiendo una s al singular*. After some examples have been provided, the lesson continues with eight graded points under the sub-heading of ‘*Excepciones*’ (Exceptions):

1. *Si el singular termina en ch, sh, s, ó x, se debe añadir ‘-es’ para formar el plural* (If a singular noun ends in ‘ch, sh, s, x’, ‘-es’ must be added to form its plural). A footnote, at the bottom of the same page reads: *Exceptúense los nombres terminados en ch que vienen de las lenguas antiguas, tales como monarch, patriarch, monarca, patriarca, que hacen en el plural monarchs, patriarchs*. (Except those nouns ending by ‘-ch’ which come from the old languages, such as ‘monarch’, ‘patriarch’, which form the plural ‘monarchs, patriarchs’).
2. *Los sustantivos que acaban en ‘y’ precedida de una ó mas consonantes, mudan la ‘y’ en ‘ies’ para hacer el plural...Pero adviértase que si la ‘y’ no está presidida de una consonante, se sigue la regla general; á saber: day, dia, days, días*. (Nouns ending in ‘-y’ preceded by one or more consonants, change the ‘-y’ into ‘-ies’ to form their plural...But notice that if the ‘-y’ is not preceded by a consonant, the general rule is followed: day-days).
3. *Los sustantivos acabados en ‘f’ ó ‘fe’, forman su plural cambiando la ‘f’ ó ‘fe’, en ‘ves’*. V. g. *a loaf, un pan, loaves, panes*. *Exceptúense los nombres terminados en ‘ff’, ‘oof’, ‘ief’, ‘rf’, tales como muff, manguito; roof, techo; grief, pesar; dwarf, enano, que hacen los plurales muffs, roofs, griefs, dwarfs*. *Solamente ‘thief’, ladrón; staff, bastón, hacen thieves, y staves en el plural*. (Nouns ending in ‘-f’ or ‘-fe’ form their plural changing ‘-f’ or ‘-fe’ into ‘-ves’ (v.g. a loaf-loaves). Exceptions to this rule are nouns ending by ‘ff, oof, ief, rf’ which form their plural by adding an ‘-s’ such as muff-muffs, roof-roofs, grief-griefs, dwarf-dwarfs. Only ‘thief’ and ‘staff’ make their plurals ‘thieves’ and ‘staves’).
4. *Los sustantivos que terminan en ‘o’ forman su plural los unos añadiendo ‘es’; como cargo, cargazón; echo, eco; hero, héroe; ... en el plural cargoes, echoes, héroes, &c. : los otros añadiendo solamente una ‘s’; como folio, folio; nuncio, nuncio;*

seraglio, serrallo; cuyos plurales son folios, nuncios, seraglios.

(Nouns ending by ‘-o’ make their plural by either adding ‘-es’ such as cargo-cargoes, echo-echoes, hero-heroes, etc. or just ‘-s’ like in folio-folios, nuncio-nuncios, seraglio-seraglios).

5. *Nombres enteramente irregulares en plural*

(Entirely irregular nouns in plural). An exhaustive four-column bilingual list of eighty-eight nouns in singular and plural.

6. *Todo lo que la naturaleza ha hecho doble, no tiene singular*

(Everything that nature has made double has no singular). Twenty-five words are included here as examples.

7. *Muchos nombres no tienen plural, son los de virtudes, vicios, hábitos, metales, líquidos, y muchas yerbas y especies de granos.*

(Many nouns have no plural like those which refer to virtues, vices, habits, metals, liquids, and many herbs and types of grains). Sixteen examples are given.

8. *Tanto en singular como en plural pueden usarse, sin mudanza alguna los nombres siguientes.*

(The following nouns can either be used in singular or plural without any change in meaning) *Apparatus, Deer, Grouse, Hiatus, Means, People, Series, Species, Sheep, Swine.*

In his treatment of the noun, four lessons in total, Urcullu’s grammar does not introduce the classical six-case declensions. However, he uses a five-case system to introduce the article -lesson I-, which means that the article is accompanied by a preposition, as in the classical paradigm, thus underlying an implicit equivalence between casual marks and articles.

Urcullu’s grammar does not make a semantic classification of nouns, eg. proper, common, collective, which, at that time, was quite rare among other authors. Urcullu insists on a typology in relation to the forms, eg. feminine, masculine, singular or plural, to introduce the variations of genre (lesson IX) and number (lesson IV) of different morphological classes. Referring to the specific case of French grammars, which could be extended to the English ones, published in Spain during the first half

of the XIX century, Lépinette (2005) states that:

Il semble que l'on peut déduire à bon droit que cette époque voit la disparition de la déclinaison dans les grammaires de FLE en Espagne... la visée morphologique s'impose toujours, face à une tendance plus sémantique (qui serait plutôt réservée à la grammaire de LM [Langue Maternelle]) (p.287).

However, it is to the verb that Urcullu dedicates most lessons to: a total of eight, a third part of his grammar lessons, thus following a general trend among pedagogical grammar writers who regarded the verb as one of the most significant parts of the sentence. Urcullu defines the verb as a '*palabra que expresa accion, estado, acto, relativamente á personas, tiempo y modo*' (word that expresses action, state, act, in relation to people, time and mood). As was very common at the time in FL grammars, the chapters or lessons dedicated to the conjugations are highly developed, a trend which was to continue until the 1980s when the influence of communicative methods provoked, in some cases, the disappearance of the different conjugations. Urcullu makes ample use of conjugations as a pedagogic device. Thus, the conjugations provided by Urcullu are the following: the auxiliary verbs 'to have' (lesson XVI) and 'to be' (lesson XVII), and, lastly, the regular verb 'to call' (lesson XIX) as a model to the rest of regular verbs. The remaining five lessons devoted to the verb do not include full conjugations but examples of different tenses (lessons XX, XXI, XXIII and XXIV) alongsidesome functional or pragmatic uses of verbs thus advancing some of the communicative approaches by a century and a half. A case in point is lesson XXI, where he provides pragmatic formulas to explain the uses of 'can' and 'may' to connote permission and possibility (called '*Capacidad*' by Urcullu).

Lastly, lesson XXII provides an exhaustive five-page list of English irregular verbs and their corresponding translation into Spanish. Apart from this relevant number of lessons dedicated to verbs, Urcullu introduces a highly pedagogical section on verbs with prepositions in the second part of his grammar. It is an updated section consisting of sixty-two pages, from pages 302 to 364, which had previously been published in a shorter version in all of his grammars. The first edition of London in 1825 includes a list of more than six-hundred verbs with their different prepositions and an example of each of them (Urcullu, 1845: Prólogo a la Primera Edición). The 1845 edition published in Cádiz contains more than one-thousand two-hundred verbs with their respective

prepositions and examples (ibid: Prólogo a la edición de 1845). In it, Urcullu, like the rest of grammar writers in our period, follow the traditional classification of verbs into verbs and verbs with prepositions without differentiating whether they are phrasal or prepositional verbs. This classification was to come later in the second half of the XX century.

As the image on the next page shows, the list includes bilingual example sentences in English and their translation into Spanish, thus becoming a very effective pedagogical device so that students can better learn one of the hardest points, then and now, concerning verbs and their particles. The beginning of the list, (1845) bears a footnote which further specifies the types of verbs included in it:

LISTA DE LOS VERBOS INGLESES, CON LAS PARTICULAS QUE RIJEN (*)

Verbos.	Particulas.	Ejemplos.	Traduccion.
To abide	by.	I ABIDE BY <i>what I say</i> ;	Sostengo lo que digo.
To abound	with.	<i>Spain</i> ABOUNDS WITH <i>wine</i> ;	España abunda en vinos.
To abscond	from.	You ABSCOND FROM <i>justice</i> ;	Vd. se oculta de la justicia.
To absent one's self	from.	You ABSENT YOURSELF FROM <i>my house</i> ;	Vd. se ausenta de mi casa.
To absolve	from.	He was ABSOLVED FROM <i>the accusation</i> .	Fuè absuelto de la acusacion.
To abstain	from.	I ABSTAIN FROM <i>drinking wine</i> ;	Me abstengo de beber vino.
To abstract	from.	It was ABSTRACTED FROM <i>the original deeds</i> ;	Ha sido extractado de documentos orijinales.
To account	for.	I'll ACCOUNT to you FOR <i>that</i> ;	Daré á Vd. cuenta de esto.
To acquit one's self,	in. of.	He ACQUITTED HIMSELF IN <i>that affair with honour</i> ;	Desempeñó aquel negocio honrosamente.
		I ACQUIT MYSELF OF <i>my commission</i> ;	Cumplo con mi comision.
To act	up to.	They ACT UP TO <i>their principles</i> ;	Obran con arreglo á sus principios.

(*) No se pondrán aquellos verbos que rijen en inglés preposiciones ó particulas equivalentes á otras castellanas. Sin embargo se hará una excepcion en favor de *from* (de), para que el discipulo no confunda esta preposicion del ablativo con *of* (de), que es del genitivo.

*No se pondrán aquellos verbos que rijen en inglés preposiciones ó particulas equivalentes á otras castellanas. Sin embargo se hará una excepcion a favor de from (de), para que el discipulo no confunda esta preposición del ablativo con of (de), que es el genitivo*¹⁵⁵ (p.302).

155 Those verbs ruling prepositions or particles similar to other Spanish ones will not be included. However, an exception will be made with 'from' (de), so that students do not mix up this ablative preposition with 'of' (de), which is the genitive.

Urcullu's section on verbs with particles was also used by another grammar writer of our corpus, John George Brown. In the prologue to his *Gramática Española-Inglesa* (1858: 3), Brown cites Urcullu as one of his many sources and acknowledges having used Urcullu's list of verbs with prepositions. Brown dedicates Appendix II (1858: 245-277) for that purpose although considerably reducing the number of pages in relation to Urcullu. The first part of Urcullu's grammar concludes with a section called *Temas para poner en practica las lecciones anteriores* (Topics to practise former lessons). In total, there are twenty-one *temas* or interlinear texts made up of Spanish sentences partially translated into English below, thus aiding students with their translations by having to fill in those blank spaces left by the author so that students can practise the different grammar points dealt with in the earlier twenty-seven lessons. Urcullu does not explain why he opted to place the *temas* after all the lessons rather than after each lesson as was the norm among some grammar writers (Benot, 1851). He does, however, account for including some different famous quotations from English authors for the translation exercises (1845: v). A footnote on the first page of Urcullu's *Temas* further clarifies that both the Spanish and English words between brackets are translated correctly and nothing should be extracted or added (1845: 152).

The second part of Urcullu's grammar begins with a double-column of vocabulary of the most common adverbs, adjectives, verbs and nouns to begin to speak English (1845: 187-205). Then, the vocabulary is followed by thirteen familiar dialogues (1845: 205-222) combining thematic and pragmatic topics. The names of the dialogues are as shown below:

I	To inquire after health
II	On the hour
III	Of Breakfast
IV	Of the Weather
V	At Dinner*
VI	To write a letter
VII	At an inn ¹
VIII	To inquire about a person
IX	Concerning the English language
X	To make a visit in the morning
XI	Between a physician and his patient

XII	To hire lodging
XIII	On a voyage
	* In the original there is one -n missing.

After the dialogues, four pages are dedicated to terms of courtesy. Urcullu provides some bilingual examples and a final explanation on how to address different people. Then, some translation models are given in the guise of five texts (1845: 226-237). The first three are given in two columns English-Spanish (Parables, The Poor's Fund, Maxims) and the last two ones comprise an extract from the *History of the Life of M. Tullius Cicero* by Middleton and extracts of *Quixote* by Smollett, both translated into Spanish by José Nicolas de Azara. The second part of Urcullu's grammar concludes with a selection of three English poems with their corresponding Spanish translation, except the last one, by Urcullu himself. The first two poems had previously been published in the Spanish press (Lord Byron's *To Jessy* was published in *El Heraldo* on the eighth of August 1844 and the poem *Hobbledehoys* in the weekly magazine called *Moda* on 2 February 1845 in Cádiz) as Urcullu explains in two footnotes.

The third and last part of Urcullu's grammar is divided into five different sections. We have already dealt with the one dedicated to the verbs with particles (1845: 302-364). The remaining four sections comprise an alphabetical list of the principal English particles with lots of examples and explanations in Spanish (1845: 252-286). By particles, Urcullu understands not only prepositions but also articles ('a/an' in special uses), adverbs (yet, why, when, while, etc.) and adjectives (Alone, farther, far, etc.). After that, seven pages are dedicated to an alphabetical list of the most usual Latin abbreviations found in English newspapers so that students can familiarize with them in case they read English papers. The last two sections are dedicated to bilingual samples of bilingual commercial documents (1845: 294-301) which comprise letters, invoices, bills of lading and bills of exchange. The very last part of Urcullu's grammar is dedicated to an alphabetical list of the most usual English abbreviations used in written and spoken English (1845: 364-372).

5.2.4. Final remarks.

We have just analyzed Urcullu's (1845) *Gramática inglesa* by pointing out some of its more linguistic and pedagogical features as a significant foreign language grammar. Before moving on to our next author, some final facts about Urcullu's *Gramática inglesa* should be mentioned:

- As regards the contemporary impact of this grammar, there is little doubt that it was a highly successful editorial venture. Of the first edition of 1825, there were further re-editions of the original work in 1828, 1837, 1842 and 1844, all of them in London as well as in other countries.
- Outside London, the 1825 edition was plagiarized in subsequent decades in different cities around the world: in Paris, it reached a thirteenth edition in 1880¹⁵⁶ although there are further editions reaching until 1896. In New York, it was first published in 1827 reaching a fifth edition in 1839. In Philadelphia, it was first published in 1848 (from the seventh edition of Paris) and later re-edited in 1851. In Barcelona, there appeared plagiarized versions in 1840 and 1845. There is a joint edition of 1853, the tenth one, published in Madrid, Paris and New York. In Lisbon, it appeared in 1830. All the above-mentioned bootleg or plagiarized editions are copies of the 1825 London edition.
- On top of that, Urcullu himself made new revised editions of the original work in Porto (1840) and Cádiz (1845). The latter was further adapted by Francisco Javier Vingut in New York in 1855.
- Urcullu mentions two English sources for his English grammar: Cobbett and Lindley Murray, whose grammars were highly used in English and American primary schools for many decades since the end of the 18th century until the end of the 19th.
- There is a clear lay-out in Urcullu's all-encompassing grammar (Practical translation exercises, translation models, dialogues, vocabulary lists, a treatise on compound verbs with examples). The short number of lessons contrasts with other grammars published in Spain (Mountifield 1851, 1854, 1858, 1861) used 60, 70 and 80 lessons respectively in the different editions of his English grammar, Benot (1851, 1853, etc.) divided his English grammar into 110 lessons).
- Though not a linguist or grammarian by profession, he was rather a grammar writer who, after his participation in the Peninsular War (1808-1814) as a Captain

156 This edition can be consulted at the Biblioteca Nacional: BN (R) 1/29960.

of infancy, had to finally become an exile in 1823 due to the persecution of Fernando VII's regime (1823-1833) against all liberal intellectuals and military men. He had written, while in Spain, some plays demonstrating his literary skills. In London, he became a translator of French and English (he translated Victor Hugo's play '*Angelo, tyran de Padoue*' (1837) into Spanish and, most importantly, was the author of a much reputed *Gramática inglesa* (London, 1825) as derived from the high number of reeditions it had.

5.3. Garcia Ayuso's *Gramática inglesa. Método teórico-práctico*¹⁵⁷ (1880)

5.3.1. The Author

Juan Álvarez-Pedrosa Núñez (1992: 55) provides an exhaustive biography of García Ayuso which can be summarized as follows. Ayuso was born in Segovia in 1835 where he did his primary and secondary schooling demonstrating a great ability to learn foreign and dead languages. From 1861 to 1866, he furthered his Humanities studies in the Seminario del Escorial, getting a Bachelor degree with an extraordinary award. There, he had learnt French, English, German, Greek and Hebrew all taught by J. J. Braun, a German philologist who published an English grammar included in our corpus. Then, he went on to hold a chair of Hebrew, French and German in the Seminario de Ávila. In 1868, he spent his two-year stay at the University of Munich attending conferences and courses by some of the most reputed German philologists of the time. Back in Spain, in 1870, Ayuso started an enriching career as a philologist. In 1871, he wrote one of his most outstanding works called *El estudio de la filología en su relación con el Sánscrito* (The study of Philology in its relation to Sanskrit) which was translated into French in 1884. He also attended different Orientalist congresses in London (1874), Saint Petersburg (1876) and Berlin (1881). His career as an orientalist was thwarted in 1877 when he failed to secure the first chair of Sanskrit in Spain at the Universidad Central of Madrid. The university assembly's envy and wrath, due to Ayuso's arrogant attitude, justifiable by his youth and first-hand knowledge of the sources, hindered Ayuso from getting that chair. Disillusioned, Ayuso turned to teaching languages privately, opening an academy of languages in Madrid (Academia de Lenguas) which was also an editorial centre. Although English was not taught until the early 1880s, it soon became a highly popular academy where the following languages could be studied: French, Italian, Portuguese, German, Spanish for foreigners, Greek, Latin, Sanskrit, Avestan, Persian, Comparative Grammar, Arabian, Hebrew, Syrian,

157 English Grammar. Theoretical-practical method.

Ethiopian and the Moroccan dialect. His work at the academy was combined with his chair of German in the Instituto de San Isidro.

He became a member of the Royal Spanish Academy in 1893. Three years later, he passed away in Madrid.

5.3.2. Francisco García Ayuso's *Gramática inglesa. Método teórico-práctico, con un catecismo gramatical en Inglés, para aprender á hablar este idioma* (1880)¹⁵⁸

Ayuso's *Gramática* starts off with a three-page prologue (p. v-viii) which marks the main guidelines of his grammar. They can be summarized as follows:

- A. On page v, Ayuso claims that for this grammar he has followed the same system as in his French Grammar (1879) which essentially consists of a methodical and ordered combination of theory and practice. As derived from the title page of all his FL grammars (French, English, German and Arabian), his methodology is a theoretical and practical one which is tantamount to following a deductive approach (first theory and then practice) to FLT, in general. However, despite being a deductive method it also has some inductive features. This type of eclecticism was a norm in pre-Reform or pre-Direct method authors of grammars (Urcullu, Casey, Bergnes, Cornellas, Moradillo, etc) typical of a time when there was no prevalent FLT named methodology but single reformers whose methods were known by their authors' names (Ollendorff, Robertson, Ahn, etc.).
- B. Ayuso discarded natural or direct methods, and thus an inductive approach, against the premise that one cannot learn a FL the same way as children learn their mother tongue:

El niño inconsciente aprende la lengua nativa mediante un ejercicio exclusivamente, práctico de muchos años; aplicar semejante sistema con las personas que raciocinan y discurren es un absurdo palpable.

158 English Grammar. Theoretical-practical method, with a grammatical catechism in English to learn how to speak this language.

Unconscious children learn their native language by means of an exclusively practical exercise of many years; to apply such a system among people who reason and think is an outright absurdity.

Ayuso's target audience is the '*juventud laboriosa*' (industrious youth). In a straightforward manner, like Benot (1851), he states *No hemos compuesto una gramática para holgazanes* (Prologue: vi) (We have not written a grammar for the lazy). In this line, Ayuso (ibid.) criticizes some teaching practices that lead to charlatanism or bad practice:

Verdad es que á esto contribuyen también ciertos profesores que usando una indulgencia extremada en los exámenes, fomentan la desaplicación de los alumnos, con grave daño para el adelanto de las ciencias.

It is true that to this [bad practice] also contribute certain teachers who, using an extreme indulgence in examinations, foster students' lack of application seriously damaging the progress of science.

