

A Linguistic Approach to the Origins of the Didactics of Spanish in England

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“Grammar is an Arte teaching the right rules of true speaking and writing”
(John Minsheu 5)

1. Introduction

This paper¹ presents a contextual and a linguistic study of the first Grammars² published in England (from 1590 to 1622) to teach the Castilian³ language to the English population, excluding other didactic material attached to them, such as dictionaries, glossaries or dialogues. Our main purpose here is to bring to light some differences, similarities and influences that all these Grammars show, paying special attention to three linguistic levels: phonetic, morphological, and syntactical. We also remark some other non-linguistic aspects which we consider relevant for our research. It is convenient to bear in mind that the quality in the organization of the structure of the Grammar and the presentation of the linguistic contents may have affected directly the pedagogy of Spanish. In that period there was not only a great ignorance about teaching languages, but also about languages themselves, since Latin was not anymore the main tongue in Europe.

For our study we have handled a corpus of seven Spanish Grammars.⁴ They go from *The Spanish Grammer* (1590) by John Thorius, which meant the starting point for other English linguists, grammarians and professors to publish their works in England, to *A Grammar Spanish and English* (1622) by James Wadsworth. These two are translations of other treatises: the first one from *Reglas Gramaticales* (1586) by Antonio de Corro and the second one from *Grammaire et observations de la langue espagnole* (1597) by César Oudin, both of them published originally to teach Spanish in France.

¹ All Spanish sources have been translated into English by the author. Page numbers are not given when they do not appear in the facsimile.

² The word *Grammar* appears in capital letters when it refers to a grammatical treatise and not to the amount of linguistic rules.

³ “The term Castilian language has to do with a language which had its origin in Castile and for that reason this expression lacks political connotations” (Roldán Pérez 220). From now on, we will use both terms indistinctly.

⁴ We have consulted the copies reproduced by Menston Scholar Press Limited of the series English linguistics 1500-1800.

2. Context

From the end of the fifteenth century Spanish is the most important language of communication in Spain, against the interests of Latin (reserved only for religious and scientific matters). This fact meant a step forward in the field of the oral communication. The factors that make the Spanish language become more and more prestigious are, among others, the publication of the first Spanish Grammar, *Gramática de la lengua Castellana* (1492) by Elio Antonio de Nebrija; the invention of the modern printing by Johannes Gutenberg, and the labour of the Renaissance humanists who, thanks to the diffusion of Grammars and dictionaries, contributed noticeably to giving homogeneity and prestige to the language. In that time and in the words of González Ollé, “Toledo was auto-represented as the idiomatic model” (125).

During the sixteenth century, in the European context, learning languages was a vital necessity for some social groups, above all, for the merchants who were obliged to travel around Europe and get in touch with people from different countries. This may be the main reason why Sánchez Pérez points out that “the Spanish language set itself up as a language whose knowledge was, in some occasions, essential” (29). Spain had a political splendour which derived into a territorial and a linguistic expansion in the Continent and also in America, which had just been discovered several decades before. Therefore, we could assert that “the history of the teaching of Spanish started when the Spanish Empire spread out and became, with Charles V⁵, the hegemonic power and the main driving force of commerce in broad sixteenth century” (Sánchez Pérez 11).

The political, historical, economic and cultural circumstances which gave rise to the publication of a number of Castilian Grammars during the Renaissance were essential to encourage and motivate the English population to learn Spanish. From 1554 to 1558 England was governed by a Spanish king, Philip II⁶, due to his marriage with Mary Tudor. There were also continuous commercial exchanges and tense episodes, such as the defeat of the Spanish Armada.⁷ This series of events rose “in England the interest in the Spanish language [which] was linked to commerce, diplomacy and war” (Esteba Ramos 2).

⁵ His reign in Spain extended from 1516 to 1556.

⁶ He was the son of Charles V and his reign in Spain lasted from 1556 to 1598.

⁷ The Spanish Armada was a fleet dispatched by King Philip II of Spain in attempt to invade England in 1588. He considered the Protestant Queen Elizabeth a heretic and illegitimate ruler. His attempt was unsuccessful and set out the decline of the Spanish Empire.

