

Languages Memory Conference June 2018

Dissenters, exiles, migrants and transcultural citizens;
an insight into the history of Spanish teaching in
England and the identity of the profession

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*The long tradition of Spanish language in
England: a chronological overview of the people,
ideologies and social contexts that shaped the
teaching of Spanish language in this country*

The Andalusian city and the English Cordwainer



Cordovanes
(Spanish)
Cordonnier
(French)
Cordwaine (English,
circa 1066)



<http://saberyrecordar.blogspot.co.uk/2015/07/cordobanes-guadameciles-y-ghadames-la.html>

<http://hidden-london.com/gazetteer/cordwainer/>

Conflict, diplomacy and language



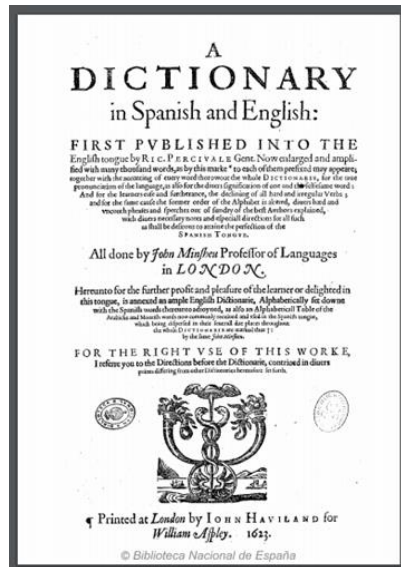
Catherine of Aragon
www.historyanswers.co.uk

- Two empires and their identities: language and political and economic power.
- Prestige of Spanish literature in England (Cambridge): Garcilaso, Boscán, Cervantes: *La Gitanilla* (*The Spanish Gypsy*, by J. Ford; Jacobean novels)
- Royal marriages and the need for Spanish language guides
- Patronage and translations in Oxford:
 - The “Armada’s” prisoners and their role as translators
 - A. del Corro’s first Spanish grammar book published in England

Language guides imagined possible relationships between England and Spain

Early Spanish-English Lexicographers and Grammarians

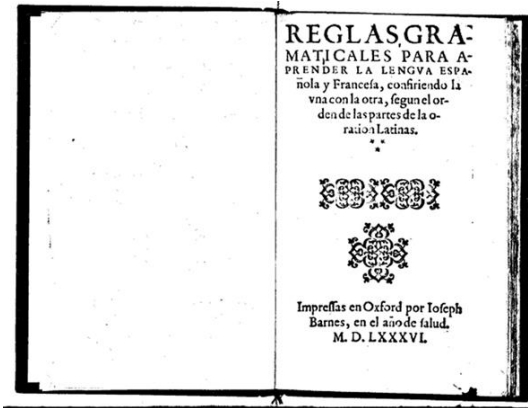
John Minsheu, (1599) *A dictionarie in Spanish and English, first published into the English tongue by Ric., Percivale, [...]* Now enl. and amplified...All those by John Minsheu...Hereunto for the further profite and pleasure of the learner [...] London



Richard Perceval, (1591) *Bibliotheca Hispanica containing a grammar, with a dictionarie in Spanish, English and Latine, gathered out of divers good authors; very profitable for the studious of the Spanish toong. By Richard Percyvall, Gent, [...]* Imprinted in London by John Jackson for Richard Watkins.



When religion gives you shelter and food: Spanish dissenters in Oxford and London (1)



Antonio del Corro,
(1586)

“Considerando en cuanta estima sean en este tiempo los que hablan diversos lenguajes; y en cuan diversas regiones del orbe se entienda el uso de la lengua española....”

http://gateway.proquest.com/openurl?ctx_ver=Z39.88003&res_id=xri:eebo&rft_val_fmt=&rft_id=xri:eebo:image:11568

DIALOGOS
Ingléses, y Españoles.
CON
Un Método Fácil de Aprender la
Una y la Otra Lengua,
Y MUCHOS
PROVERBIOS, con las *Explicaciones* de diversas MANERAS de
Hablár, propias à la
Lengua Española.
L A
Construcción del Uniuérso, y los Términos Principales de las Artes, y de las Sciéncias.