- C. Ayuso's plan in his *Gramática Inglesa* is aware of the complex anomalies of English orthography which demands a special study and constant written exercises. This underlying deductive method mainly relies on writing as a means to an end. To achieve this, he multiplies examples and dedicates some lessons and parts of his grammar to pronunciation and reading.
- D. A striking feature of Ayuso's prologue is that he ventures to promise that his method could be learnt in ten months by capable students. However, Ayuso was not the only author from our corpus who made similar daring promises: Benot (1851) suggested eight months to learn English with his method, Mountifield (1851) reduced the period even more to six months although the shortest period found in our corpus is Urcullu's four months. This may sound like a bit of a chimera under modern eyes when we know there are no royal roads to learn a FL in such a short time. Probably, this unrealistic promise corresponded more to an editorial strategy rather than to authors' convictions.
- E. The key to the *temas* has been replaced by a vocabulary list of the voices that

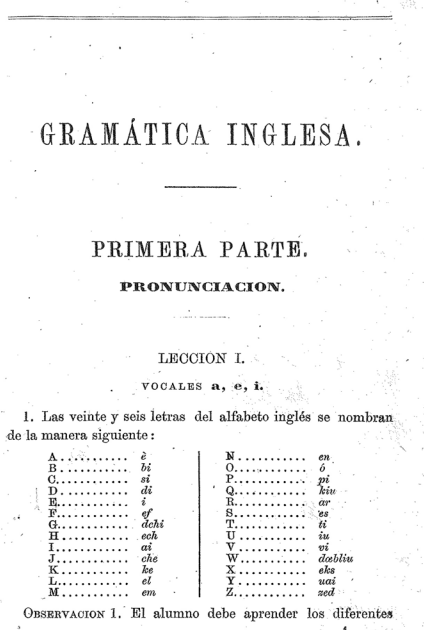
appear in the different *temas*. According to Ayuso, the inclusion of a key in grammar books only fosters student laziness. However, the exclusion of the key makes the manual more teacher-centred.

F. He includes a Manual of Letters, thus taking into account commerce students who were one of the most active groups of people who learnt FL in Spain at the time.

G. Familiar dialogues have been suppressed (1880: vii). Instead, the *temas* are nothing but a constant exercise of conversation and reasoning in a question and answer format. However, we can surmise that, after a closer look at all the *temas*, Ayuso fails to portray familiar situations in most cases as there is no specific topic in them, eg. travel, shopping, etc.

H. Ayuso, in an act of honesty not followed by all the authors in our corpus, acknowledges his sources for English grammar although he does not highlight any specific influence. His sources include Braun, Mervoyer and Clifton, Robertson, Cornellias, Ahn, Ollendorff, Hall, Cuendias, Scipion, Georg, Perzy Sadler, Baskerville, Gilles, Murray, Smart and others. Three of his sources belong to our corpus (Braun, Cornellias and Cuendias) whereas the remaining ones refer to relevant European authors. Like in Urcullu (1845), Ayuso (1880) also refers to Lindley Murray whose English grammar, as we saw earlier on, was quite well-known in Spain too.

Ayuso's prologue concludes with a note (1880: vii) at the bottom of its last page indicating the date and place it was written: *Madrid, Setiembre de 1880*. After this prologue, forty-eight lessons that take up almost a 65% of the content of the whole book ensue. They are divided into two parts: Pronunciation (lessons I-VII) and Analogy and Syntax (lessons VIII-XLVIII). The exact topics of each lesson, with their



corresponding paging, are the following:

I	Alfabeto. Vocales a, e, i.	1-5
II	Vocales o, u, y, w.	5-8
III	De los Diptongos Propios.	8-13
IV	Diptongos Impropios.	13-17
V	De las Consonantes.	17-22
VI	Continuación de las Consonantes.	22-26
VII	Del Acento y de la Lectura.	26-29
VIII	Artículos Definidos é Indefinidos.	30-32
IX	Formación del Plural.	32-35
X	Plurales Irregulares.	35-40
XI	Género de los Nombres.	40-44
XII	El Genitivo de Posesión.-Nombres Compuestos.	44-49
XIII	Del Adjetivo.-El Partitivo.	49-53
XIV	Empleo de los Artículos.	53-57
XV	Comparación de Igualdad.-Diminutivos y Aumentativos.	57-61
XVI	Comparativo de superioridad é Inferioridad. Superlativo.	61-65
XVII	Comparativos y Superlativos Irregulares.	65-70
XVIII	Números Cardinales. -Precio. -Medidas. -Horas	70-75
XIX	Números ordinales, múltiples, etc.	75-79
XX	Pronombres Personales.	79-84
XXI	Adjetivos y Pronombres Posesivos.	84-90
XXII	Adjetivos y Pronombres Demostrativos. -Patronímicos.	90-93
XXIII	Pronombres Relativos.	93-97
XXIV	Adjetivos y Pronombres Indefinidos.	97-103
XXV	Verbo Auxiliar <i>To have</i> , haber ó tener.	103-109
XXVI	Verbo Auxiliar <i>To be</i> . -Contracciones.	109-115
XXVII	Usos del verbo <i>To have</i> .	115-118
XXVIII	Usos del verbo <i>To be</i> .	118-122
XXIX	Conjugación del verbo regular.	122-128
XXX	De los Semi-auxiliares ó Defectivos.	128-133
XXXI	Empleo de los tiempos. -Subjuntivo.	133-139
XXXII	Forma Pasiva. -Verbos Reflexivos. -Unipersonales.	140-145
XXXIII	Uso del Infinitivo y del Subjuntivo.	145-150
XXXIV	Usos especiales de algunos verbos.	150-155

XXXV	Verbos Irregulares	155-159
XXXVI	Continuación Verbos irregulares.	159-162
XXXVII	Cont. Verbos Irregulares	162-165
XXXVIII	Cont. Verbos Irregulares.	165-169
XXXIX	Cont. Verbos Irregulares.	169-171
XL	Lista Alfabética de los verbos irregulares.	172-180
XLI	Adverbios de tiempo y de lugar.	180-185
XLII	Continuación del Adverbio.	185-189
XLIII	Preposiciones.	189-196
XLIV	Continuación preposiciones.	196-204
XLV	Conjunciones.	204-210
XLVI	Interjecciones. -Verbos Compuestos.	210-225
XLVII	Régimen de los Adjetivos.	225-228
XLVIII	Régimen de los Verbos	228-233

The part on pronunciation is a short seven-lesson treatise introducing some pronunciation rules (sixty in total) along with two-column bilingual examples and an *Ejercicio de lectura* (Reading exercise) at the end of each of the first seven lessons, thus following a deductive pattern. Ayuso provides examples with their figurative pronunciation and an accent on the stressed syllable. In the case of diphthongs, Ayuso is aware of some limitations when it comes to confining them to rules stating (1880): “*Las reglas sobre la pronunciación de los diptongos no son del todo fijas*” (The rules on the pronunciation of diphthongs are not at all firm). In particular, Ayuso’s design of pronunciation consists of presenting the English alphabet, which is made up of twenty-six letters that can be read in the following manner: some sounds draw our attention a>è, o>ó (that should be pronounced as a diphthong), j>che, k>ke. All the consonants with which the letters are pronounced are strong ones. His plan goes on with a series of rules with examples and some observations which follow, more or less, in its presentational structure, the guidelines marked like all the grammar writers of his time (alphabet, accent, vowel and consonant sounds).

The second part, Analogy and Syntax, comprises forty-one lessons structured into three parts: each lesson begins with some grammar rules, each followed by some bilingual examples but without the figurative pronunciation of English words nor an accent on the stressed syllable. Then, each lesson ends with a *tema* made up of two or three texts depending on the lesson. In total, there are forty-eight *temas*. Each *tema* entails two or three texts (one in English, another one in Spanish and another

one called *Para corregir* (To be corrected). They all follow a question-answer format which is superior to those texts based on sentence-based translation exercises (Urcullu 1845, Benot 1851, etc.). The inclusion of a third *tema* called *Para corregir* (For correction), except from lessons forty to forty-six, made up of English questions and answers, introduces a higher pedagogical device to reinforce students' study of grammar, one of Ayuso's main concerns in his English grammar. Its focus on errors that students must correct by re-writing their corrected sentences, as we mentioned in the prologue, reinforces the idea that Ayuso followed an inductive methodology in the practical part of his grammar. By and large, Ayuso presents a clearly laid-out, presentational arrangement of the lessons, correctly numbered, providing overt grammatical explanations (sixty-one on pronunciation and three hundred thirty-two on Analogy and Syntax) typical of a deductive methodology that may be called Grammar Method with the particularity that he also follows an inductive one in the treatment of *temas*. This combination of deductive (grammar) and inductive (exercices) methodologies makes Ayuso an eclectic author subscribed to no specific mainstream method of the time as was the norm in Spanish authors in our corpus.

As was also the norm among other English grammars included in our corpus, Ayuso (1880) dedicates a third of the lessons to the verb, one of grammars' key parts at that time. He uses conjugations only in specific cases (lessons twenty-five, twenty-six and twenty-nine): for the auxiliaries *to be* and *to have* and for regular verbs whose model verb, like Urcullu (1845), is the verb *To call*. In the conjugations, he follows a Spanish model divided into Spanish tenses (*Indicativo: Presente, Pretérito Indefinido, Imperfecto y Perfecto, Pluscuamperfecto, Perfecto Anterior, Futuro and Futuro Anterior; Condicional: Presente y Pasado; Imperativo; Subjuntivo (Presente Simple, Imperfecto Simple, Presente Potencial, Imperfecto Simple, Imperfecto Potencial and Futuro Subjuntivo* (this tense does not appear in the conjugation of the model regular verb). For the rest of the lessons on verbs he provides a few sentences containing examples of different conjugations. Of special interest are lessons thirty-four, on the one hand, and from lessons thirty-five to thirty-nine, on the other. The former revolves around the use of some verbs which are easily confused, even today, among students: *to say/to tell, to speak/to talk* and *to do/to make*. He offers lots of examples, especially of the latter, providing well-structured bilingual lists of examples. Lessons thirty-five until thirty-nine deal with irregular verbs. Ayuso classifies them into fifteen different groups according to their morphological changes, thus providing some sort of grading by presenting them in

small groups instead of a whole list as it was the norm among other grammar authors. His classification takes up five lessons and one-hundred and sixty-four different irregular verbs, with the following rules:

XXXV	<p>I.-Imperfecto y participio igual al infinitivo. (<i>To burst reventar- burst- burst, and twenty-one more</i>).</p> <p>II.-Participio pasado en -en. (<i>To bid enviar, mandar- bade- bidden, and seventeen more</i>).</p>
XXXVI	<p>III.-Mismas irregularidades que los anteriores pero mantienen invariable la vocal en el participio pasado. (<i>To drive guiar, arrear- drove- driven, and eight more</i>).</p> <p>IV.-Añaden -n al participio pasado y el imperfecto toma la forma regular. (<i>To hew cortar- hewed- hewn, and six more</i>).</p> <p>V.-Imperfecto y participio añadiendo -d. La 'y' se cambia en 'i'. (<i>To die morir- died- died, and six more</i>).</p>
XXXVII	<p>VI.-Forman -t en imperfecto y participio. (<i>To burn quemar- burnt- burnt, and nine more</i>).</p> <p>VII.-Admiten la forma regular en el participio pasado, pero es la menos usada. (<i>To grave grabar, ahondar- graved- graven, and five more</i>).</p> <p>VIII.-Toman 't' en vez de 'd' como desinencia del imperfecto y participio pasado. (<i>To bend doblar, encorvar- bent- bent, and seventeen more</i>).</p>
XXXVIII	<p>IX.-Cambio de la vocal en el imperfecto y participio. (<i>To begin empezar- began, begun- begun, and twenty more</i>).</p> <p>X.-Los verbos de este grupo presentan diversas anomalías: la mayor parte tienen iguales el imperfecto y participio. (<i>To bite morder- bit, bate- bitten, and fourteen more</i>).</p> <p>XI.-El pretérito en 'e', terminando el participio en 'en'. (<i>To blow soplar- blew- blown, and seven more</i>).</p> <p>XII.-Cambian la vocal radical en ambos tiempos en 'o'. (<i>To bear llevar- bore- born, and four more</i>).</p>
XXXIX	<p>XIII.-Cambian la vocal radical y acaban en 'ght' en imperfecto y participio. (<i>To beseech suplicar- besought- besought, and eight more</i>).</p> <p>XIV.-Mudan la vocal en el imperfecto y participio pasado, que son iguales. (<i>To bind atar, encuardenar- bound bound, and ten more</i>).</p> <p>XV.-Verbos cuyas irregularidades no pueden sujetarse á regla fija. (<i>To come venir- came- come, and seven more</i>).</p>

The last three lessons of Ayuso's *Gramática inglesa* are filled with useful visual lists of bilingual vocabulary on the following topics respectively: compound verbs (thirteen pages), adjectives with their corresponding preposition and a list of verbs that usually go with a determined preposition (today: prepositional verbs). In fact, Ayuso is the only author from the corpus who establishes, for the first time, a difference between compound (today phrasal) verbs (lesson XLVI) and prepositional verbs (lesson

XLVIII) unlike his predecessors who put all the verbs with a preposition under the same heading: compound verbs.

At this stage, after the forty-eight lessons, the grammar extras (40% of the total content of the book) come into play. They are varied and heterogeneous and some of them cannot be found in other grammars of our corpus, thus making Ayuso's grammar a kind of original work. First, there is a section called *Letterwriter's manual*. It consists of twenty-one pages showing different types of letters (from short extracts to full letters) classified by functional or pragmatic parameters (eg. letters of invitation, acceptance, refusal, etc.). Since there is no Spanish translation, Ayuso's main goal here is to promote reading, thus reinforcing orthography, one of Ayuso's main concerns as explained earlier on. With this extra section on commercial letters, the second part of the grammar comes to an end. Now, a new section begins, preceded by the title page *Segundo Curso* (Second Course). It encompasses five different parts: a catechism of English grammar, syntax, versification, vocabulary and a list of abbreviations.

As for the Catechism, it is made up of 25 pages where grammar is explained in English in a question-answer format containing 214 rules. There are no exercises. The next part, Syntax, is a 58-page treatise also in a question-answer format with English as the metalanguage. Then, a bilingual vocabulary list ensues. It contains most of the words found in the 48 *temas* in part I. Eventually, Ayuso's grammar ends with a complete five-page list of abbreviations and an alphabetical index of the topics dealt with in the whole book. All the extras or additional material in Ayuso's grammar are in English.

5.3.3. Final remarks

Urcullu's (1845) and Ayuso's (1880) English grammars share some common metatextual features, apart from having almost the same number of pages. Both have a similar basic lay-out consisting of a core body of grammar divided into lessons and an extra part, following a similar structure with the rest of manuals in our corpus. Pedagogical grammars were all-encompassing textbooks, unlike the more linguistically-oriented general grammars, in an attempt to present students not only with grammar rules but also with samples of literary or commercial English together with lists of vocabulary, some of them based on semantic principles, eg. compound verbs.

5.4. Juan Antonio Seoane's *Nuevo Diccionario Inglés-Español y Español-Inglés* (1849).

5.4.1. The Author.

Little is known about Juan Antonio Seoane. On the title page of his dictionary we learn

that this elusive figure was an ex-deputy but no further biographical data is given in the dictionary.

According to Gonzalo Díaz (2003: 277), Juan Antonio Seoane was born in 1815 and died in Madrid in 1887. He was a jurist who wrote political works¹⁵⁹ and a Secretary of the *Sociedad Económica Matritense de Amigos del País*.

He appears to have been involved in Masonic circles in the 1870s in the course of President Sagasta's rule in Spain. The Spanish King, Amadeo de Saboya, created the Marquisate of Seoane, a nobility title, on 18th December 1872 on behalf of Juan Antonio Seoane y Bayón, the author in question.

Asunción Ortiz (1993:10) asserts that Seoane had become the Great Inspector of the Masonic lodge *El Gran Oriente Nacional de España* between 1876 and 1887. However, no records of his task as a lexicographer have been found.

5.4.2. The *Nuevo Diccionario Inglés-Español y Español-Inglés* (1849)

5.4.2.1. Para-texts and extra content

Right after the dictionary's title page, there follows an unnumbered page which details the different foreign cities and booksellers where this dictionary could be purchased, apart from Madrid. If we are to believe this editor's note, it enjoyed a wide circulation, as follows:

Se vende: En Madrid en las librerías de D. Angel Calleja y C. Bailly-Bailliere. En Burdeos chez Chaumas; et Lawaie. En Paris chez Xavier Stassin, Baudry et J. B. Bailliere. En Londres at H. Bailliere. En Leipzig zu Michelsen. En América (Méjico: H. Brun. Valparaiso: Flourey. Cuba: Charlain. Lima: Calleja. Nueva York: Bossange.

We have failed to find any of such copies after consulting some Digital Libraries online (Worldcat, Internet Archive) or the catalogues of the main European libraries (Bibliothèque National, The British Library and the Deutsche National Bibliothque). The only results our search yielded are three copies of the Spanish edition of Madrid (1849), held in the UK (in the British Library San Pancras, The British Library and The Bodleian Library¹⁶⁰). No further copies have been found in Mexico (Biblioteca

159 See, for example, *Leyes naturales de la política* (1848), *Jurisprudencia civil vigente española* (1861) and *Memoria de la sociedad civil matritense* (1841).

160 This copy is available online.

Nacional de México), in Cuba (Biblioteca Nacional de Cuba) or other Southern or Northern American cities. In fact, this is not the only irregularity about this dictionary; despite the bi-directional title of the dictionary (English-Spanish and Spanish-English), it turns out that it is only a mono-directional dictionary (English-Spanish) since no copies of the Spanish-English part have been found anywhere. This dictionary has no preface, only an introduction most likely written by the editor rather than by the author himself. One is led to believe, after considering all the above-mentioned facts, that behind the publication of this dictionary lies the hand of an editor with a good marketing campaign who *plagiarized*, as we shall see, a former dictionary.

This idea of a plagiarism copy begins to take shape after reading the first lines of the only para-text in Juan Antonio Seoane's dictionary. That is, the introduction to the dictionary which reads:

Hace muchos años que se echa de menos un diccionario de las lenguas española é inglesa más portátil y barato que el de la edición publicada por primera vez en Londres el año de 1831 en dos gruesos tomos.

For long, a more portable and cheaper dictionary of the Spanish and English languages than that of the first edition of London of 1831 in two thick volumes has been missing.

That cryptic reference to a London edition of 1831 is none other than that of the *Diccionario de las lenguas española é inglesa de Neuman y Baretti* (London, Longman Rees, *et al.*) adapted by Mateo Seoane. Mateo Seoane was a reputed Spanish exiled doctor. Garriga and Gallardo (2007: 3) concur that it is a dictionary, written in 1831 by the constitutional exile Mateo Seoane (member of the *Real Academia Española* (Royal Academy of Spain) between 1841 and 1870 and that it draws upon yet another dictionary of 1799 that was the result of merging the *Diccionario Español é Inglés* by the Italian Joseph Baretti, with the *Diccionario de términos navales* by Henry Newman.

M. Seoane prepared a new edition of the bi-directional bilingual Spanish-English dictionary of Neuman & Baretti which had appeared since the beginning of the 19th century. Two lexicographers together in a dictionary was an editorial move; Neuman and Baretti had never worked together. Their names coincided for merely editorial

reasons. Baretto belonged to the tradition of dictionary makers started back in the XVI century with Richard Percyval until the end of the XVIII century when a new recension, see chapter 3, in bilingual dictionary making was initiated by Connelly and Higgins (1797/1798). Unlike Baretto, Neuman belongs to this new recension which continued throughout the 19th century. Mateo Seoane was the first to continue the development, initiated by Connelly and Higgins (1797/1798), of bilingual Spanish-English lexicography in 1831. His dictionary became so popular that it reached an eleventh edition in 1854¹⁶¹ although it was only published in London.

Gallardo (2003) explains that Mateo Seoane's dictionary, which was a huge editorial success at the time, counted on the participation of well-known exiled figures such as Vicente Salvá, Pablo de Mendibil and Mariano Lagasca making it a collaborative work rather than a solo job.