The origins of the didactics of the Spanish tongue in England may be fixed in the last ten years of the sixteenth century due to the publication,⁸ for the first time, of a vast amount of Grammars and dictionaries, written or translated by a group of English teachers, linguists, grammarians and lexicographers. They are John Thorius, Richard Percyvall, William Stepney, John Minsheu, Lewis Owen, John Sanford and James Wadsworth. Their Grammars were most times published with other didactic material, such as vocabularies, dialogues, prayers or even proverbs.⁹

Although “the coming of Spanish in England is late”¹⁰ (Roldán Pérez 209) compared to other European languages such as French,¹¹ the Castilian language aimed to achieve the same status. This didactic material was written for the whole English population without making any distinction of social classes, as John Thorius points out in his “Epistle to the Reader”.¹² Concerning the learning English in Spain, the situation was totally different. According to Lope Blanch, “Spanish, at least from the Golden Age, did not seem to be interested in learning foreign languages”(18)¹³. In that time there were English Grammars for foreigners, polyglot treatises for the teaching of several languages and Anglo-Spanish dictionaries compiled and edited by English Hispanists.

Regarding the education system of England of the sixteenth and seventeenth centuries, “the study of modern languages was neglected in schools and universities” (Pablo Segovia, “La lengua...” 597). For that reason one of the best options to learn languages was to turn to private teachers in Oxford and Cambridge (the university cities) or London, where teachers were abundant (Pablo Segovia, “La lengua...” 597). Obviously, only middle and upper classes could afford the expenses of that service. Therefore, learning Spanish was restricted to the lower class.

3. Grammars: general features

As Sánchez Pérez points out, “the prestige that entails the fact of having a grammar is a decisive factor for this to catalyse the teaching of the language, both to natives and foreigners” (9). These seven Grammars were not only written to formalize

⁸ “Oxford was an important centre of publications related to languages teaching” (Sánchez Pérez 50).

⁹ See Appendix 1.

¹⁰ “The English relations with Spain were frequently based on fear, defence and rivalry, more than on rapprochement and mutual understanding” (Sánchez Pérez 61).

¹¹ “The language frequently studied in England and in fashion was French” (Sánchez Pérez 57).

¹² “Mooued with loue and affection toward my country men [...] have in fuch fort tranlated & altered this booke, that any Englilh man may vfe it to his profite”.

¹³ As Martín-Gamero states, “the history of teaching English in Spain did not start until 1759 when Charles III was crowned, who promoted the study of language with his European policy” (11).

the language, but they also had a twofold function: to serve as guides to learn Spanish easily, and thus to improve the communication between England and Spain.

In that time Latin had a strong influence on the composition of other languages. It was thought that vernacular languages could be assimilated to the Latin grammatical structure. Moreover, English middle classes knew Latin, a language whose power and authority had been indisputable for centuries. Although these authors tended to use this Classical paradigm to explain Spanish, it seems that they attempted to be more pragmatic and, in view of the didactic nature of these works, they adapted their linguistic descriptions to make them simple and more comprehensible for the future learners, as there are not many theoretical explanations.

Elio Donato's *Ars grammatica*¹⁴ and Priscian's *Institutiones grammaticae*¹⁵ have long been models of Latin Grammars. These two treatises had a crucial importance in the elaboration of subsequent ones. They were structured into four different parts: orthography (*littera*), prosody (*syllaba*), etymology (*dictio*) and syntax (*oratio*) (Roldán Pérez 215). The Grammars of our study follow this grammatical division although their authors sometimes neglect or reduce one or more of these sections. Concerning the parts of the speech, in the words of Ramajo Caño, "the Greco-Latin grammatical tradition hands down eight parts of speech: noun, pronoun, verb, participle, adverb, conjunction, preposition and interjection" (50). We find the same subdivision in our corpus, but there are some exceptions that we will deal with later.