Felix Antony de
Alvarado, (1718)

Dedicados al *Excelentíssimo Señor Don*
JUAN, Lord CARTERET.

Por *D. Félix Antonio de Alvarado*, Natural de la Ciudad de Sevilla en España; más Tiempo ha Naturalizado en este Reyno; Presbytero de la Yglesia Anglicana; Capellan de los Honorables Señores Ingleses Mercaderes, que Comércian en España; e Intérprete de la Liturgia Inglesa en Español, & Castellano.

L O N D R E S :
A costa de GUILLERMO HINCHLIFFE, y
JUAN WALTHOE el mas Mozo, à la Lonja
en Cornhill. 1719.

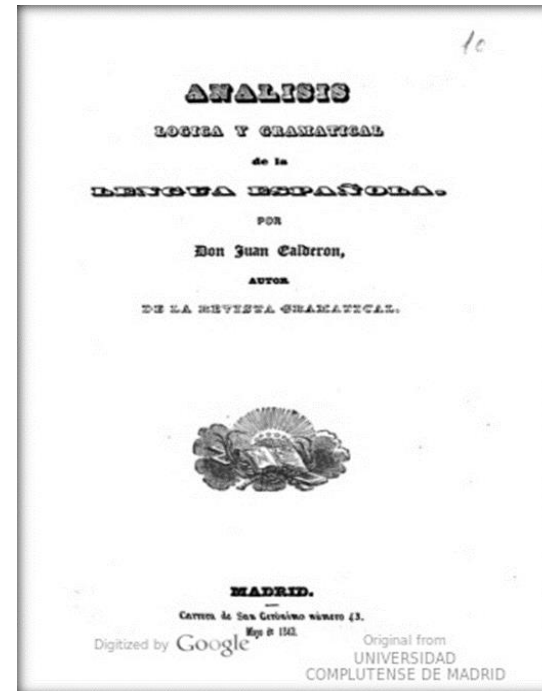
When religion gives you shelter and food: Spanish dissenters in Oxford and London (2)

Lorenzo Lucena (1806-1881)



www.Bodleian.ox.ac.uk

Juan Calderón (1791-1854)

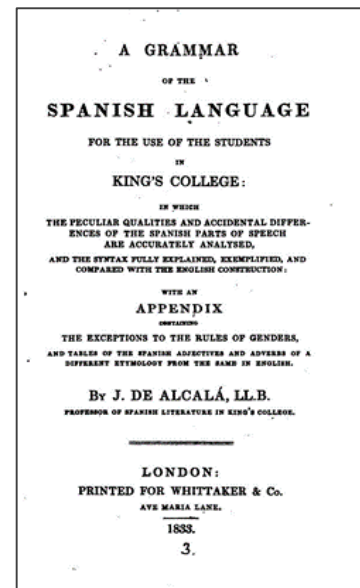


<https://babel.hathitrust.org/cgi/pt?id=ucm.532378923>
9

Spanish Liberals in London and the new universities



Antonio Alcalá
Galiano (1789-
1865)



www.alamy.com

Pablo de Mendíbil (1788-1831)

José M. Jiménez de Alcalá (-)

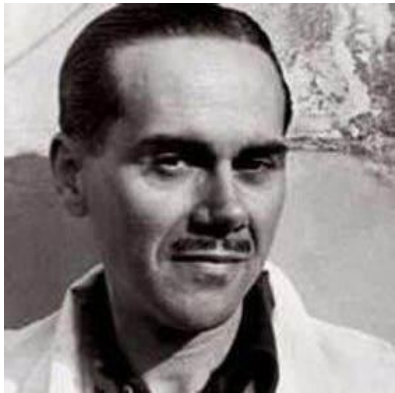
Ángel de Villalobos (-)

Juán Calderón (1791-1854)

Diasporic communities, displacement, memory and the homeland: the Spanish Civil War (the exile from the land)

Quisiera estar solo en el sur

Luis Cernuda
(1902-1963)



www.ranker.com

“Quizá mis lentos ojos no verán más el sur de ligeros paisajes dormidos en el aire, con cuerpos a la sombra de ramas como flores o huyendo en un galope de caballos furiosos.