In a way, the merging together of Neuman and Baretto in London in 1823 for the production of a bidirectional bilingual Spanish-English dictionary implied that two distinct traditions (the one from 1591-1799 and the other from Connelly & Higgins, 1797/1798) merged into one dictionary that was to become one of the referents and most adapted dictionaries of the 19th century (especially, the versions made by the Mexican Mariano Velázquez de la Cadena, whose title page bears the names Seoane, Neuman and Baretto. There exist three Spanish editions of Velazquez's dictionary, which appeared in Cádiz in 1858, 1861 and 1863 respectively. Jose M. Lopes adapted Velazquez's dictionary in 1870 and, in collaboration with Bensley from 1878¹⁶² onwards, in an adaptation that was published many times in Paris, London and New York until 1910.

Back to Juan Antonio Seoane's dictionary, the main points dealt with in the introduction to his dictionary are the following:

- In contrast to the mentioned edition of 1831 in London, Juan Antonio Seoane (1849) brings to the Spanish public an updated version containing:

un número no pequeño de voces que desde entonces han hecho tan comunes

161 Yet, there is another later edition of 1862 (London, Longman and C^a) found in Google Books.

162 The first one-hundred pages of Lopes and Bensley's *Nuevo Diccionario inglés-español y español-inglés* in its first edition of 1878 were revised by Francisco Corona Bustamante (Bruña Cuevas, 2013: 119).

como importantes los grandes adelantamientos de las ciencias, de las artes y de todos los géneros de industria.

a far from small number of voices that since then have made so common and important the great advancements in the Sciences, in the Arts and in all types of industry.

- A. Seoane goes on to establish differences between his *Nuevo diccionario* and the 1831 edition. This time, he mentions two further amendments: a smaller volume and the number of main entries:

El aumento de este número [de voces]... es tan considerable que solo la letra A tiene en el presente diccionario mas de 4700 artículos, cuando en el que se hace mencion arriba,..., no llegan á 2300, siendo una parte muy principal de los términos que se han aumentado pertenecientes á ciencias y artes.

The increase of this number [of voices]... is so significant that the letter A alone has, in the present dictionary, more than 4700 entries, whereas in the one mentioned above,..., they do not reach 2300, with an essential part the number of increased terms belonging to the Sciences and the Arts.

- With reference to the sources mentioned by Juan Antonio Seoane, he is quite elusive, especially for the Spanish part: *respecto á la española, nos hemos servido continuamente de los que son conocidos de todos* (in relation to the Spanish [language], we have continuously referred to the ones known to everyone). As for the English part, two sources are mentioned: Webster's *Dictionary of American English* (1828) and the last editions of the *excelente diccionario inglés-francés de Boyer*¹⁶³.
- The first, and only, part of Juan Antonio Seoane's *Nuevo diccionario* includes some extra material consisting of a vocabulary of English pronunciation and an English grammar. The inclusion of a separate vocabulary or pronouncing dictionary is the reason why the entries in the *Nuevo diccionario* do not have their corresponding figurative pronunciation. The vocabulary, over 100 pages

163 Abel Boyer (166?-1729). He wrote a bilingual French-English dictionary called *Dictionnaire Royal Français et Anglais, divisé en deux parties* (1699). Later editions of Boyer's dictionary that Juan Antonio Seoane may have used are those of 1816 (published in London), of 1827 (published in Boston) and other subsequent reprints in Paris and Boston.

long, is preceded by a title page coinciding with that of the *Nuevo diccionario* except in the year of publication which is 1850. The sixteen-page English grammar includes 160 rules and its metalanguage is Spanish. This grammar includes an illustration¹⁶⁴ on the use of prepositions (see appendix 5).

After Juan Antonio Seoane's or the editor's introduction, the actual dictionary is preceded by a page containing an explanation of the abbreviations used in the dictionary and a section called *Advertencias para el uso del diccionario* (Guidelines for the use of the dictionary) which clarify the way users should use this dictionary. Of this latter section, Juan Antonio Seoane provides users with four main points:

1.^a *El signo "ll" indica repetición de la palabra, objeto del artículo.* (The symbol "ll" shows repetition of the entryword).

2.^a *Cuando la palabra, objeto del artículo, está en versales es señal de que es anticuada.* (When the entryword is in italics, it is an archaic word).

3.^a *Todas las palabras, aun cuando sean compuestas, van por riguroso orden alfabético. Cuando una palabra pertenece á la vez á diferentes partes de la oración se ha puesto cada parte en el lugar que por orden alfabético le corresponde; por ejemplo: primero adjetivo, luego adverbio, etc. Tambien en los verbos se distinguen de las acepciones de activos las de neutros, y cuando varian de significacion por añadirles preposiciones ú otras palabras, ván tambien estas por el orden del alfabeto.* (All the words, also compounds, are rigorously arranged alphabetically. When a word belongs to several parts of the sentence at the same time, each part has been alphabetically arranged correspondingly; for example, adjective, adverb, etc. Verbs are also classified as active and neutral, and when they change meaning by adding either prepositions or other words, these latter are also alphabetically arranged).

4.^a *Para buscar las palabras en el 'Diccionario' se atenderá á las primeras palabras de cada columna y á las iniciales que están sobre ella y que indican hasta donde contiene*

164 Of all the primary sources included in our corpus, 64 in total, only three illustrations (Casey (1827), Schutz (1858) and A. Seoane (1849) have been found. Towards the turn of the century, Doppelheimer's *Gramática inglesa* (1900) became one of the first English grammars in Spain to make an ample use of illustrations for the teaching of the English language.

la columna. De esta manera puede con una ojeada comprenderse si la palabra que se busca está en la columna que se mira. (To look up words in the *Diccionario*, see the first words of each column and the initials above them, indicating the final word(s) of the column. This way, by a quick look, you can see whether your searchword is in the column you are looking at.)

5.4.2.2. Macrostructure of the *Nuevo Diccionario*

Our analysis of the *Nuevo diccionario* will focus on four aspects: the alphabetical lay-out of the lemmas or main entries and the treatment of phonetics, of derivational forms and of homonym words. Since there is no Spanish-English part, no mention of the principle of reversability will be made.

Alphabetical arrangement of the lemmas.

In Juan Antonio Seoane's monodirectional bilingual dictionary, the main entries are in low case in the same typeset as definitions. In fact, it is the same criterion followed by Mateo Seoane's (1831) dictionary. There are some anomalies, though of little relevance, caused by the alteration of the alphabetical order whenever the lemma is an English verb since it is presented in the infinitive form with *to* (eg. *Accáviad+To accéde+ To accélerate+Acceleration*). As regards the typography, both the lemmas and definitions are in roman typeset while italics are used both for phraseological units and obsolete words. The order of the lemmas is by letter, being quite consistent throughout the dictionary.

Phonetics.

Most of the lemmas bear an accent. The *Nuevo diccionario* uses a combination of the two types of accents used at the time. That is, an accent after the vowel that forms part of the stressed syllable (eg. *A'bbot; A'bdicant; A'bel-tree*) like other lexicographers such as Johnson and Webster and an accent on the stressed syllable (eg. *Abáck; To Abásh; Abátable*) like Connelly and Higgins (1797/8).

Monosyllabic words are always unaccented. Lastly, another phonetic point to check is whether there are some pronunciation references in the items dedicated to each of the letters. A. Seoane gives some pedagogical indications in relation to the pronunciation of each letter of the alphabet as shown below.

CAB

C, Tercera letra del alfabeto. Los ingleses la llaman si. Suena como k, antes de a, o, u; y como s, antes de e, i, y. Antes de h tiene un sonido intermedio entre k y s. En los derivados del griego la h es muda y la c suena como k. No se pronuncia en indict, muscle, victuals y sus derivados.

Treatment of derivational forms.

Juan Antonio Seoane's *Nuevo diccionario* includes derivational forms although not as subentries, as was customary, but as separate entries. Of special interest is the information on verbs. For instance, the entry 'To make' includes no reference to 'made' although it does the other way round (eg. *Made, V. Make*), thus we surmise that this dictionary was aimed at native Spanish users.

Treatment of homonym words.

They appear as separated entries (eg. *A'ccent+To accént+Accéntor+Accéntual*). There is an ample use of grammatical labels which are (see image below) :

- | | |
|--|--|
| a. adjetivo. | pr. pretérito. |
| ad. adverbio. | pre. preposicion. |
| ar. artículo. | pro. pronombre. |
| a. y s. adjetivo y sustantivo. | p. y s. participio y sustantivo. |
| c. conjuncion. | s. sustantivo. |
| i. interjeccion. | s. pl. sustantivo plural. |
| p. participio presente. | v. a. verbo activo. |
| p. p. participio pasado. | v. n. verbo neutro. |

5.4.2.3. Microstructure of A. Seoane's *Nuevo Diccionario*

Initial elements of the lexicographic items

In some cases, there is a double lemma, mainly due to orthographical variations, separated by a comma (eg. *Aby'sm, Aby'ss; Acólite, Acólothist*). The grammatical category of the entries is given in lowcase italics and without the use of brackets (eg. *s.; v.n.; v.a.; etc.*). The use of labels (N, Nautical; M, Medicine; etc.) is quite common, especially the use of scientific labels. There are no diatopical labels, which make reference to geographical places or labels to express different degrees of formality or

informality, except the use of words in italics, referring to archaic words.

Typography and subentries.

All definitions are in roman typeset like the lemmas. The use of italics is also used for phraseological units. Sub-entries are usually presented in alphabetic order (eg. *A'dler; s. Sierpe, vívora; llfly, nadadora; ll's grass (B.) Escorzonera; ll's tongue, s. (B.) lengua de sierpe*).

Another aspect worth mentioning is the similarities between Juan Antonio Seoane's (1849) English-Spanish part and Mateo Seoane's (1831) adaptation of Neuman and Baretti. In relation to Webster (1828), one of the English sources acknowledged in the *Nuevo diccionario* (1849), there are hardly any similarities between these three dictionaries, as shown in the following example:

WEBSTER (1828)	MATEO SEOANE (1831)	JUAN ANTONIO SEOANE (1849)
ECH'O, noun [Latin echo; Gr. Sound, to sound] 1. A sound reflected or reverberated from a solid body; sound returned; re-persussion of sound; as an echo from a distant hill. 2. In fabulous history, a nymph, the daughter of the Air ant Tellus, who pined into a sound, for love of Narcissus. 3. In architecture, a vault or arch for redoubling sounds.	E'cho, s. Eco, reflexión de la voz al oido desde algun cuerpo sólido.	E'cho, s. Eco.

Table 14. Entries in Webster (1828), M. Seoane (1831) and A. Seoane (1849).

Types of definitions.

Molina and Sánchez (2007: 103-104) establish four types of definitions included in bilingual dictionaries: Substitutive, list of synonyms, pragmatic and explanatory periphrases. Of the former, there are very few (eg., *Acrónic; Assets*). The most usual in A. Seoane (1831) is the second type. That is, a list of synonyms which is a type of definition that creates short items, with clear, straightforward and precise information.

Furthermore, that type of definition is very useful for translators and users who want a fast equivalent to understand literary or scientific texts. Pragmatic definitions are hardly inexistent, thus implying a non-communicative goal. Of explanatory periphrases, there are some examples throughout the dictionary (eg., *To ásperate, v.a. Hacer áspera alguna cosa*).

5.4.2.4. Final remarks.

Juan Antonio Seoane's *Nuevo diccionario* is, beyond question, a follow-up of Mateo Seoane's bilingual Spanish-English dictionary (1831) both in its macro and microstructures. The number of entries in A. Seoane (1849) is bigger than in M. Seoane (1831). After comparing the number of entries, randomly chosen, comprised between the initial letters BAC and BAL, on the one hand, and between SOU-SPE, on the other, the results have yielded a difference of roughly 30% of more entries in A. Seoane (1849). Of the four explicit sources mentioned (Webster, Neuman, Baretta and Boyer), two of them (Baretta and Boyer) belong to the 1591-1799 recension in Spanish-English bilingual lexicography. Webster's dictionary is a monolingual one and Neuman's is the only one following the new recension started by Connelly & Higgins (1797/8).

To sum up, Juan Antonio Seoane's dictionary (1849) represents no major contribution to the development of the bilingual Spanish-English tradition. Rather, it is a minor Spanish version of the much-acclaimed Mateo Seoane's dictionary (1831) despite the fact that A. Seoane introduces more words but no improvements with respect to the 1831 edition.

5.5. Antonio Cañada y Gisbert's *Diccionario tecnológico Inglés-Español* (1878)

5.5.1. The Author

Little is known about this author. The only two sources which shed some biographical data are, on the one hand, his own *Diccionario* and, on the other, some historical press extracts. In the former, we learn on the title page that Antonio Cañada y Gisbert was a commander of the army and captain of infantry. In the preface to his *Diccionario*, he further states that he presented his dictionary to the students at the *Academia de Artillería de Segovia* (Infantry Academy of Segovia)¹⁶⁵, where he also happened to be a teacher too although he does not specify the subjects he taught. With respect to the historical press, we consulted the *Catálogo digital de prensa histórica* (Digital

¹⁶⁵ In 2014, the Academy celebrated its 250th anniversary (1764-2014).

catalogue of historical press) which yielded the following results: all the references to Antonio Cañada (y) Gisbert range between 1881 and 1908; they all make reference to military issues, especially promotions. According to the *Guia oficial de España* (1889: 408), Cañada was a commander and Secretary of the *Escuela Central de Tiro* (Central Firing School) in Valencia in 1888. In 1895 he was promoted to Lieutenant-Coronel (*El Correo Militar*, 12/10/1895, page 3) and was destined to the sub-inspection of the park of Valencia (*El Correo Militar*, 31/12/1895, page 3). In 1904, he was promoted to Coronel in charge of the park of Valencia (*Anuario del comercio, de la industria, de la magistratura y de la administración*, 1906, nº 2, page 1297). He retired from the army in 1908 (*La Correspondencia Militar*, 20/2/1908, nº 9199, page 2). The rest of historical press extracts on Cañada y Gisbert refer to the diverse transfers he had during his military career, to Segovia, El Ferrol and Valencia. Nothing has been found as for his dates of birth and death.

5.5.2. Antonio Cañada y Gisbert's *Diccionario tecnológico Inglés-Español* (1878).

Cañada's specialized semi-bilingual dictionary, in its first and only edition, is preceded by two types of para-texts: a one-page prologue and a one-page list of all the sources used by Cañada for the composition of his dictionary. The prologue, unlike others in our corpus, does not contain any biographical information about the author. On the contrary, it focuses on Cañada's two-fold objectives for the creation of his dictionary. As he states at the beginning of his prologue, *Al empezar este trabajo me guiaban dos solas ideas* (On starting this work I was guided by only two ideas, which can be summarized as follows:

1. *llenar el vacío que se nota en nuestro idioma con la falta de un diccionario de esta clase.*
 2. *ser útil á mis compañeros entre quienes se vá estendiendo la aficion al estudio del idioma inglés.*
1. to fill the gap felt in our language with the need of a dictionary of this type.
 2. to be helpful towards my fellow-teachers among whom the interest in the study of the English language is expanding.

He also acknowledges one of his predecessors, the '*dignísimo jefe*' (honourable Master) Joaquin Maria Enrile whose *Vocabulario Francés é Inglés-Español* had been

published back in 1853. However, Cañada recognizes that a new work was necessary due to the facts that no editions of Enrile's work could be found and that it had been written 25 years ago, thus claiming that technical vocabulary had evolved a lot in those years. In Cañada's words, Enrile's work was:

dedicada... en campo muy limitado á los asuntos militares y a la artillería, cuyo material no había adquirido por entonces el desarrollo que ahora ha alcanzado.

dedicated... in a limited way to military matters and to artillery, whose material had not acquired, then, the level it has now reached.

Thus, Cañada, in an attempt to keep up with the times, is suggesting a phenomenon that was not only occurring in the army, as we have just seen, but in some other sectors of the Spanish society which advocated a more scientific turn in order to reach European standards with the help of foreign languages. In this regard, Cañada comments on the nature of the books held in the Academy School of Artillery of Segovia by observing *la multitud de obras inglesas de la facultad* (the vast number of English works). Cañada's testimony shows some evidence of the increasing influence the English language was acquiring in diverse sectors of Spanish society (commerce studies, *Estudios de Aplicación* or technical secondary education, and the army as well).

Like in the 18th century, this wider interest in English towards the last quarter of the 19th century still had its roots in a literary need. Cañada's *Diccionario tecnológico* (1878) was aimed at students of the army academies, thus:

proporcionándoles los medios de verter al nuestro patrio la multitud de obras inglesas..., difíciles de entender sin la cooperación de un diccionario de esta clase.

providing them with the means to translate into Spanish the vast number of English works..., which are hard to understand without the use of a dictionary of this type.

Thus, Cañada's dictionary aims at facilitating the understanding of specialized or technical English books related to the army, and especially to the artillery. Furthermore,

the creation of Cañada's dictionary as a reference book is accompanied by other pedagogical measures taken, at least, in the Academy of Artillery of Segovia, as Cañada himself mentions in his prologue:

Hoy que el establecimiento de la clase de inglés en nuestra Academia, permite abrigar la esperanza de que en un plazo no muy lejano la inmensa mayoría de nuestros oficiales sepan traducir por lo menos tan necesario idioma.

Nowadays, the establishment of the English class in our Academy allows us to give hope that in a not very distant future most of our officials will know how to translate, at least, such a necessary language.

Hence, the importance of works such as Cañada's (1878) in order to reinforce the English classes given in the Academy of Artillery of Segovia. What a better tool than a bilingual English-Spanish dictionary to foster foreign literary skills with overtly translation objectives. Cañada's short prologue ends with a few humble words, or false modesty, which were quite common not only among the dictionary makers but also among the grammar writers of the period object of our study:

El trabajo es de reconocidísima importancia, y por lo tanto no creo haberle dado cima dignamente por ser superior á mis escasas fuerzas y conocimientos, abundando quizá en errores que confío que otros estimulados por mi ejemplo irán corrigiendo, pero tal como es lo ofrezco, creyendo prestar con ello un servicio al cuerpo, cuyo uniforme tengo la honra de vestir.

The work is of renowned importance, and nevertheless I do not think I have decently finished it for being superior to my feeble strength and knowledge, abounding perhaps in errors that, I entrust, others will correct spurred by my example, but I offer it as it is, believing that I am rendering a service to my corps, whose uniform I have the honour to wear.

The last para-text included in Cañada's dictionary, the only one of its nature in our corpus due to its exhaustiveness (see image on next page), is fully dedicated to Cañada's sources for his bilingual *Diccionario Tecnológico*. In total, Cañada mentions 22 works including one polyglot vocabulary, three bilingual dictionaries (two French-

OBRAS CONSULTADAS Y QUE HAN SERVIDO DE BASE
PARA LA FORMACION DE ESTE DICCIONARIO.

Vocabulario Francés é Inglés-Español por el Comandante Capitan de Artilleria D. Joaquin Maria Ewite.

Diccionario Inglés-Español y Español-Inglés por F. Corona Bustamante.

Diccionario Francés-Español y Español-Francés de Salvá.

Diccionario Francés-Español y Español-Francés de Blanc.

Diccionario de Equitacion para uso de los oficiales del arma de Caballeria.

Brande and Cox's Dictionary of Science, Literature and Art.

Aide memoire de l' officier d' Etat Major par M. de Rouvre, lieutenant Colonel de l' Etat Major.

Artillerist Manual by Major Griffiths R. A.

Chemistry as applied to the Arts and Manufactures by Dr. S. Muspratt.

Defence of Military outposts by Capt. Jebb. R. E.

Dictionary of military science by Lieut. E. S. W. Campbell.

Short notes on field batteries by Capt. Orde Broene R. A.

Tomlinson's Cyclopædia of useful Arts and Manufactures.

Aide memoire to the Military Sciences.

Baker's Elements of mechanism.

Dictionary of Artillery by General Cotty.

Military and Naval Dictionary by James.