Before the description of each of these seven treatises, we will refer to the general structure they normally display. Broadly speaking, they carry long titles. After the title page they include a dedication to an important personage¹⁶ (in English, Spanish or Latin), an epistle to the reader and sometimes a poem and a table of contents. They start with the explanation of a series of rules of pronunciation of Spanish letters (*orthography*) to continue with the accentuation (*prosody*). The third part is usually devoted to the morphology of words (*etymology*). Referring to syntax, this was not the main object of study, as "for the grammarians, Syntax is a practical question, whose rules of grammaticality are habits of repetition" (Roldán Pérez 216). This seems to be the apparent reason why some authors incorporate dialogues in their works facing both

¹⁴ Elio Donato was a Latin grammarian born in the fourth century. His treatise *Ars grammatica* was divided into two sections: *Ars Minor* and *Ars Maior*.

¹⁵ Priscian was a grammarian born in Africa who taught Latin in Constantinople at the end of the fifth century and the beginning of the sixth. His treatise *Institutiones grammaticae* was composed by eighteen books.

¹⁶ This important personage used to be an authority for the treatise and also the main sponsor.

languages line to line in order to compare sentences. The written method (grammar) and the conversational one (dialogues) were not as differentiated as nowadays and those texts normally had to be memorized. The lexis used to be included in a dictionary of a variable extension as a support to the Grammar. As Roldán Pérez points out, “lexis is not at all something which belongs to the Grammar” (216). It is also common to find problems of pages numeration and some of these authors include a list of *errata* at the end of their work.

Although plagiarism was quite accepted in that period¹⁷ and influences among writers were most times evident, each of these manuals shows specific features that make them unique. Furthermore, these grammarians have contributed with their knowledge, wisdom and ideas to the development of the grammatical tradition of the teaching of Spanish through history. According to Alonso, “Percyvall’s source for the elaboration of his Grammar is Corro” (200), “in the pronunciation Stepney uses the *Grammer* by Corro” (202), “Minsheu is a multiplagiarist: his Spanish Grammar is presented as a re-elaboration of that of Richard Percyvall” (203), “Owen copies almost everything from Stepney” (209) and “Sanford’s source was Minsheu” (209). Obviously, other European authors influenced them although our focus is only on the English sources.

4. Grammars: structure and contents

In this section a description of the seven Grammars we have handled for our study is provided. First, brief biographical information about some of these writers or translators is given. Then, we comment on the structure of each Grammar following the indexes¹⁸ we have elaborated to facilitate the handling of these works, since some of these authors (Stepney, Minsheu, Owen and Sanford) do not include any or, if so, the contents are not regrouped into the four parts of the Latin grammatical division (orthography, prosody, etymology and syntax), but in chapters or confusing tables. Finally, we refer to the most significant linguistic aspects in order to draw some conclusions about their differences, similarities and influences.

¹⁷ “The concept of plagiarism cannot be judged in the sixteenth century from our current perspective” (Roldán Pérez 205). Some works were plagiarized, other expanded or simply translated and reedited by other authors. For example, “Percyvall’s *Biblioteca Hispanica* was so successful that in 1599 a new edition of his dictionary was published, corrected and increased by John Minsheu” (Martín-Gamero 83).

¹⁸ See Appendix 2.

4.1. *John Thorius: The Spanish Grammer (1590)*

In the words of Martín-Gamero, “few details are known about John Thorius’ life. He was born in London in 1568. He was a student of Christ Church, Oxford... In Oxford he had to meet Corro and other linguists of that time” (79). Thorius translated the work *Reglas Gramaticales* (1586) by Antonio de Corro (1527-1591)¹⁹ into English naming it *The Spanish Grammer* (1590). He kept the French language and added a very brief dictionary to be used as an accompaniment to his Grammar. As Pablo Segovia writes, Thorius “retouches the division in chapters by Corro, making it clearer, and adds comparisons with English in the section of the pronunciation, but the adaptation did not go further” (“La lengua...” 601).

In “The Epistle to the Reader”, which is not signed, Thorius attempts to justify his labour as translator of this work saying that “this Grammar was first written the greater part of it in Spanish, and a little of the end in French; in such manner that none could reap any benefit by reading of it”. In the table comprehending all the contents they are not regrouped according to the Latin pattern. However, we may divide this treatise into three different parts: the pronunciation of the Spanish alphabet which corresponds with orthography; the eight parts of speech: noun, pronoun, verb, participle, adverb, preposition, interjection and conjunction, that is, etymology and, finally, a small section devoted to syntax. Thorius opts for not adding any explanation about accentuation (prosody).

