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TRABAJO DE FIN DE GRADO

"William Stepney's *Spanish Schoole-maister* as
transmission of Spanish culture and language in late
16th- and early 17th-century England"

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ABSTRACT

William Stepney, teacher of Spanish in the City of London, published *The Spanish Schoole-master*, a handbook of Spanish, in 1591. This dissertation presents the background of the difficult historical, political, cultural and religious period for Anglo-Spanish relationship after the defeat of the Armada in 1588 in which the handbook was published; the explanation of the structure and the comparison with other handbooks of Spanish published at the time as Antonio del Corro's *The Spanish Grammer* (1590), Richard Percyvall's *Bibliotheca Hispanica* (1591) and John Minsheu's *A dictionarie in Spanish and English* (1599); and the detailed analysis of the cultural contents of the dialogues and the vocabulary presented by Stepney. The objective of the dissertation is to discover how Stepney planned the instruction of Spanish language beyond the linguistic aspects in the context of Anglo-Spanish relationship.

Key words: William Stepney, *The Spanish Schoole-master*, handbook of Spanish, Early Modern England, Anglo-Spanish relations, languages' learning.

RESUMEN

William Stepney, profesor de español en la ciudad de Londres, publicó *The Spanish Schoole-master*, un manual de español, en 1591. Este Trabajo Fin de Grado expone el contexto en el que el manual fue publicado, un difícil período histórico, político y cultural para las relaciones anglo-españolas tras la derrota de la Armada Invencible en 1558; la explicación de la estructura y la comparación con otros manuales de la época como *The Spanish Grammer* (1590) de Antonio del Corro, *Bibliotheca Hispanica* (1591) de Richard Percyvall y *A dictionarie in Spanish and English* (1599) de John Minsheu; y un análisis detallado de los contenidos culturales de los diálogos y el vocabulario presentado por Stepney. El objetivo de este Trabajo Fin de Grado es descubrir cómo planeó Stepney la enseñanza de la lengua española mas allá de los aspectos lingüísticos en el contexto de las relaciones anglo-españolas.

Palabras clave: William Stepney, *The Spanish Schoole-master*, manual de español, Inglaterra en la Edad Moderna, relaciones anglo-españolas, aprendizaje de lenguas.

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1. INTRODUCTION

The Spanish Schoole-master, a handbook of Spanish written by William Stepney, is the focus of my dissertation. There is not much information about the author of the handbook but as it can be read in its title page, William Stepney was a teacher of Spanish in the City of London.

There are two editions of the handbook. The first edition was published in 1591 after the defeat of the Armada in 1588 which -as we will see- is a difficult historical, political, cultural and religious period for Anglo-Spanish relationship. The second edition was published in 1619 in a totally different period.¹ Although I am going to focus on the first edition throughout my dissertation, I will make some comments referring to the second edition due to the fact that there are important differences between both editions as it is the case of the dedication of Stepney's work.

This dissertation presents a research about the historical period in which the handbook was written trying to discover which facts could influence the handbook, a detailed analysis of the structure and the contents of this handbook, and a group of sources that will be cited in the bibliography to take into account the few ideas that other authors had about *The Spanish Schoole-master* due to the fact that it had been little studied.

I am not going to make an analysis of the linguistic aspects of Spanish and English presented by Stepney; my dissertation will deal with the cultural aspects of the handbook because although *The Spanish Schoole-master* was not the only handbook published at the time, it differentiates from the rest of works presenting dialogues, vocabulary and texts for everyday use. We do not know where Stepney learned Spanish, but he gives examples in the dialogues and the vocabulary that reflect that he was in real situations of

¹ Complete reference for the second edition of the handbook: Stepney, William. *The Spanish Schoole-master*. London: printed by Nicholas Okes, for John Harison, dwelling in Pater-noster-row, at the signe of the Vnicorne, 1619.

communication in Spanish when he learn them, and it leads us to think that he could come to Spain to learn them.

For that reason, the objective of my dissertation is to discover how Stepney planned the instruction of Spanish language beyond the linguistic aspects in the context of Anglo-Spanish relations.

I would like to mention that I have chosen *The Spanish Schoole-master* because William Stepney presents information regarding different contents. It will allow me to cover different aspects treated along the Degree of English Studies as history, linguistic, grammar and culture and to use the knowledge that I have acquired during these four years which are the general aims of the dissertations.

2. STEPNEY SITTING ON THE FENCE OF ANGLO-SPANISH CONFRONTATIONS

William Stepney's *The Spanish Schoole-master* which is the center of my dissertation bring us to think about the relationship between Spain and England in late sixteenth century and early seventeenth century, for that reason, I am going to present an historical, political and cultural background of these years.