Naval and Military Technical Dictionary by Colonel Burn.

Bourne on the Steam Engine.

Treatise on Artillery by Lieut. Col. Bozer.

Modern Artillery by Lieut. Col. Owen. R. A.

Treatise on Military Carriages by Capt. Kemmis. R. A.

NOTA. Muchos de los términos que se incluyen como técnicos en esta obra y que además pertenecen á los diccionarios generales, se han colocado obedeciendo así al criterio adoptado en el *Naval and Military Technical Dictionary* francés-inglés y viceversa del Coronel Burn, cuya obra ha servido como de base para la redaccion del presente Diccionario, habiendo tambien seguido el parecer de dicho autor, en los casos de diferencias ó discrepancias con las demás obras consultadas.

to original English works. However, the truth is that, despite the fact that the English language was gaining a felt presence as the 19th century progressed, the French cultural *milieu* in Spain was dominant due to historical and cultural reasons including the presence of the French dynasty of the Bourbons in the Spanish throne (1714- present time). In fact, Cañada (1878) gives us his major influence in a footnote at the bottom of the same page. It turns out to be a bilingual French-English dictionary called *A Naval and Military Technical Dictionary of the French language. In two parts: French-*

Spanish¹⁶⁶ and one English-Spanish), six monolingual dictionaries (5 English ones and one in Spanish) and twelve works on army and science issues (11 English works and one French work).

From a close look at Cañada's sources, reveals that English works clearly outnumber the French as well as the greater number of English monolingual dictionaries¹⁶⁷ over French. However, as far as bilingual dictionaries are concerned, the difference is very small: two-to-one in favour of the French-Spanish dictionaries.

Cañada's sources clearly show a predominance of English works which, apparently, broke with the tradition of solely referring to French works rooted in the eighteenth century, thus showing a somewhat novel interest in referring

166 The third dictionary mentioned on the list by Cañada is the *Diccionario Francés-Español y Español-Francés de Salvá*. Cañada does not mention the years of publication of his sources. Bruña Cuevas (2006: 607) claims that this work (1856 and subsequent editions), in his opinion, *debiera conocerse como diccionario de Guim y Noriega* (should be known as Guim's and Noriega's dictionary).

167 Of Cañada's list of sources, one may miss the DRAE, *Diccionario de la Real Academia Española*, (Dictionary of the Royal Spanish Academy). Instead, he mentions Salvá's *Diccionario Francés-Español y Español-Francés* (1864). The reason may lie in the fact that Salvá included more technical and scientific terms than the DRAE.

*English and English-French, with explanations of the various terms*¹⁶⁸ and written by the Coronel Robert Burn:

habiendo también seguido el parecer de dicho autor, en los casos de diferencias ó discrepancias con las demás obras consultadas.

having also followed the decision of said author, in the cases of differences or discrepancies amongst the remaining consulted works.

5.5.3. Cañada's *Diccionario Tecnológico Inglés-Español*: Micro and macrostructures

Cañada follows Burn's macrostructure. The main entries are given in capital letters while definitions are in lower-case. The typography is also very similar with lemmas and definitions in roman typeset and the use of italics for collocations or phrases. Neither of them contain phonetical information of any kind nor is there a treatment of derivational forms. Contrary to general bilingual dictionaries, bilingual technical ones like Cañada (1878) and Burn (1870) were more reluctant to include pronunciation markings, let alone figurative pronunciation, since their main objective was to help with translation rather than pursue communicative skills.

As for homonyms, both authors present them in separate entries. Unlike Cañada, Burn uses some grammatical labels (*s.*; *v.a.*; *etc.*) to classify words. Cañada only uses the particle 'to' in brackets after the lemma to indicate the word is a verb although he does not differentiate between active or passive and transitive or intransitive as Burn does. Cañada uses brackets to give lemma's synonym terms (eg. FORTUNE (--ó *chances of war.*)=*Azar ó suerte de la guerra*; LEAF (--ó *flower of the hammer spring.*)=*Uña del muelle real en la llave de fusil antiguo*; etc.). In Cañada, it is relevant to mention that some terms have more than 30 different entries (ARMS (36); ARTILLERY (31); BRIDGE (42); SCREW (56); etc.).

The only symbol found in Cañada (1878) is a light-face dash whose only function is to replace the lemma in a collocation or phrase (ASTRAGAL (*cascable--*).=*Moldura de la culata del cañón.*). That is the reason why many main entries are not defined but are part of a run-on entry.

¹⁶⁸ The popularity of this bilingual dictionary is attested by its number of re-editions: five in total, between its first edition of 1843 and its five edition of 1870 (London, J. Murray), chronologically in: 1843, 1852, 1854, 1863 and 1870.

Cañada's (1878) microstructure can be summarized as follows:

- Double lemmas are very scarce. They are presented as different entries: (AMBUSCADE+AMBUSH.=Emboscada; ANDIRON+HAND-IRON.=Morillo de un hogar).
- There are no grammar categories of lemmas nor references to number (singular/plural) or gender (masculine/feminine)
- There is an alphabetical order of lemmas, even of the run-on entries between brackets (LENGTH+LENGTH (--of a fuze)+LENGTH (--of a saw)+LENGTH (of the stroke of a piston). The explicit recognition of Burn's influence on Cañada's *Diccionario Tecnológico* can best be felt by contrasting some entries from both dictionaries. We have chosen three entries at random and there is no doubt Cañada largely drew on Burn:

CAÑADA (1878)	BURN (1870)
<p>ASTRAGAL.= Astrágalo; collarino; moldura del cañon; baqueta; vara de cohete; toro; bo-cel; cordel ó junquillo cuyo perfil es un semi-círculo.</p> <p>ASTRAGAL (<i>cascable--</i>).= Moldura de la cu-lata del cañon.</p> <hr/> <p>COAK.=Dado de fundicion de una polea. Buje de fundicion ó de rueda.</p> <p>COAK (<i>felloe--ó dowl.</i>)=Torillo de madera que ensambla dos pinas de una rueda.</p> <hr/> <p>STENCIL (<i>to.</i>)=Pintar por medio de plantillas.</p>	<p>ASTRAGAL, <i>s.</i> (<i>or bead</i>), astragale, <i>f.</i>; tore, <i>f.</i>; baguette, <i>f.</i>; rondeau, <i>m.</i>; <i>cascable--</i>, relief de la culasse, <i>m.</i></p> <hr/> <p>COAK, <i>s.</i> dé de fonte d'une poulie, botte de fonte <i>ou</i> de roue, <i>f.</i>; <i>felloe--</i>, or <i>dowl</i>, goujon, <i>m.</i>; <i>lignum vitae sheave with brass--</i>, rouet de gaïac à dé de fonte, <i>m.</i></p> <hr/> <p>STENCIL, <i>s.</i> patron, modèle en cuir <i>ou</i> en toile cirée pour les papiers peints, <i>m.</i></p> <p>STENCIL, <i>v.a.</i> peindre avec des modèles, au patron; égratigner.</p>

- Cañada's definitions are mostly made up of synonyms although in some cases he uses explanatory periphrases (AIM (*to*).=Apuntar un arma de fuego; PALISADE (*to*).=Revestir; cerrar ó cercar con empalizadas; PANEL (--work).=*Explotación de las minas por compartimientos*; etc.).

5.5.4. Final remarks

The fact that Cañada's monodirectional English-Spanish dictionary lacks a Spanish-English part makes it a type of dictionary suitable for what it was conceived. That is to say, to help Spanish users, especially those belonging to the military industry, with their comprehension of technical books in English in that field. His dictionary was well-received as the following press extract of 1880 demonstrates. This bibliographical review in the fortnightly magazine *Memoria de Ingenieros del Ejército*¹⁶⁹ (found while searching for 'Antonio Cañada y Gisbert' in the *Biblioteca Digital de Defensa*¹⁷⁰ (Digital Library of Defense)) albeit a bit long is worthwhile to gain some historical insight in terms of the social acceptance or welcome of Cañada's dictionary:

Diccionario tecnológico inglés-español, por el comandante de ejército, capitán de artillería, D. Antonio Cañada y Gisbert, profesor de la academia de dicha arma.—Madrid, 1880.—Un vol. En 4º

Notoria es la falta que hay de diccionarios tecnológicos de los idiomas francés, inglés, italiano y alemán con correspondencia en español, aunque sean las obras escritas en estos idiomas las mas conocidas en España y de las que sirven para que se pueda seguir los progresos de ciencias y artes en la época presente. Todo el que haya tenido que hacer una traduccion de cualquier obra extranjera al español, habrá experimentado la dificultad, y á veces la imposibilidad de verter fielmente el texto original á nuestro idioma. Los diccionarios generales, por completos que se anuncien y por voluminosos que sean, siempre dejan mucho que desear en punto á tecnología, parte difícil, árida, y que exige no solo grandes conocimientos generales, sino especiales en cada ramo del saber humano; así es que toda tentativa que se haga para llenar esta laguna, merece el apoyo del público ilustrado y especialmente él de los individuos ó corporaciones que por razón de sus especiales tareas tienen que lograr ventajas de gran valía de semejantes trabajos. Cuando no es solo una tentativa, sino una obra del mérito del Diccionario que nos ocupa, este apoyo se convierte en un tributo de agradecimiento al laborioso oficial que á fuerza de largas vigiliass ha logrado reunir más de 16.000 voces y frases técnicas

169 Año XXXV, Número 4, II Época, 15 de Febrero de 1880.

170 The library can be consulted at <http://bibliotecavirtualdefensa.es/BVMDefensa/i18n/consulta/busqueda.cmd>.

inglésas, correspondientes á las artes, ciencias, industria, etc., y principalmente al ejército, industria militar y material de artillería, y las ha condensado con sus equivalencias técnicas siempre que la tiene la voz inglesa en español, en otras con las mas aproximadas, y cuando todo falta, con explicación clara y concisa del objeto á que la voz extranjera se refiere.

Siendo el idioma inglés uno de los más necesarios para el estudio de la industria, de la marina, y aún de las ciencias, sobre todo de las de uso útil y práctico para la sociedad, es inútil recomendar el Diccionario del comandante Cañada; la noticia sola del asunto de que trata y la alta recompensa que ha merecido á propuesta de la Junta Consultiva de Guerra, bastan para que toda persona que se ocupe en trabajos científicos ó industriales, especialmente militares, deba tener en su biblioteca el Diccionario Tecnológico inglés-español á que estas líneas se refieren. (translation follows):

‘The lack of technological dictionaries is noteworthy in the French, English, Italian and German languages with their equivalents in Spanish, although the works written in those languages are the most known in Spain and are the most useful so that the progress in science and the arts can be followed in the present time. Anyone who has had to translate a foreign work into Spanish will have experienced the difficulty and, at times, the impossibility of accurately translating the original text into our language [Spanish]. General dictionaries, no matter how complete they claim to be and how big they are, always disappoint us in relation to technology, an arid and difficult part which demands not only great general skills, but special skills in every branch of human knowledge; therefore, any attempts to fill this gap deserves the support of the distinguished public and, especially, of the individuals or corporations which, due to their special tasks, have valuable advantages to achieve from such works. When it is not just an attempt, but the worthy work of the Dictionary under review here, this support becomes a tribute of gratitude towards the industrious official who, by dint of long nights, has managed to gather more than 16,000 English voices and technical phrases in the fields of the arts, science, industry, etc., and, especially, of the army, the military industry and artillery. He has condensed them with their technical equivalents into Spanish, others into the most similar Spanish version and, when everything fails, with a clear and concise explanation of the object the foreign voice refers to.

As English is one of the languages most necessary for the study of industry, the marine, and even of the sciences, above all, of those of utilitarian and practical use for society, it is useless to recommend the Dictionary by Commander Cañada; the news alone about the topic it deals with and the high reward it has deserved as proposed by the Advisory Board of Warfare should make everyone involved in scientific or industrial work, especially military personnel, have the Technological Dictionary English-Spanish in their libraries’.

After a thorough analysis of some representative grammars and dictionaries from our corpus, we go on to present the final chapter of this thesis which deals with the final conclusions, the future lines of research derived from our study and a bibliography of all the works cited in this thesis.

CHAPTER 6

CONCLUSIONS AND FUTURE RESEARCH LINES

6.1 CONCLUSIONS

Nowadays, the label ‘English as a *lingua franca*’ englobes the five continents although it has not always been the case. In fact, at the time printing was invented in Europe, Latin was Europe’s common language. The onset of the Renaissance saw the apparition of pedagogical works in the vernaculars, thus defying the long-held monopoly of the Latin. In the 16th century, old Italian, thanks to the prestige of the Renaissance, played a fundamental role, achieving a great influence outside the Italian Peninsula. The Spanish language began its international projection, above all in France, between the end of the XVI century and 1648, the year of the Westphalia Treaties. The presence of French reached its peak in Spain between 1648 and 1815 at the Congress of Viena). Although it is true that, particularly in the 19th century, it continued imposing itself due to a sort of historical inertia, notably in a formal school setting. In fact, from the mid-nineteenth century onwards other languages such as German, English and, to a lesser extent, Italian began to compete against French and its hegemonic role. In Spain, the official school framework was especially static throughout those decades. However, the German language and, more frequently, the English were making their own way “outside” that official framework, especially in commerce and technical studies.

Despite the leading roles of the above-mentioned languages across history, the plain fact is that other living languages were also worthy of some consideration. Our thesis delves into a long period of almost a century and a half (1769-1900) focusing on the teaching and learning of English in a Spain much influenced by things French.

Our central study begins in the mid 18th century, which was a ‘French century’ *par excellence*, and goes over the whole 19th century. It is a key period which ushered in new and novel social paradigms that still form the basis of our present time (industrial revolution, universal education, liberal views of politics, and so on).

As for education and the inclusion of FLT in Spain, our period object of study witnesses great changes with respect to previous centuries.

While the 16th and 17th centuries mainly focused on the education of princes as the ultimate goal of education, the 18th century gears all the focus on the education of the people in general. A controversy arose at the turn of the 18th century that is referred to

as 'The English question'. As opposed to those who were in favour of implementing the study of English, a countercurrent advocated that fostering ELT was a waste of time and money, aside a complication.

Such controversy ended in favour of the advocators for foreign language teaching, in general, and English teaching, in particular. The increasing production of grammars and dictionaries towards the end of the 19th century, as seen in chapter four, confirms this victory.

As the 19th century advances, individual teaching develops into class teaching with the subsequent involvement of the state, thus dividing education into secondary and tertiary education. Primary schooling came into effect at the beginning of the XX century. The impact of FLT in formal education was only felt from the mid 1850s onwards in Spain. French and English shared the offer in foreign languages only in secondary schooling, leaving primary and tertiary education without such study. That meant that, during our period object of study, there was no education for foreign language teachers at university level and this lack of a specific training in FLT had its consequences for the quality of foreign language teaching and learning..

That said, we can conclude that the diffusion of ELT in Spain went through two major phases: the first one comprises the period between 1769, coinciding with the publication of the first English grammar, and up to 1850. The second one starts precisely in the 1857, coinciding with the introduction of English in official curricula both in commerce and secondary schools. In the first phase, FLT mainly took place in para-university societies (Ateneos, Sociedades Económicas del País and Juntas de Comercio) and private individual classes. The offer of foreign languages had no direct governmental supervision or control. Apart from French and English, other languages like German and Italian were on offer. The second period, from 1857 onwards, witnessed the gradual institutionalization of public education (Secondary education and Commerce studies). Universities did not include FLT in their curricula focusing on a more classical approach in terms of Arts Studies where Latin and Greek held a heavy sway in the curriculum.

Due to the complexity of historiographic studies dealing with national traditions, we focused our study on the production of pedagogical works, such as grammars and dictionaries and other manuals. The key reference materials used by both teachers and students to respectively teach and learn English in that period.

Our study has yielded sixty-six primary pedagogical works, on the one hand, and several more regarded as secondary to our main study, on the other, such as literary

chrestomathies, travelling guides and translation books which were also used in English classes. In a word, a cultural heritage that had to be brought to life for the first time in the guise of a corpus. That said, the creation of a corpus of not only English grammars and dictionaries but also other English textbooks leads to the following conclusions as far as ELT in Spain is concerned.

Firstly, though English started to be studied as an extra and minor subject back in the second half of the 18th century, as the 19th century advanced, it gained a somewhat official recognition in technical and commercial studies.

Secondly, the methodology followed in the fifty-two grammars of our corpus coincides, to some extent, with the prevailing grammars at a European level, which are of a traditional or deductive nature similar to the ones used to learn the classical languages or what has coined as Grammar-Translation Method by later critics. In fact, two types of methodologies prevail amongst the works in our corpus: those characterized by eclecticism and the Theoretical-Practical Method (grammars that introduced theory first and then some exercises). The former, which dominated the first decades of the 19th century, refers to heterogeneous methodologies which endeavour to concile different methodological proposes. The latter, mainly given in the second half of the 19th century, pursues the study of grammar rules and then some practice in the guise of translation exercises. Many of the grammars of our corpus bear the title 'Método Teórico-Práctico', hence our label.

Lastly, in relation to FLT materials there are significant changes with previous centuries: Phrasebooks disappear and are converted into language guidebooks which become highly popular among travellers, especially in the second half of the 19th century. The market diversifies learning materials (graded coursebooks towards the end of the 19th century, pronunciation manuals, literary anthologies and translation or practice books). Polyglot grammars and dictionaries are in decline with only three in our corpus: Gabarró's (1886) polyglot grammar, which includes the Catalan language for the very first time in a pedagogical work together with Spanish, French, Italian and English, and Ainsa Royo's (1837) and Julio Soler's (1859) trilingual grammars in French, English and Italian.

A close look at the learning content of the manuals in our corpus yields the following features: language practice heavily relies on translation exercises. Discourse learning (phrases and dialogues) is sidelined, occupying a secondary role at the end of grammars.

Rules of grammar and bilingual vocabulary lists become the principal language content. The highest aim of ELT is the ability to read authorized authors, implying a shift from moral or religious to aesthetic aims.

One last social factor that further hints at a steady spread and somewhat consolidation of ELT in Spain by the end of the 19th century is connected with an advert which appeared at the end of José María Zubiria's *Traductor de Inglés*¹⁷¹ (1886). The relevance of such an advert, probably the very first of its kind, lies in the fact that it is advertising English language courses in Liverpool for foreign students, in our case the Spanish students. A buoyant business today whose origins, in Spain, date back to the end of the XIX century, the advert says:

**ACADEMIA CATÓLICA, APPLETON-IN-WIDNES
(A 4 leguas de Liverpool)
Establecida en 1830**

Dirigida por Messrs. R. Bradshaw é hijo desde 1866, y por Mr. R. Bradshaw por más de 40 años.

Nuevo método de enseñar el inglés, siguiendo el cual, un joven extranjero de 15 á 18 años, bien instruido, puede obtener un conocimiento útil de esta lengua, en 6 meses, por 50 libras esterlinas. Los jóvenes españoles que deseen obtener informes completos de nuestro método de enseñanza, pueden dirigirse al Sr. D. J. M. de Zubiría, Fueros 6, Bilbao¹⁷².

The outcome of this three-year research project has yielded a great number of grammars and dictionaries published in Spain as well as other pedagogical manuals. In order to achieve those results, many a strategy has been carried out apart from the standard ones, eg. (online) library search and consultation of previous bibliography. First, several specialists in the historiography of foreign language teaching have been

171 Consulted at the Biblioteca Nacional (Signature: 1/67117).

172 Catholic Academy, Appleton-in-Widnes. (4 leagues away from Liverpool). Established in 1830. Directed by Mr. R. Bradshaw and Son since 1886, and by Mr. R. Bradshaw for over 40 years. New method to teach English, by which a young foreigner between 15 and 18, well instructed, can achieve a useful knowledge of this language, in 6 months, for 50 pounds Sterling. The Spanish youth who wish to obtain full reports on our teaching method, can address themselves to Mr. J. M. de Zubiría, 6 Fueros St., Bilbao.

contacted and kindly responded to some questions concerning ELT in the 18th and 19th centuries. Second, some thorough searches for primary sources in the historical press, mainly online, has turned out to be highly fruitful. However, the fact that some key nineteenth-century press, eg. *El Diario de Barcelona*, is not yet digitalized has implied visiting, whenever possible, the corresponding library where the press issues are held. Third, the findings of some editions of grammars and dictionaries in religious libraries, eg. *Biblioteca Episcopal de Barcelona*, underlie the importance of those institutions as holders of foreign grammars and dictionaries. Eventually, although all the first editions of grammars and dictionaries in our corpus, sixty-six in total, have been successfully accounted for, the same cannot be said of those works which had subsequent editions (some one-hundred and ninety reprints in total). Despite the thorough search carried out for the completion of this thesis, there are approximately twelve reprints whose location is still unknown.