Concerning orthography, Thorius introduces twenty-four single letters and three double of the Spanish alphabet. In this section he makes reference to other languages to explain the rules of pronunciation, such as Latin, Hebrew, Greek, Italian, French and just a few observations about the English language. For instance, as Alonso claims, “there is nothing that refers to an acoustic similarity of our *ç*, *c* with the English voiceless *th*” (198). There are also descriptions about diphthongs and apostrophes in French, needless for the Spanish tongue as Thorius points out: “As for the Spanish tongue, there is no use of Apostrophes in it” (15).

Referring to etymology, he takes into account the eight parts of speech of the Latin tradition. This piece of the Grammar is mainly based on a vast amount of rules for the noun, pronoun and verb. Although the Spanish declension did not exist, nouns and

¹⁹ Martín-Gamero (78-9) explains that “Antonio de Corro was a Geronimo friar of a monastery in Seville who became Calvinist and had to flee from Spain. He was the teacher of Spanish of Henry IV in France, student and professor in Oxford, where he met Thorius”.

pronouns are declined to assimilate this vernacular language to the Latin grammatical paradigm. Thorius distinguishes between noun proper and noun appellative, which are also of two sorts: substantives and adjectives. The article is also declined and included in the chapter of the noun, from which we may conclude that this was not considered a different part of speech. The Spanish and French verbal conjugation is accompanied by some interesting observations. Thorius dedicates a section to the supine although he clarifies that “the Spanifh and French toong haue no ufe of them” (61). Since the supine did not exist in Spanish at that time, Thorius’ choice makes another instance of Latin authority.

At the end of this Grammar there are three pages devoted to the syntax of the Spanish and French tongues, related to the constructions and the disposition of the parts of speech, the concordance of genders and the regiment of verbs.

4.2. *Richard Percyvall: Bibliotheca Hispanica* (1591)

Richard Percyvall (1550-1620) “was an employee in the secret matters of State...he deciphered papers with the first references to the Spanish project of the Armada” (Alonso 198). In “To the Reader” Percyvall refers to the reasons that drove him to write this treatise saying: “I open unto thee a Librarie; wherein thou mayft find layed readie to thy view and vse, the toonge with which by reason of the troublefome times, thou arte like to haue most acquaintance”. He presents the contents in an analytical table divided into two main parts: etymology and syntax. In the etymological section we find orthography and prosody, as there is a part for the description of the euphony (figure and accent). We can appreciate a mistake in his analytical table, that is, he confuses (in the part of syntax) the preposition with the interjection (in the undeclinable parts of speech of the regiment).

According to Alonso, “Sir Richard Percyvall [...] was a man with a phonetic talent” (198). Percyvall compares the Spanish pronunciation with other languages, not only with English. This fact facilitated the learning of his countrymen, above all, of those who were polyglot. He also introduces twenty-four single letters and only two double of the Spanish alphabet. He realizes that the Spanish *ç* was pronounced as the *ts* in English, but not as strong as the *t* (Alonso 144).

Regarding etymology, he considers that there are eight parts of speech, since he includes, similarly to Thorius, the explanation of the article into that of the noun and divides it into substantive and adjective nouns. Concerning the verb, Percyvall points out that there are six conjugations, three of which are regular and three irregular.

Moreover, he takes into account the infinitive as a verbal mood and, so, he refers to six moods. The potential mood is, in fact, the conditional tense. He classifies the verb as active, passive and neuter. According to this author, “a verbe neuter endeth in *o*, or *y*, as *foy*, *duermo*, *voy*, and cannot take *foy* to make him a passīue”. The translation into English of the verbal conjugation is included, and at the end of this first part of the manual there is an outline which shows the process of derivation of Spanish letters from Latin.

The second part is about syntax, focusing on the concordance (between the nominative and the verb, between the substantive and the adjective and between the antecedent and the relative) and the regiment of the declined and undeclined parts of speech. However, Percyvall does not take into consideration the constructions and order of the sentence. To justify his decision he adds: “Construction is the apt ioining of words in framing of a fentence. And bicaufe in the Spanish there is no such diuerfitie in the termination of cafes, as in the Latin, there is the lesse occasiō ministred to deale at large with this part of Grammar”.