El sur es un desierto que llora mientras canta. Y esa voz no se extingue como pájaro muerto; hacia el mar encamina sus deseos amargos, abriendo un eco débil que vive lentamente.

En el sur tan distante quiero estar confundido. La lluvia allí no es más que una rosa entreabierta; su niebla misma ríe, risa blanca en el viento. Su oscuridad, su luz, son bellezas iguales.”

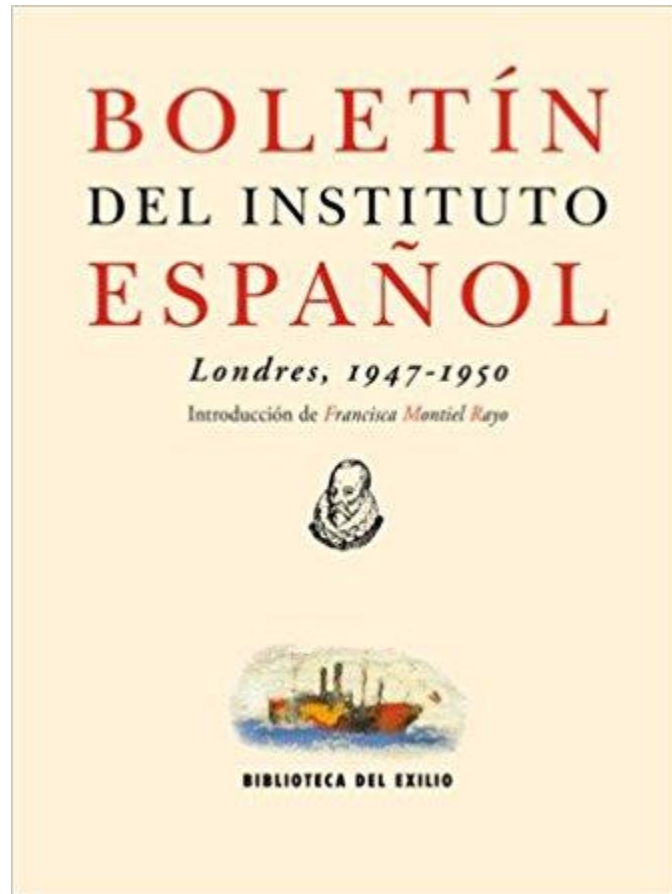
<https://www.poemas-del-alma.com/quisiera-estar-solo-en-el-sur.htm>

Salvador de Madariaga
(1886-1978)



Youtube.com

Spanish culture in England: the creation of cultural institutes



1947-1950

The image is a screenshot of the website 'londres.cervantes.es'. The header is red with the website name in white. Below the header, there are navigation links: 'Teacher Training', 'Spanish courses', 'AVE Online Courses', 'Library', 'Spanish Exams', and 'Culture'. A breadcrumb trail reads 'Home > Courses > Teachers > Teacher training'. The main content area is titled 'Teacher Training Courses' and includes a sidebar with 'General Information' and 'Courses'. The 'Courses' section lists: 'Graduate Certificate in Spanish Language Teaching to Adults GCSLTA, Module 1', 'Graduate Certificate in Spanish Language Teaching to Adults GCSLTA, Module 2', 'Graduate Certificate in Spanish Language Teaching to Adults GCSLTA, Module 3', 'Teacher training course for ELE teachers of children', 'Grammar course for ELE teachers', and 'Courses for tutors and examiners of DELE'. The main content area features a photograph of a classroom with a teacher and students. Below the photo, there is a paragraph about the Institute's offerings and a list of teacher training courses, including a 'Grammar course for ELE teachers' with details on its content, duration, and fee.