6.2. LIMITATIONS

One of the main hindrances associated with corpus-making, which is one of the key components of the historiography of (foreign) language teaching research, is the amount of time needed to successfully bring it to a completion. Even more so due to the fact that it is a research at a national level; covering a vast territory makes it more difficult for a researcher to satisfactorily cover the entire primary-source search process to the last detail beyond the present three-year period allotted for doctoral theses. In this regard, some of those unfinished procedures include:

- Further visits to libraries and archives, especially those libraries in the secondary schools that were mostly created during the second half of the 19th century. Most of those original institutes are still open nowadays although under different names, eg. The *Colegio de San Isidro in Madrid* (The College of San Isidro), known as *IES San Isidro* today, The Institute of Barcelona (Institute Jaime Balmes today), etc. As there was one in each provincial capital by the end of the 19th century, a thorough visit to their libraries was beyond our means.
- Further interviews or contacts with scholars from diverse specialities, eg.. Education, Translation Studies, Modern Languages and Literature, etc. would have probably shed further evidence on the historiography of ELT in Spain apart from those specialists already contacted in the course of this research.

- A more thorough research into literary works, eg. fiction and biographies, could have yielded more first-hand accounts of foreign language teaching worth taking into consideration, a point in case is Emilia Pardo Bazán's *Los pazos de Ulloa* (1887); exclusively in its first edition, there is a preface to the novel written by the author where she explains how she learned some foreign languages, especially French, English and German).

Be it as it may, we hope that the present thesis may trigger some future research (see next section) so that the history of ELT in Spain can reach its maturity for the benefit of the different actors involved in English teaching, eg. curricula developers, teachers, students, researchers and of the public in general.

6.3. FUTURE LINES OF RESEARCH

In the course of our survey some topics sprung up which, due to the fact that they were not central to our study, have been dealt with superficially. In this regard, some future research lines are given so that the history of ELT in Spain can, one day, be as complete as possible. They are the following:

- A study of those private institutions where ELT had a presence (eg. Seminario de Nobles, the Sociedades Economicas del País, Consulado de Bilbao). The only information available about them comes from works that refer to ELT in passing, as a secondary aspect dealt with in just a few lines.
- A survey of all the Spanish private academies created between 1769 and 1900, and beyond, where English was taught. This kind of research may be quite demanding since it implies a thorough research into primary sources such as the historical press and local archives where those academies may have been registered. In relation to the historical press, there are still important publications (eg. *El Diario de Barcelona*) which are not digitalized and can only be accessed, like in the case of archives, by visiting the different locations where they are held.
- Though some monographs have dealt with some of the works in our corpus (Benot, Urcullu, Casey, Piferrer, etc.), they only draw on certain aspects, especially pronunciation, thus leaving other untouched areas, such as syntax and the treatment of verbs. Most authors in our corpus (John Shaw, Magawly

de Calry, Doppelheim, George Brown, J. J. Brown, Navarrete, Corzanego, Alcober y Largo, Zubiría, to name just a few) had fallen into oblivion and, although this thesis has partially rescued them, further research into their works and authorships are needed.

- From a broader standpoint, more interdisciplinary studies that relate different FL (French, English, German and Italian) are much in need. Not only by contrasting different language traditions at a national level but also across European countries.
- A more thorough study of the polyglot dictionaries which connected English and Spanish from their origins in the 16th century until their near disappearance in the 19th century.
- The actual role of private tutors and governesses throughout history. Their influence is very significant in terms of foreign language teaching. Some of the authors in our corpus were tutors or governesses (William Casey, Magawly de Calry, Jorge Shipton, etc.). The main problem in this type of research is to find valid sources, which may be quite time-consuming.
- A corpus of all the grammars and dictionaries published in Spain in the XX century. Here, two periods clearly stand out. The first one covers until 1970 and is characterized by a low, though steady, production of English grammars and dictionaries. The second period ranges from the 1970s onwards, and especially from the 1980s, a revolution in English teaching materials swept across Europe and beyond. In our present time, in the 21st century, the Internet has brought forward a major revolution in terms of diversity and accessibility to foreign language teaching and learning content.
- A highly neglected topic both among historians and foreign language historiographers, and only slightly touched upon in this thesis, is the role of those Spanish publishing houses which paved the way to a major presence of foreign language materials. Their contribution to the spread of not only English but other foreign language materials as well has not been fully written yet, especially during the period object of study in this thesis. Their origins, their

international liaisons, their full catalogue of published books and their fight against plagiarism are just some aspects worth some further consideration to better gauge their cultural impact towards the diffusion of FLT in Spain.

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-AB Catàleg: <http://www.ateneubcn.org/biblioteca-i-arxiu/cataleg>

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APPENDIX I

CHRONOLOGICAL CORPUS OF GRAMMARS AND DICTIONARIES IN SPAIN (1769-1900). (1ST EDITIONS)

- 1769** San Pedro, Joaquín de: *Gramática inglesa, y española: Unico arte para aprender el idioma inglés, colegida de las mejores gramáticas de la Europa.*
- 1784** Connelly, Thomas: *Gramática que contiene reglas faciles para pronunciar, y aprender metódicamente la lengua inglesa, con muchas observaciones, y notas críticas de los más célebres autores puramente ingleses, especialmente de Lowth, Priestley, y Trinder. Compuesta Por el P. Fr. Thomás Connelly, religioso y dominico, y confesor de la familia de S.M.C.*
- 1784** Steffan, Juan: *Gramatica inglesa, y castellana o Arte metodico y nuevo para aprender con facilidad el idioma ingles.* Valencia, en la Fundición, é Imprenta de D. Manuel Peleguer.
- 1794** Jovellanos, Melchor Gaspar de: *Rudimentos de lengua inglesa.* In Venceslao de Linares y Pacheco. *Obras del Excelentísimo señor D. Gaspar Melchor de Jovellanos.* Barcelona, Imprenta de D. Francisco Oliva. 1840.
- 1797** Connelly, Thomas and Higgins, Thomas: *Diccionario nuevo de las dos lenguas española é inglesa, inglesa y española, que contiene las significaciones de sus voces, con sus diferentes usos, los términos de artes, ciencias y oficios; las construcciones, idiomas y proverbios que se usan en cada una de ellas: Todo extractado de sus mejores autores, y considerablemente aumentado por... Parte segunda que contiene el Inglés antes del Castellano.*
- 1798** Connelly, Thomas and Higgins, Thomas: *Diccionario nuevo de las dos lenguas española é inglesa, inglesa y española, que contiene las significaciones de sus voces, con sus diferentes usos, los términos de artes, ciencias y oficios; las construcciones, idiomas y proverbios que se usan en cada una de ellas: Todo extractado de sus mejores autores, y considerablemente aumentado por... Parte*

- 1799** Torres de Navarra, Joseph González: *Ensayo práctico de simplificar el estudio de las lenguas escritas, verificado sobre la inglesa para exemplo de todas las demás.*
- 1803** Gattel, Claude Marie: *Nuevo diccionario portátil Español é Inglés, compuesto segun los mejores diccionarios que hasta ahora han salido a luz en ambas naciones.* Valencia, P. J. Mallen y C^a.
- 1804** Frutos, Josef de: *Diccionario manual de voces necesarias para el trato común en las cinco lenguas Española, Italiana, Francesa, Inglesa y Latina. Para facilitar el uso de ellas a los que las aprenden.* Madrid, Imprenta de Gomez Fuentenebro y Compañía.
- 1810** Shipton, Jorge: *Gramática para enseñar la lengua inglesa.* Cádiz, D. Manuel Ximenez Carreño.
- 1815** Faria y Camargo, Joaquín: *Gramática inglesa.* Madrid, Imprenta del Colegio Nacional de Sordo-Mudos y Ciegos.
- 1819** Casey Moore, Guillermo: *Gramática inglesa para uso de los españoles.* Barcelona, Juan Francisco Piferrer, Impresor de S. M.
- 1820** Ruiz, Manuel G. J. : *Compendio de gramática inglesa o Método fácil para aprender los españoles esta lengua con propiedad.* San Sebastián, Imprenta de Ignacio Ramón.
- 1821** D. P. D. L. (or P. D. L., unknown author): *Gramática inglesa. Método práctico simplificado para aprender por sí solo, y en poco tiempo, á pronunciar el idioma Inglés, y á traducirlo al Español. Segunda edición corregida con esmero y aumentada con mil cuatrocientas voces.* Oviedo, Oficina de Pedregal y C.
- 1821** Feraud, Francisco G.: *Gramática anglo-española en 4 partes. 1ª Trata de la ortografía y alfabeto Inglés, con su verdadero método de pronunciar esta*

lengua. 2.^a La etimología, con ejemplos apropiados á cada parte de la oración. 3.^a La sintaxis, que contiene todas las reglas de la gramática inglesa, comparadas con la castellana. 4. Trata de la prosodia, versificación, puntuación y de las figuras de esta lengua, con un vocabulario alfabético mercantil & con frases idiomáticas. Bilbao, D. Pedro Antonio Apraiz.

1829 Fábregas, Sebastian: *Método para aprender a leer el inglés por reglas, tanto en prosa como en verso.* Madrid,

1831 Navarrete, Martín Fernández de [O'Scanlan, Timoteo]: *Diccionario marítimo Español, que además de las definiciones de las voces con sus equivalentes en frances, ingles e italiano, contiene tres vocabularios de estos idiomas con las correspondientes castellanas. Redactado por orden del Rey nuestro señor.* Madrid, Imprenta Real.

1834 Magawly de Calry, María Teresa: *Nuevo método para aprender el inglés, fundado en la naturaleza de este idioma y en las reglas de su gramática. Y combinado con los principios del sistema de enseñanza mútua. Facilitando su estudio á los niños desde la edad mas tierna, y mui útil para todos. Dividido en tres partes.* Cádiz, Imprenta de D. Domingo Feros, (A cargo de D. J. A. Pantoja).

1837 Ainsa Royo, Manuel: *Gramática práctica, para hablar, leer y escribir por principios gramaticales los idiomas Castellano, inglés, francés e italiano. Sin necesidad de maestros. Para uso de los españoles.* Barcelona, Imprenta de Valentin Torras.

1837 Ainsa Royo, Manuel: *Nuevo vocabulario de los idiomas modernos: español, inglés, francés e italiano.* Barcelona, Imprenta de Miguel Borrás.

1839 Fábregas, Sebastián: *Gramática inglesa para uso de los españoles.* Madrid, Imprenta de D. José María Repollés.

1843 Moradillo, Manuel de: *Método práctico, analítico, teórico y sintético de la lengua inglesa. A imitación del sistema de T. Robertson.* San Sebastián, Imprenta de Ignacio Ramón Baroja.

- 1845** Bergnès de las Casas, Antonio: *Nueva gramática inglesa, en la que se explican todas las dificultades de esta lengua; compuesta con presencia de las mejores gramáticas inglesas publicadas hasta el día*. Barcelona, Establecimiento Tipográfico a cargo de D. Juan Oliveres.
- 1845** Urcullu, José: *Gramática inglesa, reducida á veinte y siete lecciones. Nueva edición considerablemente aumentada y corregida por su autor Don José de Urcullu*. Cádiz, Imprenta, Librería y Litografía de la Sociedad de la Revista Médica, á cargo de D. Vicente Caruana.
- 1846** Soler, Julio: *Nuevo método para aprender el idioma inglés. Tomo I*. Barcelona, Librería Española.
- 1847** Piferrer, Francisco: *El idioma inglés puesto al alcance de todos. Método natural para aprender el inglés de un modo fácil y agradable sin cansar la memoria*. Madrid, Librería Casimiro.
- 1852** Piferrer, Francisco: *El idioma inglés puesto al alcance de todos. Método natural para aprender el inglés de un modo fácil y agradable sin cansar la memoria aumentada y corregida por el autor*. Madrid, José Repullés. 2ª ed.
- 1849** Casey Moore, Guillermo: *A critical pronouncing dictionary of the English language Adapted to the use of Spanish learners desirous of acquiring the genuine pronunciation of this tongue, wherein are accented, divided and syllabically pronounced all the words in English, according to the systems of Walker, Sheridan and other English lexicographers. Preceded by euphonical schemes of the several sounds of the vowels, diphtongs, triphthongs, mute letters, etc. without any need of what is falsely called "Figurative Pronunciation"*. Barcelona, Imprenta de V. Torras y J. Corominas.
- 1849** Martínez Espinosa y Tacón, Juan José: *Diccionario marino Español-Inglés é Inglés-Español para el uso del Colegio Naval*. Madrid, Imprenta de J. Martín Alegría.
- 1851** Benot, Eduardo: *Nuevo método del Dr. Ollendorff para aprender à leer, hablar*

y escribir una lengua cualquiera. Adaptado al inglés por Eduardo Benot. Obra calculada para aprender este idioma en seis meses, seguida de un apéndice, y acompañada, en volumen separado, de la clave de los temas y de un diccionario que por el orden de lecciones contiene todas las palabras y frases enseñadas en el testo, y la indicación de su prosodia. Revisada la parte inglesa por George Knowles Shaw. Cádiz, Imprenta, Librería y Litografía de la Revista Médica, Á cargo de D. Juan B. de Gaona.

1851 Benot, Eduardo: *Nuevo método del Dr. Ollendorff para aprender á leer, hablar y escribir una lengua cualquiera. adaptado al inglés por Eduardo Benot. Clave de los temas.* Cádiz Imprenta, Librería y Litografía de la Revista Médica, Á cargo de D. Juan B. de Gaona.

1852 Piferrer, Francisco: *El idioma inglés puesto al alcance de todos. Método natural para aprender el inglés de un modo fácil y agradable sin cansar la memoria aumentada y corregida por el autor.* Madrid, José Repullés. 2ª ed.

1854 Mountifield, William: *Novísimo metodo teorico, practico, analitico y sintetico de lengua inglesa, uno de los mas completos que se han publicado hasta el dia. Para aprender sin cansar la memoria á traducir, hablar y escribir esta lengua en 70 dias.* Madrid, Imprenta de Antonio Martínez. 2ª ed.

1858 Velázquez de la Cadena, Mariano: *A pronouncing dictionary of the Spanish and English languages: Composed from the Spanish dictionaries of the Spanish Academy, Terreros, and Salvá, upon the basis of Seoane's edition of Neuman and Baretti, and From the English Dictionaries Webster, Worcester, and Walker: with the addition of more than eight thousand words, idioms, and familiar phrases, the irregularities of all the verbs, and a grammatical synopsis of both languages, also a supplement of nautical terms. In two Parts, I. Spanish-English, II. English-Spanish.* Top title page: *Seoane's Neuman and Baretti—By Velazquez.* Cádiz, Imprenta de la Revista Medica.

1858 Brown, John George: *Gramática española: Sistema teórico-práctico por un nuevo método, modificación del Doctor Ollendorff.* Barcelona, Librería de El Plus Ultra, Imprenta de Luis Tasso; Madrid, Librería de San Martín.

- 1858** Cuendías, Manuel Galo: *Curso de lengua inglesa*. Madrid, Imprenta de Julián Peña, Impresor del Ministerio de Fomento.
- 1859** Soler, Julio: *Nuevo método para aprender los idiomas francés, italiano é inglés*. Mahon, Juan Fábregas y Pascual.
- 1860** Alcober y Largo, Vicente: *Compendio de la lengua inglesa en tres partes: 1ª La gramática, ó sea un extracto del método lexicológico y hermenéutico fundado en la etimología, analogía y onomatopeya. 2ª Un vocabulario de pronunciación figurada. 3ª Un programa ó cuestionario para los exámenes de inglés*. Murcia, Imprenta de Anselmo Arques.
- 1864** Bergnes de las Casas, Antonio: *Novísima Gramática Inglesa en la que se explican todas las dificultades de la lengua por D. Antonio Bergnes de las Casas, Nueva Edición considerablemente mejorada, y aumentada con temas ó ejercicios y vocabularios aplicables á las diversas reglas, así en la analogía como en la sintáxis, para lo cual se han tenido presente todas las gramáticas inglesas publicadas hasta el día, incluso la de G. H. Ollendorff. Con la clave de los temas por separado*. Barcelona, Librería de D. Juan Oliveres, Editor, Impresor de S. M.
- 1864** Lorenzo, José de; Murga, Gonzalo de; Ferreiro y Peralto, Martín: *Diccionario marítimo español, que además de las voces de navegación y maniobra en los buques de vela, contiene las equivalencias en francés, inglés e italiano. Y las más usadas en los buques de vapor, formado con presencia de los mejores datos publicados hasta el día*. Madrid, Establecimiento Tipográfico de T. Fortanet.
- 1865** Braun, J. J. (1865): *Nueva gramática inglesa. Curso teórico práctico*. Madrid, Librería de A. Duran.
- 1865** Díaz-Peña y Kearsing, Hernando: *Método para aprender con facilidad y en poco tiempo la lengua inglesa. Con explicaciones claras y sencillas de todas las partes de la oración, ilustradas con copiosos ejemplos. Al alcance de todas las inteligencias*. Barcelona, Establecimiento Tipográfico de Ramirez.
- 1868** Cornellas, Clemente: *Gramática inglesa teórico-práctica para el uso de los españoles*. Madrid, Librería de la Publicidad. 4ª ed.

1869? Braim, F. J.: *Nueva gramática inglesa, curso teórico-práctico*.

1874 Schütze, Francisco: *Gramática teórico-práctica de la lengua inglesa*. Barcelona, Imprenta de Tomas Gorchs.

1875 Reynal y Noguera, Lorenzo: *Sinópsis de la lengua inglesa con la pronunciación figurada según los mejores autores ingleses Dr. Johnson, Walker, Sheridan*. Tarragona, Establecimiento Tipográfico de Tort y Cusidó.

1877 Shaw, John: *Nuevo curso teórico práctico de idioma inglés, dado en el Ateneo Científico y Literario de Madrid en el año académico de 1876 á 1877*. Madrid, Imprenta de Alejandro Gomez Fuentenebro.

1878 Cañada y Gisbert, Antonio: *Diccionario tecnológico inglés-español. Comprendiendo más de 16.000 voces y frases técnicas, correspondientes á las artes, ciencias, industria, etc. Y principalmente al ejército, industria militar y material de artillería*. Segovia, Imprenta de P. Ondero.

187? Reynal, Lorenzo: *Breve y razonado metodo para el estudio de la lengua inglesa*. Tarragona, José Antonio Nel-lo.

1880 Garcia Ayuso, Francisco: *Gramática inglesa. Método teórico-práctico para aprender á hablar este idioma. Con un catecismo gramatical en inglés, para aprender á hablar este idioma*. Madrid, Academia de Lenguas, Imprenta, estereotipia y galvanoplastia de Aribau y Ca.

1880 Garcia Ayuso, Francisco: *Gramática inglesa. Método Teórico-Práctico para aprender á hablar este idioma. Con un Catecismo Gramatical en Inglés, para aprender á hablar este idioma*. Madrid, Academia de Lenguas, Imprenta, estereotipia y galvanoplastia de Aribau y Ca.

1881 Corzanego, Antonio: *Gramática inglesa: método filosófico-sintético-práctico. Edición corregida con conciencia durante la práctica de 35 años*. Valencia, Imprenta de Domenech.