4.3. *William Stepney: The Spanish Schoole-Master (1591)*

This Grammar is very short compared to other Grammars of the same period. In “The Epistle to the Reader”, Stepney foretells that “in future age the Spanisfh tongue will be as well esteemed as the French or Italian tongues”. The consciousness about the importance of learning Spanish due to the circumstances indicated above may be proved here. Finally, he opts for not including any index or table of contents.

Stepney only focuses on the pronunciation of the Spanish letters (orthography) and on the Spanish verbal conjugation (etymology), which is not translated into English. We note a deliberate omission of prosody and syntax. He states that the Spanish tongue has twenty-four single letters and three double. When he explains the Spanish pronunciation, he only makes reference to the Latin and English languages. Moreover, he does not mention anything about the rest of the parts of speech saying that “there is a Grammer in Spanish very exactly fhewing all the parts of speech, it fhall not be needefull to make here any further discourse”. Ramajo Caño notes that “Stepney copies the verbal paradigm from Corro” (159). It is important to remark that the verbs *to do* and *to have* are conjugated but not the auxiliary verb *to be*, which is indispensable to form the passive voice. At the end of the first conjugation, he adds the supine and recognizes that “the Spanish tongue hath no Supines” (11).

4.4. *John Minsheu: A Spanish Grammar (1599)*

John Minsheu does not include any index either. He divides his Grammar into the four Latin traditional parts: orthography, prosody, etymology and syntax. Moreover, he is the only one of these grammarians who provides a definition of grammar: “an Arte teaching the right rules of true speaking and writing” (5). At the beginning of his treatise Minsheu adds a section of general observations about the derivation of Spanish words from Latin.

Regarding orthography, he maintains that there are twenty-four single letters in Spanish and other three which are compound ones. He compares the Spanish pronunciation with other European languages, such as Latin, French or Italian. Alonso, referring to the English sound *ts* described by Percyvall, states that “Minsheu conceived to represent it with the letters *ths* omitting the sentence” (205). This was one of Minsheu’s strategies to avoid copying everything from Percyvall.

As for etymology, he also distinguishes between substantive and adjective nouns, and the article is included again in the chapter of the noun. “He follows Percyvall’s paradigm” (Ramajo Caño 161) but his verbal conjugation is more complete, as he adds the translation in Italian and Latin, together with English. It is remarkable that he refers to the supine, active and passive. Finally, he adds the passive construction made from *se* and the third singular and plural person (Ramajo Caño 146).

Instead of developing the section of syntax he offers the reader a series of words, phrases, sentences and proverbs from different authors in order to be memorized. Minsheu points out that the Spanish language “muft necessarily be ordered by many Rules of the Latin, which here to repeate were loft labour and in vaine” (74).

4.5. *Lewis Owen: The Key of the Spanish Tongue* (1605)

Lewis Owen (1572-1633) was a Jesuit in Valladolid. In “To the curteous Reader” Owen states that he has “compiled this litle Pamphet at some vacant houres in the Kingdome of Castile”. He uses this preface to introduce the pronunciation of some Spanish letters (*g*, *j* and *x*). This grammarian does not incorporate a table of contents either.

Although he says that the Spanish tongue has twenty-three letters, some of them are not developed in the explanation. Contrary to other authors, he does not refer to other languages in the pronunciation of letters. As Pablo Segovia points out, “Owen follows Stepney in almost everything, from whom he takes the equivalent of the *c* and the *s*” (“The key of...” 409). He also adds a brief introduction for the conversion and

mutation of the Spanish letters in words coming from Latin origin or Latin borrowings and eludes any explanation about prosody.

He continues his treatise referring briefly to nouns and pronouns. The etymology is quite incomplete, as he does not make reference to adverbs, prepositions, conjunctions and interjections. In this case nouns and pronouns are not declined. It is significant that he enumerates the endings of masculine and feminine nouns, something that is very practical for learners. The verbal conjugation is extensive and has been translated into English too. He distinguishes two types of supine. For example, from the verb *enseñar*, *enseñado* and *de ser enseñado* (in English *to teach* and *to be taught*). Owen does not give any explanation about syntax.