Instituto Cervantes

The raise of Hispanism: teaching language and culture

Edgar Allison Peers (1891 –1952)

A handbook to the study and teaching of Spanish (1938)



Movimientoraigambre.blogspot.com

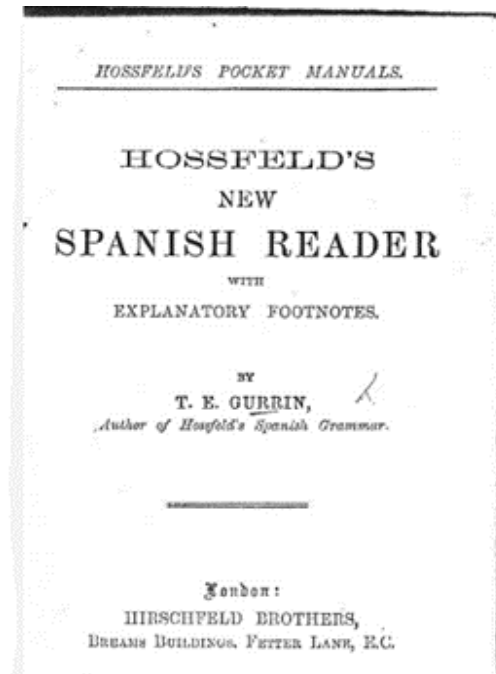


www2.le.ac.uk

The business of Spanish Language: from commercial purposes...

“In the early years of the 19c, Great Britain had the closest and most cordial relations with the then recently formed Spanish American Republics. When they began to feel the commercial and industrial impulse, it was a British enterprise and British capital that united to satisfy their needs. Latin America was filled with British commercial houses and covered with British railways and contact was effected with the whole world by means of British vessels[...] all the economic activity of Latin America was concentrated during the 19c in the city of London”.

(E. A. Peers, 1938, *A handbook to the study and teaching of Spanish*. London, Methuen & Co. p. xiii)



“The discourse about the economic value of the Spanish language would not be a new idea in response to globalization, but more like the natural extension of old ideologies, such as Pan-hispanism [...] or linguistic nationalism [...], wrapped up now by neoliberalism [...]”.

(Translated from Bruzos Moro, A., Méndez Marrasa, E. (2016), “Import/Export”: aproximación crítica a los discursos sobre el español como recurso económico en el campo del español como lengua extranjera. *MarcoELE, Revista de Didáctica ELE*. Núm.23, p.5.

.....to touristic resource

Cultural cosmopolitanism: “This cosmopolitanism is driven by a desire to consume the ‘Other’ –cuisine, sight-seeing, music, cinema, and so on– and it is the domain of those members of society with sufficient economic capital to afford to act on it. (D. Block, 2010, “Globalization and language teaching”. In Coupland, N. (ed.), *The handbook of language and globalization*. Oxford: Wiley-Blackwell, pp. 287-304. P. 296)