- 1881** Reynal y Noguera, Lorenzo: *Estudios comparativos sobre la construcción, régimen y concordancia de las lenguas española e inglesa*. Tarragona, Imprenta de Puigrubí y Aris.
- 1883** Martín-Peña, Eduardo: *Gramática inglesa: Método teórico-práctico*. Madrid, Imprenta de Gregorio Juste.
- 1884** MacVeigh, Henry: *Método de Ahn. Curso de inglés arreglado al castellano. Por el profesor H. MacVeigh. Precedido de reglas y ejercicios de lectura, y seguido de un apéndice gramatical, con listas de voces, diálogos, etc.* Madrid, Carlos Bailly-Bailliere. Librería Extranjera y Nacional, Científica y Literaria. 7ª ed.
- 1885** Blasco Amigó, Manuel: *Gramática inglesa. Método teórico-práctico*. Coruña, Establecimiento Tipográfico de la “Voz de Galicia”.
- 1886** Bosch Y Bonet, Jaime: *Método para aprender el inglés teórico y práctico para uso de los españoles con la pronunciación figurada*. Palma, Tipografía de Viuda e Hijos de J. Gelabert.
- 1886** Gabarró, Bartolomé: *Gramática pentáglota para aprender el castellano, catalán, italiano, francés é inglés con numerosos temas en todos estos cinco idiomas. Escrita expresamente para las escuelas de la confederación española, ateneos, colegios, institutos, hombres de estudio, viajeros, aficionados y comercio*. Barcelona, Imprenta de Redondo y Xumetra.
- 1887** Lahme V. Schutz, Enrique: *Gramática inglesa*. Madrid, Enrique Rubiños.
- 1887/8** Clairac Y Sáenz, Pelayo: *Diccionario general de arquitectura é ingeniería. Que comprende todas las voces y locuciones castellanas, tanto antiguas como modernas, usadas en las diversas artes de la construcción, con sus etimologías, citas de autoridades, historia, datos prácticos y sus equivalencias en francés, inglés é italiano*. 5 vol. Madrid, Talleres de impresión y reproducción de Zaragoza y Jaime.
- 1891** Vega y Muñoz, Miguel de: *Elementos de lengua inglesa*. Sevilla, Gironés y Orduña.

- 1891** Zubiria, José María de: *Compendio bilingüe de gramática inglesa*. Madrid, Imprenta de Fernando Fé; Bilbao, Viuda Delmas.
- 1896** Constansó y Vila, Pedro: *Gramática inglesa: con un tratado completo de conversación*. Barcelona, Imprenta y librería de Montserrat.
- 1896** Huelín y Arssu, Carlos: *Compendio de gramática inglesa*. Madrid, Librería de Fernando Fé.
- 1896** Terry y Rivas, Antonio: *Diccionario marítimo Inglés-Español y vocabulario marítimo Español-Inglés. Obra útil para las marinas militar y mercante, cónsules, armadores, consignatarios, maquinistas navales, agentes comerciales, sociedades de seguros, etc. etc.* Madrid, Imprenta del Ministerio de Marina.
- 1898** Otto, Emilio and Kordigen, Gustavo: *Gramática sucinta de la lengua inglesa: acompañada de numerosos ejercicios de traducción y lectura*. Madrid, Romo y Füssel; Heidelberg, Julio Groos. 3ª ed.
- 1899** Terry y RIVAS, Antonio: *Diccionario de los términos y frases de marina: español-francés-inglés: obra útil para las marinas militar y mercante, cónsules, armadores, consignatarios, maquinistas navales, agentes comerciales, sociedades de seguros, etc.* Madrid, Imprenta del Ministerio de Marina.
- 189?/190?** Domenech, Estanislao: *Gramática inglesa*. Barcelona, Librería y Tipografía Católica de Hijo de Miguel Casals.
- 189?/190?** Doppelheim, Dr.: *Los idiomas al alcance de los niños: Inglés. Con más de 600 grabados que representan las cosas más usuales de la vida, con la pronunciación figurada y un vocabulario de cerca de 2000 voces*. Barcelona, Casa Editorial Sopena.

APPENDIX II

BIOGRAPHIES OF THE AUTHORS WHO PUBLISHED GRAMMARS AND DICTIONARIES IN SPAIN (1769-1900)¹⁷³

Ainsa Royo, Manuel

We only know he belonged to the military corps as an infantry officer.

Alcober y Largo, Vicente (Alcañiz, 1822 - Orense, 1877).

He studied Latin and Humanities in the *Escuela Pía* (Piarist School) of his town and took a degree in Philosophy at the University of Zaragoza. He was a member of the Asiatic Society of Paris and a former student of the Special School of Eastern Languages of that city. On his return to Spain, he worked for the State Ministry in the Department of Languages until 1854. Then, he set up a private language school called *Academia Universal de Lenguas* (Universal Academy of Languages). He was also a professor in several Institutes, eg. Murcia.

Benot, Eduardo (Cádiz, 1822 – Madrid, 1907)

He was a Spanish politician, writer, mathematician, philologist, linguist and lexicographer. His father, Julián Bernardo Benot, came from Piedmont, Italy, and was an officer of Napoleón Bonaparte's army who settled down in Cádiz after the Peninsular War. His mother, M^a de las Dolores Rodríguez de Vicherón, was a poet of noble birth born in Chiclana de la Frontera. At 22 years of age, he was a teacher of Philosophy and Logic which he later taught in the prestigious *Colegio de San Felipe Neri of Cádiz* when he was the Rector (1852-1868) and owner. He held two chairs in Astronomy and Geodesy in the *Observatorio de Marina de San Fernando* (Navy Observatory of San Fernando). He was a minister during the First Republic (1873-74) and by 1880 he abandoned politics, fully dedicating his time to his scientific and linguistic career.

173 We have followed an alphabetical order. In some cases, information concerning specific authors is highly elusive. Sometimes, the only information available is given on either their works' title pages or prologues. There are still a few biographical gaps that this thesis has failed to fill but we entrust that future researchers will duly accomplish this complex task. In fact, some authors fail to appear in the *Diccionario Biográfico Español*.

Bergnes de las Casas, Antonio (Barcelona, 1801-1879)

At 14, he started commercial studies in Mrs. Gironella's. At the same time, he was studying modern languages including modern Greek or Romaic. He belonged to the Voluntary National Militia between 1820 and 1823. Then, he moved to England in 1824 where he came into close contact with Quaker circles. In the 1830s, Bergnes started his task as a French teacher at the Board of Commerce in Barcelona (1833-1839) but he eventually gave it up to fully dedicate to his editorial venture (1830-1843). He held the first chair in Greek at the University of Barcelona (1834-1875). In 1857, he was the Dean of the Faculty of Philosophy and Arts at the University of Barcelona and later he became its Rector (1868-1871). He was also the editor of a magazine called *La Abeja* (1862-1870), an Enlightened Scientific and Literary Magazine. He became a member of the Royal Spanish Academy in 1872 and entered Parliament for Barcelona that same year. He was also a translator of Walter Scott's and George Sand's works. He died in Barcelona at the age of 78.

Blasco Amigó, Manuel

He was a teacher and public accountant. He is associated to the Higher School of Commerce in Barcelona where he held a chair of English and became its director in 1891.

Bosch i Bonet, Jaime

He was a pilot, a language teacher and interpreter on the Health Board of the Port of Palma de Mallorca.

Braun, J. J.

He was a doctor in Philosophy and a teacher of Hebrew, German and English in the Royal Seminary and College of San Lorenzo del Escorial. He was the author of a Greek grammar which was officially declared as a textbook by the Royal Council of Public Instruction.

Cañada i Gisbert, Antonio

Captain and subsequent General of Infantry.

Casey Moore, William (Guillermo) (1795-1857)

Of Irish origins, he was a language teacher in Mahon, Madrid and Barcelona. He became a member of the Academy of Fine Arts in Barcelona (1821). He was the only

English teacher at the Board of Commerce School of English in Barcelona (1826-1851). Then, he taught English and German at the Industrial Institute of Barcelona. His last years were spent in absolute poverty: one of his sons died and he had to send two more to a Charity house in Barcelona. Impoverished, he died at the age of 62.

Clairac Saénz, Pelayo (1819-1891)

He was a civil engineer born in Santiago de Cuba. He became an influential figure in Spanish engineering during the second half of the XIX century. He published several works in the *Anales de la Construcción y de la Industria* (Annals of Construction and Industry) and, as an editor of some volumes of the *Diccionario Enciclopédico Hispano-Americano* (VV. AA., 1887-1898) in the areas of Engineering and Geodesy.

Connelly, Thomas (?-1800)

Hailed from Crosswell, County Galway, Connelly became one of the few Irish migrants in eighteenth-century Spain. He was confessor to the Royal family and also linked with *El Colegio de Irlandeses de Madrid* (The Irish College of Madrid) founded in 1629 by Theobald Stapleton, thus being well acquainted with Spanish diplomatic circles. His *Gramática inglesa* (1784) had originally been commissioned by José Moñino y Redondo, count of Floridablanca (1728-1808) as secretary of state. His nephew, Thomas Higgins, came from Italy to assist Connelly with his *Diccionario de las dos lenguas* (1797-1798), becoming a crucial co-author, albeit later in the project's development. He died in either San Ildefonso or Aranjuez on October 5th 1800.

Constansó Vila, Pedro

A Reverend and Missionary Son of Mary's Immaculate Heart. He belonged to the order of the Claretians founded by the Father San Antonio Maria Claret.

Cornellas, Clemente (1815-1879)

He got a university degree in Civil Law. He held a Chair of English at the Institute of San Isidro in Madrid. From 1870 onwards, he became a substitute of the French Chair there.

Corzanego, Antonio

He graduated from the Faculty of Philosophy and Arts of Valencia. He held a chair in English in the Provincial Institute of Secondary Education of Valencia. He was a

member of the Literary Society for Foreign Graduates of Liverpool, of the Society of Arts, Manufactures and Commerce of London, and a member of the Board of Directors of the Society of Arts, Sciences and Humanities of London. He was also a Secretary or legal Representative for Spain and Portugal.

Cuendias, Manuel Galo

He held a Chair in English at the Institute of San Isidro. Apart from English, he also taught technical subjects in relation to industry and commerce, shorthand and modern languages. As a journalist, he published several articles under the nickname of '*El Pobre Filósofo*' (The Poor Philosopher). Some of his most representative works are *L'Espagne pittoresque, artistique et monumentale*. Torino, Stab. Tip. Di Aless. Fontana (1850) and *Spanien und die Spanier: ihre Sitten, Trachten, Volkssagen und Legenden, Bau und Kunstmalerei*. Brusell, Carl Muquardt (1849).

Fábregas, Sebastian (?- 1845)

He was a teacher of English at the *Ateneo de Madrid*. He was a counsellor of the Spanish college called *Instituto Español* where he also held a chair in Geography. He opened a private school called *Colegio Universal de Humanidades y carrera Comercial* (Universal School of Humanities and Commerce) in Madrid. He translated and adapted Adriano Balbi's *Abrégé de Géographie* (1832), published in Spain in 1848 under the title *Novísima Geografía Universal*.

Faria Camargo, Joaquin

A presbyter and missionary apostle in London. He was also an apostolic protonotary, honoured chaplain and preacher of Her Majesty, the Queen of Spain. Chaplain-teacher of the *Colegio General Militar de todas las Armas* (General Military College) and a member of the Atheneum of Madrid.

Feraud, Francisco G.

A teacher of Spanish in London and, later, a professor of English in the Spanish schools of Bilbao.

Gabarró Borràs, Bartolomé

Anti-clerical Spanish journalist, pedagogue and writer. He was an ex-Piarist. He hugely fostered the *Confederación Española de Enseñanza Laica* (Spanish Confederation of Secular Teaching). He participated in some anti-clerical campaigns in two

newspapers of Barcelona: *La Tronada Anticlerical* (1881) and *El 1º de Mayo*. In 1882, he founded the editorial called *Biblioteca Laica Anticlerical*. He was the founding member and president of the *Directiva de la Unión Española de la Liga Anticlerical de Librepiensadores* (Directive of the Spanish Union of the Anticlerical League of Freethinkers) in Barcelona in 1882. He participated in the creation of secular schools in Barcelona, thus becoming the first textbook writer for secular schools in Barcelona. A spiritual crisis due to the death of one of his sons brought him back to a secluded life in the Piarist order, thus breaking up with his secular life.

García Ayuso, Francisco (Segovia, 1835 – Madrid, 1897)

He studied Humanities in Segovia and then spent two years in Tanger and Tetuan. He was a teacher of Hebrew, French and German at the Seminary of Ávila. He spent some years in Munich attending classes and conferences by leading German orientalists between 1868 and 1870. On his return to Madrid, he founded a private language school. He was one of the very few Spaniards who knew how to read and translate Cuneiform writing and to understand the neo-Asirian and neo-Babylonian languages. He held a chair in German at the School of Commerce and at the Institute of San Isidro, both in Madrid. When he died, he was working on an Etymological Dictionary.

Gattel, Claude Marie (Lyon, 1743 – Grenoble, 1812)

He studied at the Jesuit School of Lyon, then at the University of Paris and finally at the Seminary of Saint-Sulpice. In 1767, he was appointed as a teacher of Philosophy and Physics in Grenoble where he remained for nineteen years. He became a lawyer for the Parliament of Grenoble as well as Chief Secretary of the first Presidency of that Sovereign Court in 1786. During the French Revolution he remained in prison for eighteen months. He worked for nine years (1801-1810) as the Principal of the Lycée de Grenoble. His most relevant work is his *Dictionnaire de la langue française* (1797). He spent some years preparing a second edition that appeared in 1812, the same year he passed away. He was the true promoter of pocket dictionaries in the field of Franco-Spanish lexicography.

González Torres de Navarra, Joseph [José]

A navy commander and general in the Spanish army, Torres published a translation of Chesterfield's *Letters to his son* (1797) and an English grammar (1799) that reached its third edition six months later.

Huelín Arssú, Carlos (1861-1915)

A Commander of Artillery and teacher at the Artillery School in Segovia.

Jovellanos, Gaspar Melchor de (1744-1811)

Politician and writer, Jovellanos was a key intellectual figure of his time. He graduated in *Cánones* (Canon Law) in 1761 in the University of Osma (Soria), getting a degree in the University of Ávila in 1763. In 1767, he got a post as a magistrate of the Royal Audience of Seville. Then, he moved to Madrid in 1778 where he fully integrated both political and culturally: Member of the Royal Academy of History (1779), of the Academy of San Fernando and of the Royal Spanish Academy (1881). He was one of the key promoters in the creation of the *Real Instituto Asturiano de Náutica y Mineralogía* (1794). He spent eight years in prison (1801-1808) due to his political ideas, contrary to those of the State. He rejected to participate in José Bonaparte's government and, instead, represented Asturias in the *Junta Central* (Central Board) which gathered both the executive and legislative powers during Napoleon's invasion. He passed away in 1811 leaving behind a rich literary production as a poet, playwright and, above all, as an essayist in diverse fields such as economy, education, agriculture, politics, customs and philosophy.

Lahme Schutz, Enrique

He held a chair in European Languages in the General Preparatory school of Engineers and Architects. A former teacher at the *Instituto Agrícola de Alfonso XII* (Agricultural Institute of Alphonsus XII), in the Scientific Atheneum of Madrid, of the Royal Family and of the University of Paris (Université de France). He was the author of a natural method to learn languages which earned him the commendation of the Royal Order of Isabel, the Catholic. He went in for the German class at the Institute of San Isidro (Madrid) but retired on knowing that García Ayuso was another candidate who finally got it.

MacVeigh, Henry

English teacher at the Institute Cardenal Cisneros in Madrid.

Magawly, M^a Teresa, Countess of Calry (? – Cádiz, 1853).

Of Irish origins, she settled down in Cádiz where she opened the *Colegio de San José* (San José's School) for ladies only. She is connected with the first Loreto foundation in Spain which was made in Cádiz in 1851.

Martín-Peña, Eduardo

Interim teacher and subsequent holder of a chair of English in the Institute Cardenal Cisneros in Madrid until 1913. He translated Shakespeare's *Hamlet* into Spanish in 1881.

Martínez Espinosa y Tacón, Juan José

Spanish Admiral and General captain of the Royal Army. He stood out as an excellent official and writer of works for the progress of the naval sciences. As a translator, he did the *Ordenanza naval de los Estados Unidos* (Naval Ordinance of the United States) and David Steel's *Tratado práctico de velamen*. In 1835, he wrote *Descripción de las máquinas de vapor y de sus más importantes aplicaciones* (Description of steam-machines and their most important applications).

Moradillo, Manuel de

He was a disciple of Mr. Lionel May, a language teacher in the Institute of San Sebastián. He adopted Robertson's methodology in the teaching of English.

Mountifield, William

Teacher of French at the University of Oxford. He spent ten years teaching English in France and in Spain.

Murga Suinaga, Gonzalo de (Vizcaya, 1869 – Méjico, 1934)

He studied in Madrid, then in Louvain (Belgium) and finally in England. He arrived in Mexico in 1894 to begin some commercial activities. He settled down in El Ingenio de Santo Domingo (Mexico) where he turned to philanthropism, poetry and essay writing.

Navarrete, Martín Fernández de (1765-1844)

Spanish sailor, writer and historian. In 1780, he entered the navy as a midshipman. Due to ill health, he abandoned active service and was commissioned to collect the Spanish maritime history by the Ministry of the Marine for three years. During the Peninsular War (1808-1814), he returned to active service getting promoted to shipmaster. He collaborated with Joseph Bonaparte and later had to abandon Spain due to that collaboration. He was the director of the Academy of History between 1819 and 1844. One of his key works is *Vida de Cervantes* (1819) (The Life of Cervantes).

Pferrer, Francisco (Blanes, 1813 - 1863)

Writer, heraldist and editor. Piferer studied Latin in Blanes, Rhetoric in Olot and Philosophy at the Seminary of Girona. Towards 1835, he went to France to study Jurisprudence and Languages, thus graduating in Law and Old and Modern Languages at the University of Paris. In 1846, he moved to Madrid to work as a language teacher and an editor. He was a member of the Royal Spanish Academy of Archeology of Almería and Seville.

Reynal y Noguera, Lorenzo

Between 1882 and 1890, he was both a secretary and English teacher in the Provincial Institute of Tarragona.

San Pedro, Joaquin de

Apart from his *Gramática inglesa* (1769), he translated Molière's comedy *El Enfermo Imaginario* (*Le malade imaginaire*).

Schütze, Francisco

He was a teacher of living languages.

Seoane, Juan Antonio

Ex-deputy of the Spanish Parliament, King Amadeo of Saboya created the nobility title of Marquisate of Seoane on his behalf.

Shaw, John

He was an English teacher at the Atheneum of Madrid and at the Institute of Secondary Education created by the Free School. He was a member of the Atheneum of Madrid.

Shipton, Jorge

He is known to have lived in Cádiz and whose house was on the *Hospital de mugeres* street, nº 164.

Soler, Julio (Menorca, 1812– ca. 1879)

He was trained in the prestigious School of Engineers of Madrid. He migrated to North America. He was working in Boston in 1842 when the University of the City of New York called on him to be in charge of the Chair in Spanish Language and Literature

(1842-1848), probably recommended by the Hispanists G. Ticknor, W. H. Prescott or H. W. Longfellow, with whom he had contact. He also held a chair of Spanish and Italian at Rutgers Institute (New Jersey). He returned to Mahon, Menorca (Spain) in 1851 where he remained until his death.

Steffan, Juan

Little is known about this author. On the title page of his *Gramática inglesa y castellana* we learn that he worked as a language interpreter for the Royal Board of Commerce and for the Consulate of the city of Valencia. He was also Vice-consul to her Majesty, the Queen of England, and a resident in Valencia.