4.6. *John Sanford: An Entrance to the Spanish Tongue* (1611)

John Sanford (1564 or 5-1629) does not write any epistle to the reader or preface and goes directly to the contents. He prefers to divide them into fourteen different chapters which are not gathered in any index. We have regrouped these contents following the Latin traditional pattern. In chapters one and two Sanford refers to orthography, and in numbers three and four to prosody. From five to thirteen he deals with etymology. Finally, chapter fourteen is devoted exclusively to syntax, which is explained quite extensively compared to the rest of Grammars studied. Sanford states, “I find the Syntaxe almost neglected of the Grammarians, only Miranda [...] hath flatteringly deliuered a few rules” (55). He admits in several occasions the influence of Giovanni Miranda²⁰ in the elaboration of his treatise. He refers to the syntax of nouns, pronouns, verbs and particles (adverbs, conjunctions and prepositions).

Sanford elaborates a table to explain the different sounds and, then, he offers the rules. There are also problems of pages numeration and some are missing. It is convenient to highlight that Sanford dedicates a section to the rules for the use of the articles and a chapter of the anomalies of the irregular verbs of each conjugation. He is the only one who “considers that there are two different types of articles...the English *a* [which] is the equivalent to *un*; *the*, to *el*” (Ramajo Caño 68).

4.7. *James Wadsworth: A Grammar Spanish and English* (1622)

James Wadsworth (1572?-1623) “graduated in Cambridge [and became] chaplain of the English Embassy in Valladolid” (Alonso 212). As we have already pointed out, he translated into English César Oudin’s *Grammaire et observations de la*

²⁰ He was the author of the Grammar *Osservationi della lingua castigliana* (1566) which was an important source for the writing of subsequent Spanish Grammars.

langue espagnole (1597) and adapted it to the necessities of his countrymen. In “The Preface” he states that English “differth more from the Spanifh, then doth the French, so it requireth in some points, more rules and obseruations; the which I trust I have sufficiently supplied”.

At the beginning of his Grammar Wadsworth provides a table of the chapters. He makes reference to orthography, prosody and etymology, but not to syntax. Curiously, accentuation is explained after morphology. He is the author who mentions more letters, up to twenty-nine, since, for instance, he includes the *A* and *a* as different letters. He does not distinguish between single and double. Moreover, he only describes the thirteen letters that are difficult and differ in Spanish and English.

Wadsworth is quite innovative. He is the only one who considers the article as a different part of speech and offers other possible names for the verbal moods, “the Moods are fiue as in Latine, to wit, the Indicatiue, otherwife Demonstratiue: Imperatiue or commanding: Optatiue, called desideratiue or wishing: Coniunctiue or Subiunctiue: and lastly, the Infinitiue” (52). His verbal conjugation is very extensive. We can find some observations and translations comparing the Spanish language with English. He provides some information that other grammarians ignore, such as explanations about the transposition of letters before articles, the apocopate forms in the imperative or the mutations of letters in the infinitive.

5. Conclusions

As the analysis has shown, these seven Grammars contributed with their linguistic ideas to the development and introduction of the Spanish language in England more than four centuries ago. They may be classified into two different groups according to the grammatical method they display: pedagogical or deductive and inductive. The treatises published by Thorius, Percyvall and Sanford could be considered deductive, as they are only based on an amount of linguistic rules. On the contrary, those by Stepney, Minsheu, Owen and Wadsworth are inductive because they include dialogues, proverbs, prayers, etc. in order to help learn Spanish.

The influence of Latin is exemplified in all of them through the structure of the Grammar, the eight parts of parts of speech, the continuous references of this language in the description of Spanish sounds, the tables explaining the etymology and borrowings from Latin, the translation of the Spanish verbal conjugation, the inclusion of the supine or the declension of the article, noun and pronoun, which did not exist in Spanish. This fact shows that these linguists thought that there was a real analogy

between Latin and Spanish and, of course, other languages. Despite following the trail of Latin, these grammarians seem to be more pragmatic when it comes to describing Spanish, as they attempt to adapt their explanations to make them easier and, so, achieve their main goal, which was to teach Spanish.