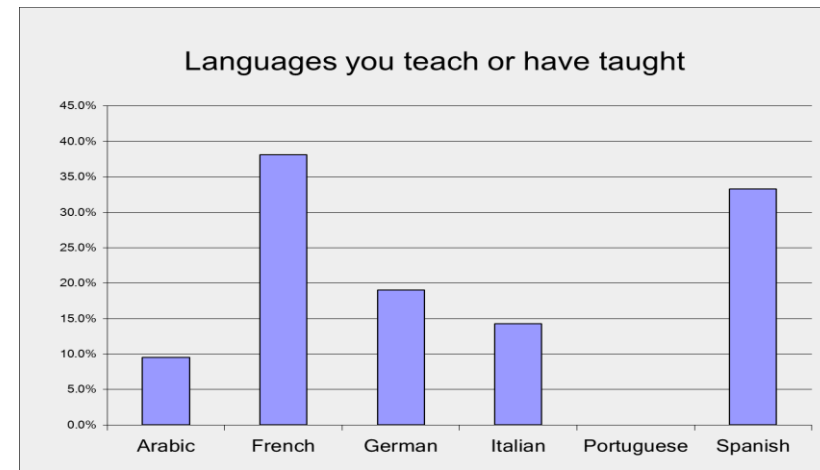
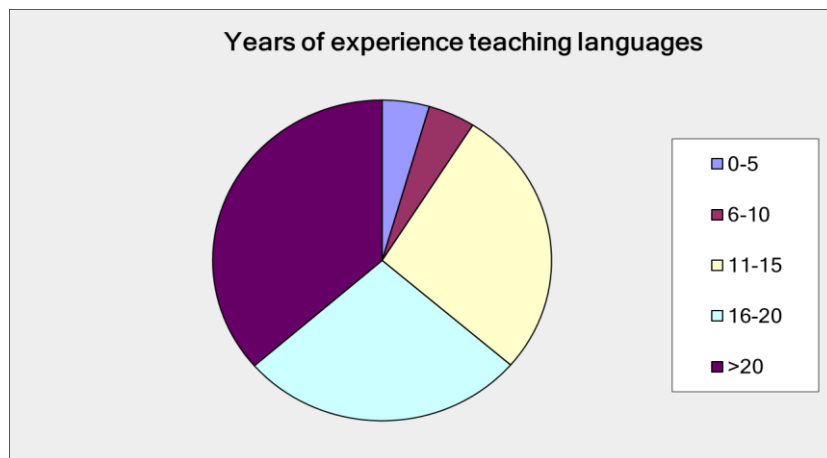
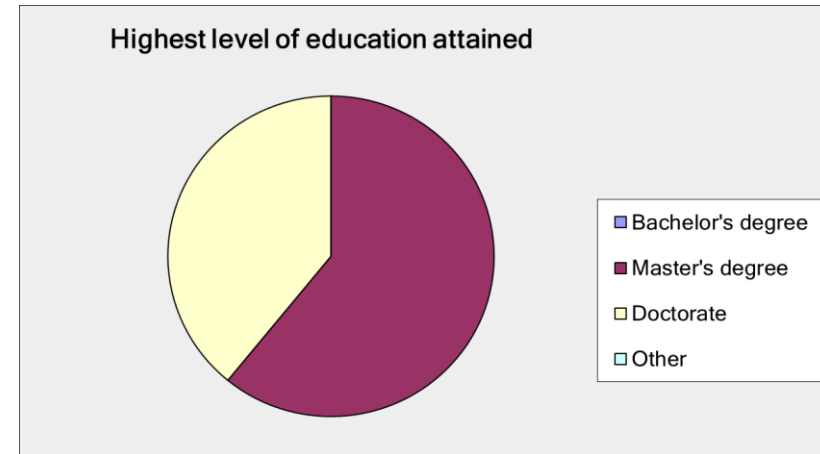
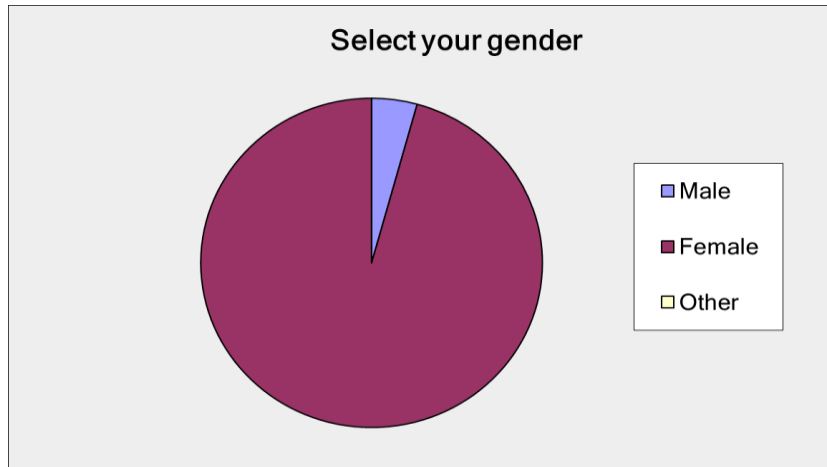
“Los profesores de español son el nexo del estudiante con el idioma y la cultura que van a conocer...” (interview with M.C.Timor, “LdeLengua 93 con FEDELE”
<http://eledelengua.com/ldelengua-93-con-fedel>)