Terry y Rivas, Antonio (Cádiz, 1838-Madrid, 1900)

Of Irish lineage through the male line, his Cork-born great-grandfather, Domingo Terry, settled in Cádiz in the 18th century. He married Margarita Vienne, from New Orleans, and they had five children. He pursued a fruitful and successful military career in the navy that earned him six military medals, becoming Rear Admiral in 1899. He wrote more than twenty scientific works as well as numerous articles published in the *Revista de Navegación y Comercio* concerning astronomy, navigation and mathematics used as textbooks in Spanish Army Academies, which earned him eight further medals. In 1896, he was appointed academic of the Royal Academy of Sciences and Arts of Barcelona. That same year, he became a Member of Parliament for Cádiz and a lifetime Senator for Canarias (1899-1900).

Urcullu, José de (Bilbao, 1790-Lisboa, 1852)

He quit his military career and migrated to England in the early 1820s. He worked for the editor Ackermann in London both as a translator and author of pedagogical booklets. In the 1840s he combined his residence between Spain and Portugal. His *Gramática inglesa* (1825) became a best-seller in Europe being printed in Portugal (1840) and Spain (1845).

Vega Muñoz, Miguel de

Director of the School of Commerce of Málaga in the early 1890s.

Velázquez de la Cadena, Mariano (Mexico, 1778- 1860)

He was born in Mexico City. At age seven, he was sent to Madrid to pursue his

education at the Royal Seminary of Nobles where he studied Philosophy and Law until he graduated in 1799. After a few years as King Charles IV's private secretary (1802-1809) and a short stay in Mexico, he settled down in New York to follow a scholarly career teaching Spanish at Columbia University and writing different manuals to learn Spanish and English.

Zubiría, José María de (Bilbao, 1844- ?)

He was born to a wealthy family of Basque entrepreneurs.

APPENDIX III

FURTHER EDITIONS OR REPRINTS OF URCULLU'S VERSIONS OF HIS *GRAMÁTICA INGLESA* AND HENRY MacVEIGH'S *PRIMER CURSO DE INGLÉS*

1. URCULLU, José de.

Gramática Inglesa, reducida a veinte y dos lecciones.

1825. Londres, Ackermann [Rebiun: UNAV]
1827. Nueva York, Behr & Kahl. Revised version by Manuel del Mar. [CCPBE]
1828. 2ª edición. Londres, R. Ackermann. [Rebiun: UCA]
1839. 5ª edición. Nueva York, Juan de la Granja. [Rebiun: UOV, USE]
1840. 4ª edición. Barcelona, Librería de los SS.S Pons [Rebiun: UVA]
1842. Londres, Carlos Wood e Hijo
1845. Londres, Ackermann & Cia. [Rebiun: OUV, USTC]
1845. Cádiz, s.n. [BL]
1845. 5ª edición. Barcelona, A. Pons & Cia. Libreros-Editores [Rebiun: UCA]
1848. 1ª edición americana de la séptima de París. Aumentada y revisada por Fayette
Robinson. Filadelfia, Thomas Cowperthwait & Cia. [Rebiun UOV]
1851. 10ª edición. París, Garnier Hnos. [BNF]
1852. 10ª edición. París, Librería de Rosa Bouret & Cia. [Rebiun: UOV]
1853. Madrid, Bailly-Bailliere; París, J.-B. Bailliere; Londres, H. Bailliere
1854. París, Garnier Hnos. (Saint-Cloud, Imprimerie de M. Belin)
1857. 11ª edición. París, Rosa Bouret & Cia.
1860. Paris, Librería de Rosa Bouret & Cia. (Imprenta de Renou & Maulde) [CCPBE]
1865. Philadelphia, Charles Desilver [CCPBE]
1866. 10ª edición. París, Librería de Garnier Hnos, sucesores de V. Salvà. (Saint-Cloud,
imprenta de la viuda de Belin) [Rebiun: UPM]
1869. París, Rosa y Bouret [BNF]
1877. París, Librería de Garnier Hnos. (Saint-Cloud, imprenta de la viuda de M. Belin)
[CCPBE]

Gramática Inglesa

1896. 13ª edición. París, Garnier Hnos. [Rebiun: CSIC]

Gramática Inglesa, reducida a veinte y cinco lecciones.

1840. Oporto, Tipografía Comercial Portuense. [Rebiun: USTC]

1844. Londres, Ackermann & Cia. [Rebiun: UOV, USTC]

Gramática inglesa reducida á veinte y siete lecciones.

1845. Cádiz, imprenta de la Revista Médica á cargo e D. Vicente Caruana. [CCPBE]

1848. Cádiz, imprenta, librería de la Revista Médica, á cargo de Juan B. de Gaona. [CCPBE]

Grammática Inglesa para uso dos portugueses.

1830. Lisboa, Impressão Regia. [BNP]

1848. 2ª edição. Oporto, Typographia Commercial. [BNP]

Grammática Inglesa para uso dos portugueses, reduzida a vinte é sete lições.

1853. 3ª edição. Lisboa, Typographia Commercial. [BNP]

Clave de los temas contenidos en la décima edición de Gramática Inglesa de Don J. de Urcullu. A la cual se agrega una nueva edición de los temas revisados y corregidos por Joseph Riddel

1872. Londres, David Nutt; Halle a. S., s. n. [CCPBE]

2. Mac VEIGH, HENRY.

Primer curso de Inglés.

1859. 1ª edición. Madrid, Gomez Fuentenebro. BN: 1/20158.

1872. 2ª ed. Madrid, Carlos. BN: 1/79120.

1873. 3ª ed. Madrid, Bailly-Bailliere. Biblioteca UB (Lletres): 157/6/39.

1877. No edition number mentioned. Madrid, Paris, Londres: Carlos Bailly-Bailliere. BN: 4/216761.

1881. 5ª ed. Madrid, Carlos Bailly-Bailliere. Bib. Pública de Córdoba (Fondo antiguo): XIX-2382.

1884. No edition number mentioned. Madrid, Carlos Bailly-Bailliere. Bib. Univ. Salamanca: BG/75175. (This edition contains 71 pages unlike the previous ones which have over two-hundred pages.)

1886. 10ª ed. Madrid, Carlos Bailly-Bailliere. Bib. UCM: DA 2919.

1888. No edition number mentioned. Madrid, Libreria Editorial de Bailly-Bailliere e Hijos. BN: 1/83087.

1890. 12ª ed. Madrid, Libreria Editorial de Bailly-Bailliere e Hijos. Bib. Municipal Ferrol (Fondo antiguo): 2081.

1894. 14ª ed. Madrid, Libreria Editorial de Bailly-Bailliere e Hijos. BN: 2/92782(1).

1897. 19ª ed. Madrid, Libreria Editorial de Bailly-Bailliere e Hijos. Bib. Pública de Córdoba (Fondo antiguo): XIX-2464.

1899. 20ª ed.. Madrid, Libreria Editorial de Bailly-Bailliere e Hijos. Bib. Pública de Córdoba (Fondo antiguo): XIX-3500.

19??. No edition number mentioned. Madrid, Bailly-Bailliere. Bib. UNAV: LEG 173.006.

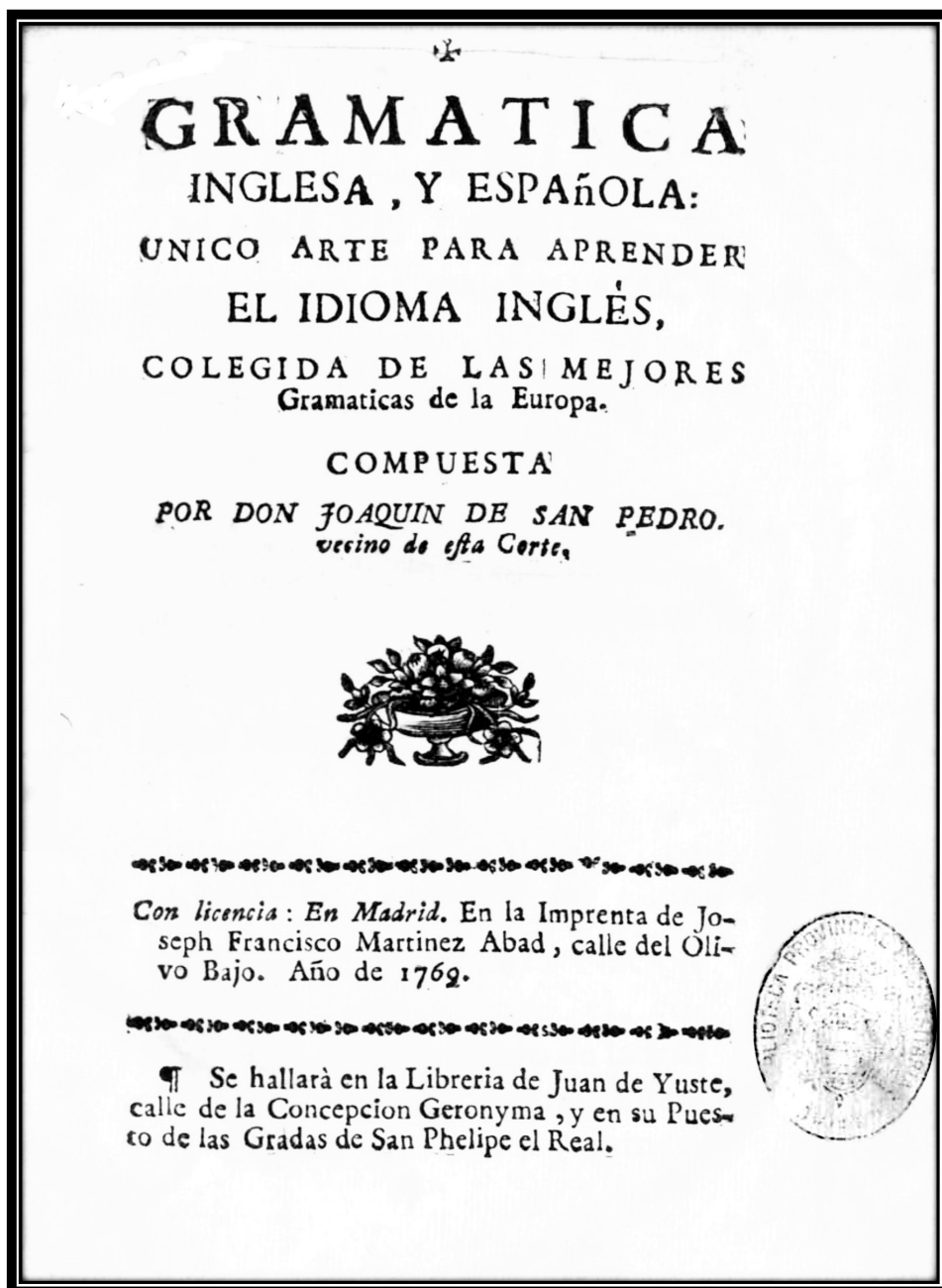
191? No edition number mentioned. Madrid, Bailly-Bailliere. BC: 44-8º-242.

1917? Nueva ed. Madrid, Bailly-Bailliere. BC: 44-8º-430.

192? Nueva ed. corregida por Antonio Frost. Madrid, Bailly-Bailliere. BC: Ter-8º-3004.

APPENDIX IV

IMAGES OF FRONT TITLES FROM SOME OF THE GRAMMARS AND
DICTIONARIES IN THE CORPUS



A
NEW DICTIONARY
OF THE SPANISH AND ENGLISH LANGUAGES
IN FOUR VOLUMES.

This has the Spanish placed before the English and is considerably augmented with the divers significations and uses of its words; the technical terms of arts, sciences and trades, sea-language, metaphorical expressions, the idioms, proverbs and phrases used in both languages, taken from the best Authors and Encyclopedias.

C O M P I L E D

BY THE RR. FF. MM. THOMAS CONNELLY,
of the order of S.^t Dominick family confessor to his Catholick Majesty: and
THOMAS HIGGINS, *of the Carmelite order, and family confessor at the*
Royal Seat of S.^t Ildephonsus.

PART THE FIRST.

VOLUME II.

PUBLISHED BY SUPERIOR AUTHORITY.

MADRID.

PRINTED IN THE KING'S PRESS BY PEDRO JULIAN PEREYRA, PRINTER TO HIS CATH. MAJ.

IN THE YEAR 1798.

GRAMATICA
PARA ENSEÑAR
LA LENGUA INGLESA.
POR D. JORGE SHIPTON.



CON SUPERIOR PERMISO.

CADIZ:
POR D. MANUEL XIMENEZ CARREÑO,
CALLE ANCHA. AÑO 1810.

NUEVA Y COMPLETA

Gramática Inglesa

PARA USO DE LOS ESPAÑÓLES:

Segunda Edición

CORREGIDA, ADICIONADA Y PERFECCIONADA

Por su mismo autor

DON GUILLERMO CASEY, AUTOR DE LA
*obra práctica titulada INTÉRPRETE ANGLÓ-HISPANO, profesor
que fué del idioma inglés en el colegio de Mahon y en el
Real colegio de Humanidades de Madrid, individuo de la
academia de buenas letras de Barcelona, catedrático inte-
rino de la escuela gratuita de inglés establecida por esta
Real Junta de Comercio &c.*

~~~~~  
pocas reglas, mucha reflexion y aun  
mas el uso. DUMARSAIS.  
~~~~~



CON LICENCIA: BARCELONA.

Por Juan Fran^{co} Piferrer, impresor de S. M.

1827.

NUEVO MÉTODO
PARA APRENDER EL INGLÉS,

Fundado en la naturaleza de este idioma
y en las reglas de su gramática.

**Y COMBINADO CON LOS PRINCIPIOS DEL SISTEMA
DE ENSEÑANZA MUTUA.**

*Facilitando su estudio á los niños desde la
edad mas tierna, y mui útil para todos.*

DIVIDIDO EN TRES PARTES.

Dedicado á la Reina *Q. S.*

PRIMERA PARTE.