In general, these Grammars are multilingual, all their authors include orthography and etymology and they agree in the number of parts of speech. On the contrary, prosody appears in the treatises by Percyvall, Minsheu, Sanford and Wadsworth. Syntax, which has to do with concordance, regiment and construction, is, most times, forgotten. When the author decides to add this section, the description is quite incomplete. They disagree on the number of the Spanish letters, varying from twenty-three to twenty-nine, on the number of moods, conjugations or the number of verbal tenses.

This paper has dealt with the origins of the didactics of Spanish in England, recovering these Grammars which were published in England at the end of the sixteenth century and beginning of the seventeenth. They are relevant for English and Spanish researchers not only from a linguistic point of view, but also for the intrinsic information about the relations between Spain and England at a time when crucial historical events took place in these two countries.

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Appendix 1: Didactic material attached to the Grammars discussed in this paper

John Thorius: *The Spanish Grammer* (1590)
Grammar (119 pages) + Dictionary (14 pages)

Richard Percyvall: *Bibliotheca Hispanica* (1591)
Grammar (40 pages) + Dictionary (192 pages)

William Stepney: *The Spanish Schoole-Master* (1591)
Grammar (29 pages) + 7 dialogues (102 pages) + sentences about merchandise (14 pages) + proverbs (8 pages) + other vocabulary (6 pages) + sayings (4 pages) + vocabulary (67 pages)

John Minsheu: *A Spanish Grammar* (1599)
Grammar (74 pages) + literary extracts and proverbs (9 pages) + 7 dialogues (68 pages)

Lewis Owen: *The Key of the Spanish Tongue* (1605)
Grammar (99 pages) + 4 dialogues (37 pages) + dictionary (68 pages) + chapters of Saint Juan (45 pages)

John Sanford: *An Entrance to the Spanish Tongue* (1611)
Grammar (62 pages)

James Wadsworth: *A Grammar Spanish and English* (1622)
Grammar (215 pages) + 5 dialogues (88 pages)

Appendix 2: Index of the Grammars discussed in this paper

John Thorius: *The Spanish Grammer* (1590)

1. Pronunciation of the Spanish and French alphabet
2. Noun
3. Pronoun
4. Verb
5. Participles
6. Adverbs
7. Prepositions
8. Interjections
9. Conjunctions
10. Construction or syntax, Spanish and French

Richard Percyvall: *Bibliotheca Hispanica* (1591)

Etymology:

1. letters (simple and compound)
2. words (declined and undeclined and words coming from Latin)

Syntax:

1. concord
 - a. between the nominative and the verb (number and person)
 - b. between the substantive and the adjective (gender and number)
 - c. between the antecedent and the relative (gender, number and person)
2. regiment
 - a. declined (with case as the noun, pronoun and participle) or (without case as the personal and impersonal verb)
 - b. undeclined (adverb, conjunction and interjection)

William Stepney: *The Spanish Schoole-Master* (1591)

1. Pronunciation of the Spanish letters
2. Conjugations

John Minsheu: *A Spanish Grammar* (1599)

1. Orthography
2. Prosody or accents
3. Etymology
4. Syntax

Lewis Owen: *The Key of the Spanish Tongue* (1605)

1. Pronunciation of Spanish letters

2. Brief introduction about the conversion or mutation of Spanish letters into words of Latin origin or borrowing.
3. Nouns and pronouns
4. Verbs

John Sanford: *An Entrance to the Spanish Tongue* (1611)

- Chapter 1: rules for the pronunciation of the Spanish
- Chapter 2: accidents of vowels and diphthongs
- Chapter 3: passions of words
- Chapter 4: accents
- Chapter 5: nouns
- Chapter 6: pronouns
- Chapter 7: verbs
- Chapter 8: passive verbs
- Chapter 9: impersonal verbs
- Chapter 10: the *anomala* and irregular verbs of each conjugation
- Chapter 11: the irregular of the second conjugation
- Chapter 12: the *anomala* of the third conjugation
- Chapter 13: participles, the undeclinable parts of speech
- Chapter 14: syntax

James Wadsworth: *A Grammar Spanish and English* (1622)

1. Letters and their pronunciation
2. The article
3. The noun
4. The pronoun
5. The verb
6. The participle
7. The adverb
8. The preposition
9. The conjunction
10. The interjection
11. Other observations