Spanish language in the suitcase: language teaching and migration

“Rocío has ten months work experience; two degrees; six years at university. At the end, a suitcase, a flight and another country. Her job –bar attendant-, the same as Pedro or Alba. She also left for London to try her luck; to see if the city offered her the future which she could not have in Spain. She started in one of the many McDonalds in London, carried on as a private tutor of Spanish and ended up as a teacher in a school. She is still there, teaching her mother tongue for a decent salary”. (Translated from Bruzos Moro & Méndez Marrasa, 2016, p. 3)

- Intruders: non-qualified people in the profession
- Qualified professionals
- Precariousness

To be a language teacher in the 21st Century



Final reflections: Beliefs, feelings and ideologies in Spanish teachers' histories.

“Considering in how highly regarded are in present times those who speak different languages, and in how many different parts of the world the Spanish language is understood [...]” (Translated from A. del Corro, 1586)

“The Spanish or Castilian language is universally allowed to be unrivalled in majesty and beauty (6). [...] while I am teaching the Spanish language and lecturing upon Spanish literature, I am not merely indulging in elegant trifles [...]. I consider that I am serving the best interests of mankind in general, and more especially those of my native country, which I do and ever shall hold dear, but which perhaps I am doomed to see no more [...]” (A. Alcalá Galiano, 1828)

“[...] my years in the profession are in reality, a summary of a great journey. I look at the map and realise that there is almost no nationality I have not taught Spanish, in which I have not had to penetrate, which I have not explored....” (Translated from L. Miquel, in Areta Ayuso, J.M. 2011, p. 163).

Further readings

- Gallardo, M., (2016), “Modelos de buen uso: los libros de lecturas, *readers*, colecciones y florestas como herramienta para el aprendizaje del español en el siglo XIX” in Durán López, F., Gaviño Rodríguez, V. (eds.) *Estudios sobre Filología española y Exilio en la primera mitad del siglo XIX*. Madrid, Visor, cap. VI.
- (2011). “[La lengua como expresión de la identidad nacional en los emigrados constitucionales. Algunas consideraciones sobre Blanco White y Alcalá Galiano](#)”. In: Muñoz Sempere, D. and Alonso García, G. (eds). *Londres y el Liberalismo Hispánico. La Cuestión Palpitante. Los siglos XVIII y XIX en España* (17). Madrid: Iberoamericana Editorial Verbauert, pp. 257–274.
 - (2009). “Heréticos, liberales y filólogos: la labor lingüística de los heterodoxos decimonónicos en Inglaterra”. In: García Martín, J. M. and Gaviño Rodríguez, V. (eds). *Las ideas y realidades lingüísticas en los siglos XVIII y XIX*. Cádiz: Universidad de Cádiz, pp. 189–204.
 - (2006). “La perspectiva intercultural en los libros para la enseñanza de lenguas modernas. Un enfoque histórico”. Roldan, A. et al., (eds.) *Caminos Actuales de la Historiografía Lingüística. Actas del V Congreso Internacional de la SEHL*. Murcia: Universidad de Murcia, pp. 429-441.
 - (2006). Anglo-Spanish grammar books published in England in the nineteenth century. *Bulletin of Spanish Studies, Hispanic Studies and Researches on Spain, Portugal and Latin America*, 83(1), University of Glasgow, Routledge, pp. 73–98.
 - (2003). Introducción y desarrollo del español en el sistema universitario inglés durante el siglo XIX. *Estudios de Lingüística del Español*, 20. Laboratorio de Lingüística. Universidad Autónoma de Barcelona. Vol 20. RedIRIS, <http://elies.rediris.es/elies20/>
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