CADIZ: Diciembre 1834.

~~~~~  
IMPRESA DE D. DOMINGO FEROS,  
[ Á cargo de D. J. A. Pantoja ]  
Calle de la Aduana número 17.

# GRAMATICA INGLESA,

REDUCIDA

## A VEINTE Y SIETE LECCIONES.

NUEVA EDICION  
CONSIDERABLEMENTE AUMENTADA Y CORREJIDA  
POR SU AUTOR

*Don José de Urcullu,*

CABALLERO DE LA ORDEN DE CRISTO DE PORTUGAL;  
SOCIO CORRESPONSAL DE LAS SOCIEDADES JEOGRAFICAS DE PARIS,  
DE LONDRES Y RIO JANEIRO; Y AUTOR DE VARIAS OBRAS ESPAÑOLAS  
Y PORTUGUESAS.



**CADIZ.**



IMPRESA, LIBRERIA Y LITOGRAFIA DE LA SOCIEDAD DE LA REVISTA MEDICA,  
à cargo de D. Vicente Caruana,  
PLAZA DE LA CONSTITUCION NUM. 11.  
1845.



# NUEVO DICCIONARIO INGLÉS-ESPAÑOL Y ESPAÑOL-INGLÉS,

AUMENTADO

CON UNA GRAMÁTICA, UN DICCIONARIO DE PRONUNCIACION Y MAS DE DOCE MIL VOCES,  
PRINCIPALMENTE TÉCNICAS, Y EN ESPECIAL DE LAS PERTENECIENTES A MÁQUINAS DE VAPOR,  
CAMINOS DE HIERRO Y OBRAS PÚBLICAS,

POR

**Don Juan Antonio Seoane,**  
*ex-Diputado.*

PARTE 1.ª—Comprende la GRAMÁTICA y el DICCIONARIO INGLÉS-ESPAÑOL.



**MADRID:**  
IMPRESA DEL COLEGIO DE SORDO-MUDOS Y CIEGOS,  
*calle del Turco, núm. 11.*

**1849.**

GRAMÁTICA TEÓRICO-PRÁCTICA

DE LA

LENGUA INGLESA,

POR

D. FRANCISCO SCHÜTZE.

profesor de lenguas vivas.

PRIMERA EDICIÓN.



BARCELONA.

IMPRENTA DE TOMAS GORCHS,

calle del Carmen, núm. 38.

1874.

# METODO DE AHN.



## PRIMER CURSO DE INGLÉS

ARREGLADO AL CASTELLANO

POR EL PROFESOR H. MAC VEIGH;

precedido de reglas y ejercicios de lectura, y seguido de un  
Apéndice gramatical, con listas de voces, diálogos, etc.

Aprended una lengua extranjera como  
habeis aprendido la vuestra.

(AHN. — Prefacio).

*Tutius naturam..... tibi dosumentum  
habebis. (QUINT.)*



MADRID: 1859.

IMPRESA DE DON ALEJANDRO GOMEZ FUENTENEbro,  
calle de la Colegiata, núm. 6.



# GRAMÁTICA INGLESA.

## MÉTODO

FILOSÓFICO-SINTÉTICO-PRÁCTICO,

FOR

**DON ANTONIO CORZANEGO,**

ANTIGUO CATEDRÁTICO TITULAR DE DICHO IDIOMA EN EL INSTITUTO PROVINCIAL DE SEGUNDA ENSEÑANZA DE VALENCIA;  
LICENCIADO EN LA FACULTAD DE FILOSOFÍA Y LETRAS; MIEMBRO DE LA SOCIEDAD LITERARIA FOR FOREIGN  
GRADUATES DE LIVERPOOL; SÓCIO DE LA SOCIETY OF ARTS, MANUFACTURES AND  
COMMERCE OF LONDON; HONORABLE REPRESENTANTE GENERAL EN TODA España  
Y PORTUGAL, Y MIEMBRO DE LA JUNTA DIRECTIVA DE LA DE ARTS, LETTERS,  
AND SCIENCIES OF LONDON, ETC., ETC., ETC.

### EDICION

CORREGIDA CON CONCIENCIA DURANTE LA INQUEBRANTABLE PRÁCTICA DE 35 AÑOS.



BIBLIOTECA  
del DUQUE DE MANDAS



VALENCIA.

IMPRENTA DE DOMENECH, MAR, 48.

1881.



# GRAMÁTICA INGLESA.

MÉTODO TEÓRICO-PRÁCTICO,

CON UN

CATECISMO GRAMATICAL EN INGLÉS,

PARA APRENDER Á HABLAR ESTE IDIOMA.

POR

**D. F. G. AYUSO.**



MADRID,

ADMINISTRACION : CORREDERA BAJA, 6, 2.º

ACADEMIA DE LENGUAS.

**Método DOPPELHEIM**

# LOS IDIOMAS AL ALCANCE DE LOS NIÑOS

## EL INGLÉS

CON MÁS DE 600 GRABADOS QUE REPRESENTAN LAS  
COSAS MÁS USUALES DE LA VIDA, CON LA PRONUNCIACIÓN FIGURADA,  
Y UN VOCABULARIO CON CERCA DE 2000 VOCES.

POR EL

**DR. DOPPELHEIM**

**DERECHOS RESERVADOS**

BARCELONA

**CASA EDITORIAL SOPENA**

PROVENZA, 95

# DICCIONARIO TECNOLÓGICO

INGLÉS-ESPAÑOL.

COMPRENDIENDO MAS DE 16.000 VOCES Y FRASES TÉCNICAS,  
CORRESPONDIENTES Á LAS ARTES, CIENCIAS, INDUSTRIA, ETC.

Y PRINCIPALMENTE AL EJÉRCITO,  
INDUSTRIA MILITAR Y MATERIAL DE ARTILLERÍA,

POR EL COMANDANTE DE EJÉRCITO

**D. ANTONIO CAÑADA Y GISBERT,**

CAPITAN DE ARTILLERÍA,

PROFESOR DE LA ACADEMIA DEL CUERPO.



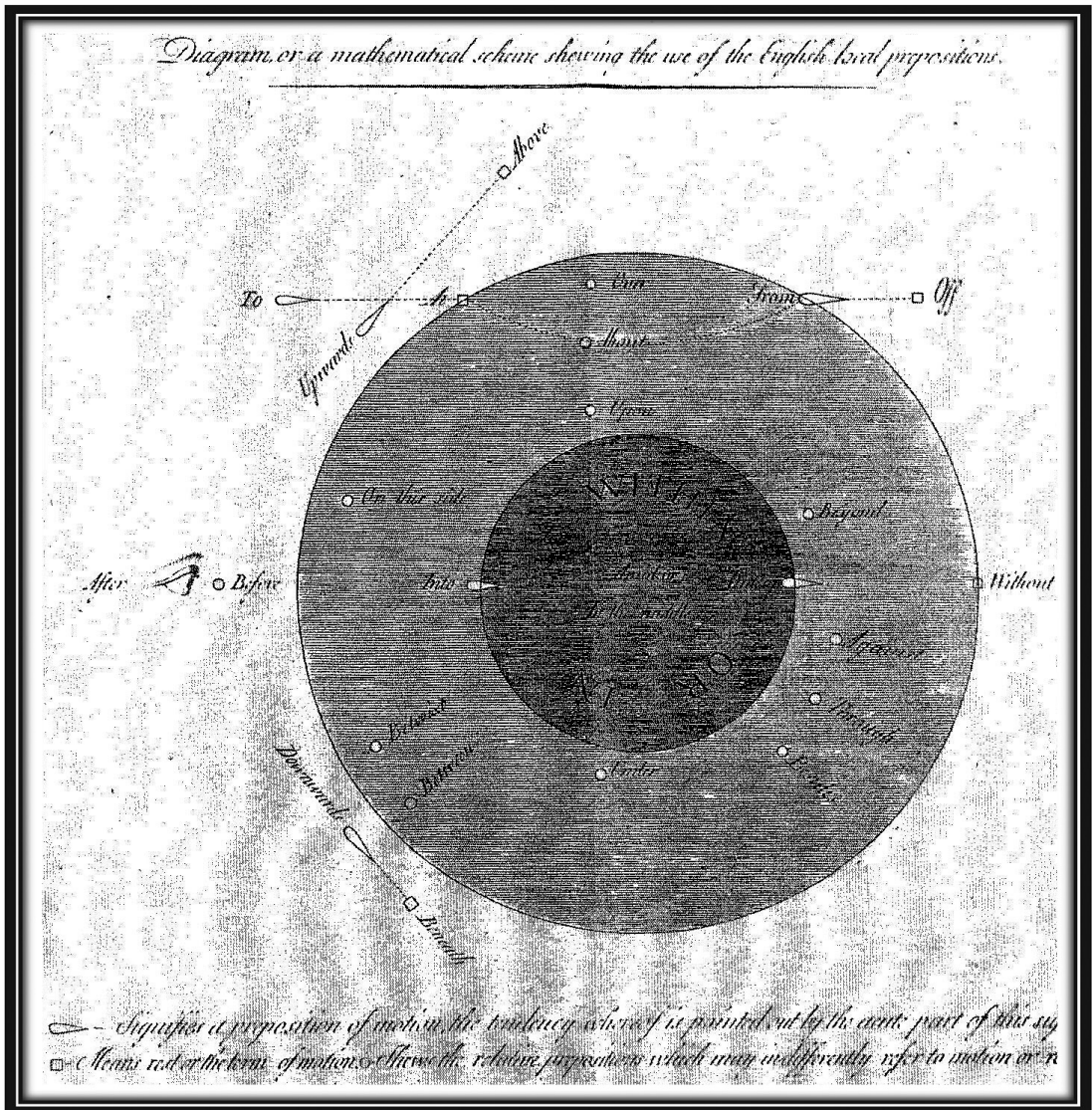
SEGOVIA:

IMPRESA DE P. ONDERO, JUAN BRAVO, 40 Y 42.

—  
1878.

APPENDIX V

ILLUSTRATIONS FOUND IN THE CORPUS OF GRAMMARS &  
 DICTIONARIES (1769 - 1900)



William Casey (1827) - Gramática Inglesa (Illustration on prepositions)

## SEGUNDA PARTE



The body.  
 Zi-bod.  
 El cuerpo.



The head.  
 Zi-hé.  
 La cabeza.



The face.  
 Zi-fès.  
 La cara.



The forehead. The eyes.  
 Zi-fòret. Zi-áis.  
 La frente. Los ojos.



The nose.  
 Zi-nós.  
 La nariz.



The mouth.  
 Zi-máuz.  
 La boca.



The ear.  
 Zi-ir.  
 La oreja.



The arm. The elbow.  
 Zi-árm. Zi-élbo.  
 El brazo. El codo.



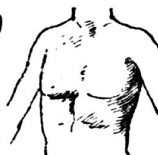
The hand.  
 Zi-hánd.  
 La mano.



The fist.  
 Zi-fist.  
 El puño.



A finger.  
 E fngör.  
 Un dedo.



The chest.  
 Zi-chést.  
 El pecho.



The back.  
 Zi-bák.  
 La espalda.



The legs.  
 Zi-léx.  
 Las piernas.



The foot.  
 Zi füt.  
 El pie.



The brain.  
 Zi-brén.  
 El cerebro.



The ribs.  
 Zi-rips.  
 Las costillas.

















The heart.  
 Zi-hárt.  
 El corazón.

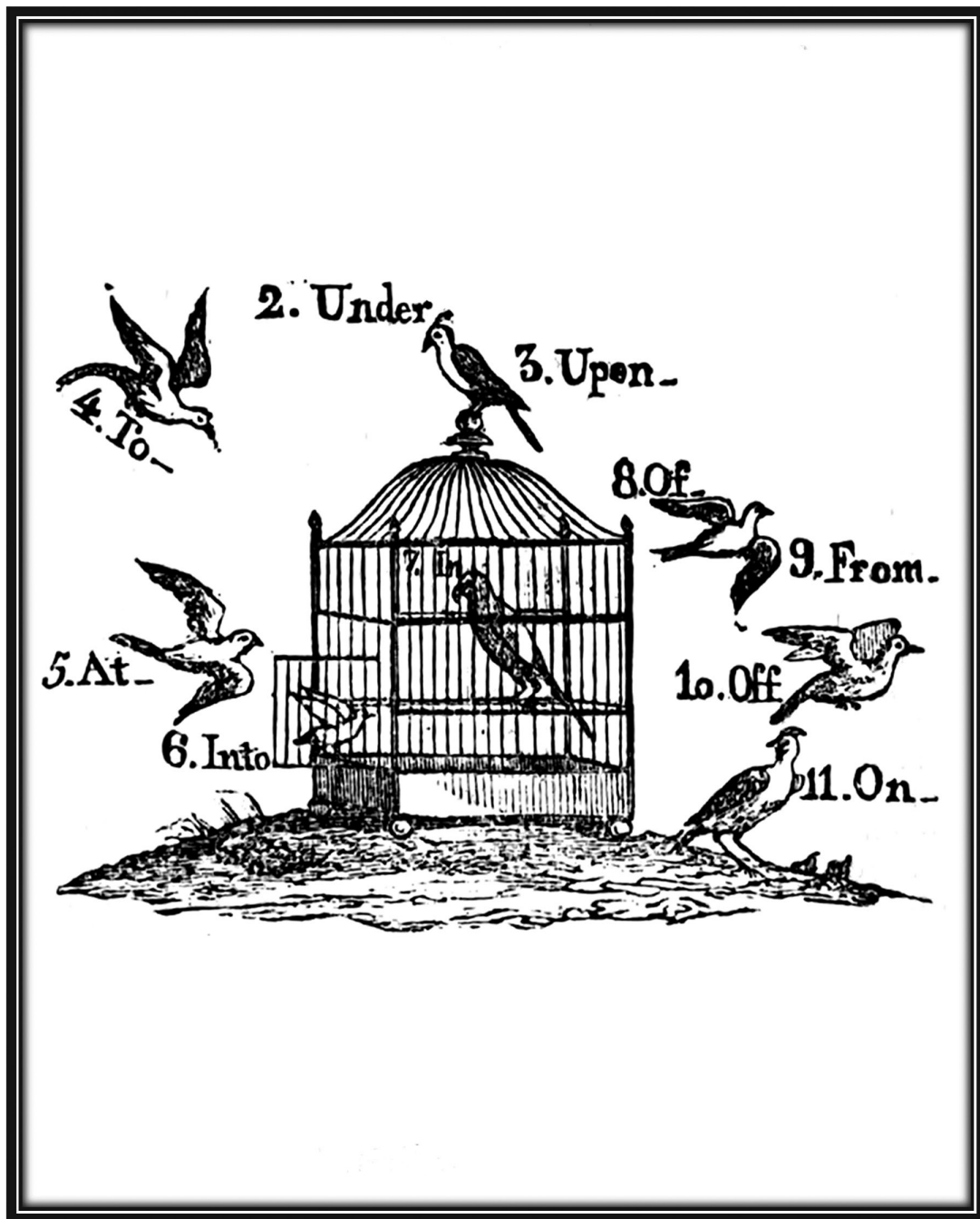
NIÑOS.—EL INGLÉS 4

*Dr. Doppelheim (189?-190?) - El Inglés al alcance de los niños.*

58 DOPPELHEIM

|                                                                                                                                      |                                                                                                                                    |                                                                                                                               |                                                                                                                                |                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <br>The sun.<br>Zi-sō'n.<br>El sol.                 | <br>A star.<br>Es-tar.<br>Una estrella.           | <br>A comet.<br>E-cómet.<br>Un cometa.       | <br>The moon.<br>Zi-mún.<br>La luna.          | <br>The earth.<br>Zi ó'rz.<br>La tierra.            |
| <br>Mountain chain.<br>Máuntōn-chén.<br>Cordillera. | <br>A mountain.<br>E-máuntōn.<br>Un monte.        | <br>An abyss.<br>An-abís.<br>Un abismo.      | <br>A defile.<br>E-defail.<br>Desfiladero.    | <br>A valley.<br>E-váli.<br>Un valle.               |
| <br>A river.<br>E-rivór.<br>Un río.                 | <br>A confluent.<br>E-cónfluent.<br>Un afluyente. | <br>A peninsula.<br>Penínsöla.<br>Península. | <br>An island.<br>An-áilant.<br>Una isla.     | <br>An archipelago.<br>Arkipélago.<br>Archipiélago. |
| <br>The sea.<br>Zi-sí.<br>El mar.                 | <br>A port.<br>E-pórt.<br>Un puerto.            | <br>The shore.<br>Zi-shór.<br>La playa.    | <br>A cape.<br>E-kép.<br>Un cabo.           | <br>A gulf.<br>E-gó'lf.<br>Un golfo.              |
| <br>A lake.<br>E-lék.<br>Un lago.                 | <br>A volcano.<br>E-volkeno.<br>Un volcán.      | <br>A crater.<br>E-crètör.<br>Un cráter.   | <br>A spring.<br>Es-pring.<br>Un manantial. | <br>A cataract.<br>Cátarakt.<br>Catarata.         |

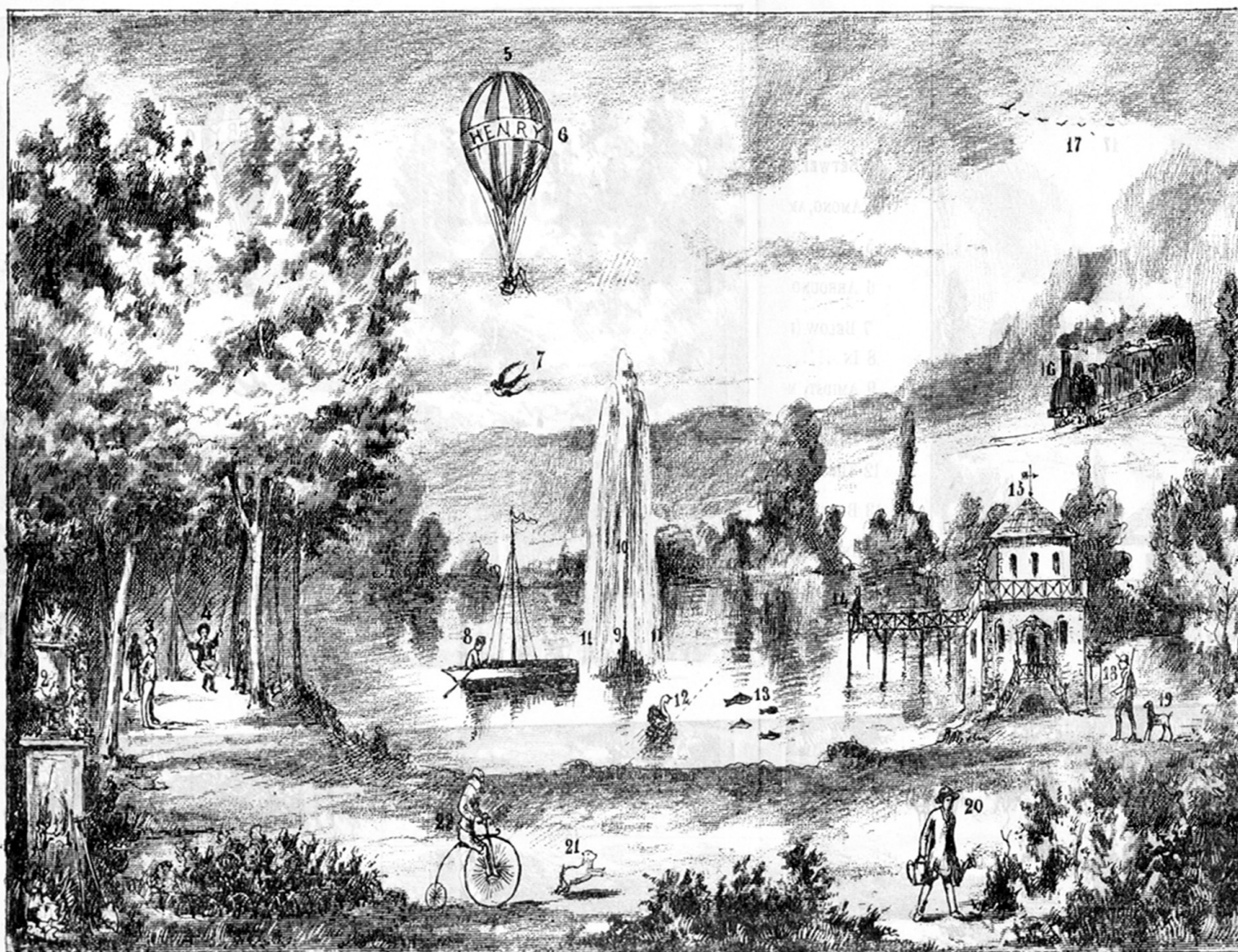
*Dr. Doppelheim (189?-190?) - El Inglés al alcance de los niños.*



*Juan Antonio Seoane (1849) - Diccionario Inglés - Español y Español - Inglés.*

## PREPOSICIONES INGLESAS

EXPLICADAS GRAFICAMENTE PARA EVITAR NUMEROSAS CONFUSIONES AL ALUMNO, POR LA CIRCUNSTANCIA DE EXISTIR A VECES SIGNIFICADOS DIFERENTES EN INGLÉS PARA UNO EN CASTELLANO, POR EJEMPLO: «ENCIMA» «SOBRE» SIGNIFICA  
**OVER, ABOVE, ON, ETC.**—«DE» SIGNIFICA **OF, FROM, OFF, ETC.**



|                       |                                           |                                                                       |                                                                                                                                                               |
|-----------------------|-------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 AGAINST .....       | Contra.....                               | <i>The garden implements are leaning against the pedestal....</i>     | Los utensilios de jardinería están apoyados contra el pedestal.                                                                                               |
| 2 ON, UPON.....       | Sobre (encima) tocando.                   | <i>The flower-pot is on the pedestal.</i>                             | El tiesto está (quieto) encima ó sobre el pedestal (ponga usted el tiesto encima ó sobre el pedestal, se dice: <i>Put the flower-pot upon the pedestal</i> ). |
| 3 UNDER.....          | Debajo.....                               | <i>The students are playing under the trees.</i>                      | Los estudiantes juegan debajo de los árboles.                                                                                                                 |
| 4 BETWEEN, BETW'NT.   | Entre dos.. ..                            | <i>The boy is swinging (himself) (between) betwixt the trees...</i>   | El muchacho está columpiándose entre los árboles.                                                                                                             |
| (AMONG, AMONGST)...   | Entre más de dos. ....                    | <i>Amongst (among) the many objects of the park, there is a boat.</i> | Entre los muchos objetos del parque hay un bote.                                                                                                              |
| 5 ABOVE, OVER.....    | Encima, sobre(sin tocar).                 | <i>The balloon is seen above the boat of the pond.....</i>            | El globo se vea encima del bote del estanque.                                                                                                                 |
| 6 AROUND, ROUND..     | Alrededor (en circulo)..                  | <i>Around or round the balloon there is a band.....</i>               | Alrededor del globo hay una cinta.                                                                                                                            |
| 7 BELOW (INFERIOR)..  | Debajo (sin tocar).....                   | <i>The swallow is seen below the balloon.....</i>                     | Se ve la golondrina debajo del globo.                                                                                                                         |
| 8 IN .....            | En (dentro de, quieto)..                  | <i>There is a man in the boat....</i>                                 | Hay un hombre en el bote.                                                                                                                                     |
| 9 AMIDST, MIDST(1)... | En medio de.....                          | <i>Amidst the spray we see the spout of the fountain.....</i>         | En medio del rocío vemos el caño de la fuente (1).                                                                                                            |
| 10 UP .....           | Arriba:hacia, movimiento                  | <i>The water springs up.....</i>                                      | El agua sube (salta arriba).                                                                                                                                  |
| 11 DOWN .....         | Abajo:hacia, movimiento.                  | <i>The water comes down.....</i>                                      | El agua baja.                                                                                                                                                 |
| 12 THROUGH, ACROSS... | A través de .....                         | <i>The duck is swimming across or through the pond.....</i>           | El pato nada á través del estanque.                                                                                                                           |
| 13 BENEATH .....      | Debajo .....                              | <i>The fishes are beneath the surface of the water.....</i>           | Los peces están debajo de la superficie del agua.                                                                                                             |
| 14 INTO.....          | Adentro .....                             | <i>The pier (a gallery) juts into the water.....</i>                  | El puente (galería) se extiende en el agua.                                                                                                                   |
| 15 BESIDE .....       | A lado de .....                           | <i>Beside the pond, there is a coffee house.....</i>                  | Al lado del estanque hay un café.                                                                                                                             |
| 16 OUT .....          | De (fuera de).....                        | <i>The train is coming out (off) the tunnel.....</i>                  | El tren sale del túnel.                                                                                                                                       |
| 17 OFF .....          | De (lejos) .....                          | <i>The birds are off (from) the mountain.....</i>                     | Los pájaros están lejos de la montaña.                                                                                                                        |
| 18 TO .....           | A (movimiento).....                       | <i>The owner goes to his house....</i>                                | El propietario va á su casa.                                                                                                                                  |
| AT .....              | En (quieto).....                          | <i>He is at home (when arrived)..</i>                                 | Está en casa (su vivienda).                                                                                                                                   |
| 19 OF .....           | De (posesivo).....                        | <i>The dog of the man is ugly....</i>                                 | El perro del hombre es feo.                                                                                                                                   |
| 20 FROM.....          | De (alejándose).....                      | <i>The gardener has fetched water from the pond.....</i>              | El jardinero ha buscado agua del estanque.                                                                                                                    |
| 21 BEFORE (ERE).....  | Delante (antes).....                      | <i>The kid is jumping before the bicycle.....</i>                     | El cabrito está saltando delante del velocípedo.                                                                                                              |
| 22 ABOUT.....         | { Alrededor (en cualquier dirección)..... | <i>The boy drives his bicycle about</i>                               | El muchacho conduce su velocípedo.                                                                                                                            |

1 But of the fruit of this fair tree amidst the garden, god has said, ye shall not eat.—*Milton*.  
 Amid the gloom, spread by a brother-hood of lofty clims.—*Wordsworth*.