The last years of the reign of Elizabeth I (1558-1603) were marked by the religious and political issues. After the defeat of the Armada in 1588, Spain and England tried to approach positions, but the support of the Spaniards for the Irish rebels was an English concern. Spain should act with caution to avoid any type of confrontation.² However, Elizabeth I replied to the attack to England, to the conspiracy against the monarchy as well

² In the following years, there were also confrontations and although the English attacked Cadiz in 1596 and this attack, together with the defeat of Armada, provoked the bankruptcy of the Spanish economy, the Spaniards recuperated themselves to attack Ireland and England.

as to the support of the Irish Catholics by the Spaniards, in 1591 with a Royal Proclamation against Catholics. In this proclamation the English Catholics were accused of betraying their country by supporting Philip II, and they were considered rebels of the English monarchy. The main institutions affected by this proclamation were the English colleges that were founded in the continent and more specifically in Spain as St. Alban's, in Valladolid. It was created in 1589 to form English in the Catholic religion. There was another English College in Seville, created after the proclamation against the Catholics. The Irish and Scottish colleges appeared later on. Philip II protected these colleges since their formation, but the new monarch, Philip III, did not follow the same policy in support to these colleges. This is a change that connects with other changes in the reign of Philip III that we will see later.³

However, the change in Spanish and English monarchies would suppose an improvement in the Anglo-Spanish relationship after the reigns of Philip II in Spain and Elizabeth I in England, which had been a hard period for both monarchies. James I of England substituted queen Elizabeth Tudor (Elizabeth I) in 1603 and after the death of Philip II in 1598, Philip III was crowned new king. With this change in Spanish and English monarchies, Spain improved the relationship with England and it would give rise to the signature of peace between both countries though not without a great deal of negotiations and expectations. The Catholics of England saw an opportunity to improve their situation with the change in the throne. The persecution and the imprisonment of Catholics could come to an end thanks to this Peace Treaty.

³ See more in Sanz Camañes, Porfirio. *Los Ecos de la Armada. España, Inglaterra y la estabilidad del Norte (1585-1660)*. Madrid: Silex, 2012. Chapter 3: Razones católicas de estado en la continuidad de la guerra, 1588-1603.

Juan de Tassis, count of Villamediana started a friendly relation between England and Spain. In Brussels, he received the English delegation, and then he joined the Spanish delegation to London. James I received Juan de Tassis in secret the October 8, 1603 and they negotiated the way of creating a safe and sincere peace. They focused on religious, politic, military and commercial aspects.

Tassis also proposed the marriage between the Infanta Ana, daughter of Philip III and Henry, son of James I. The English would support the marriage with the fulfillment of four conditions: liberty of the British parties to establish colonies in the Indies where Spaniards would not have rights; elimination of Inquisition's courts in the places where English traded and of the customs taxes; step limitation of the Spanish army guided to Holland; and prohibition of agreements between England and Holland, and Spain and Ireland. One of the conditions of Spaniards was the conversion of the Prince to Catholicism. These conditions paralyzed the negotiation. Furthermore, the United Provinces tried to avoid one partial negotiation and proposed a general peace that included them. The economic issue was a fundamental interest for James I. It was his first minister, Robert Cecil, Count of Salisbury, who intervened preventing a war between dynasties due to the military debt. These problems joined Spaniards and English since the economic situation of Spain was not better than in England.

One of the main negotiations of the Peace Treaty was the place for the signature. Initially, London and Valladolid were excluded to sign the peace because they were the capital cities of the countries involved in the treatment and a neutral city was proposed. Also, in added reason to exclude London was probably the plague that was provoking many deaths in the city. With this Peace Treaty, Philip III pretended to increase security in sea routes between Spain and Holland invaded by contraband and pirates. On 28 August 1604, the Peace Treaty was signed in London and not in Brussels, the neutral place proposed by Spain. This treaty was verified in Valladolid in 1605. The treaty was signed in Somerset House in

London.⁴ The Spanish delegation was in the left part of the table and it was formed by Juan Fernández de Velasco, Constable of Castile; Juan de Tassis, count of Villamediana; Alejandro Rovira, legal advisor of the School of Milan; the Flemish delegation also was placed in the left side of the table and it was formed by Carlos, count of Aremberg; Juan Richardot, president knight of the Private council of State; and Luis Verreychen, knight first secretary. The English delegation was placed in the right side and it was composed by Thomas, count of Dorset, big treasurer of England; Charles Howard, count of Nottingham; Charles, count of Devonian; Henry, count of Northampton y lieutenant of England in Ireland; and Robert Cecil, first secretary of the king James I. This act sealed the peace based on the sincerity and the friendship on both parts. This treaty was difficult to carry out due to the fact that the privateers still wanted to capture enemy ships. The laws before the war in the aspect of commercial liberty were recovered and the Dutch wanted to take advantage of this treaty to eliminate the commercial relationship between the English and the Dutch rebels. England claimed the commercial liberty in the Occidental Indies.

The religious issue also hindered the peace between both dynasties. Any sign of support towards English Catholics by Philip III could further destabilize the peace between both monarchies. Philip III wanted to ameliorate the situation of the Catholics in England, but Álamos de Barrientos' words demonstrated that England and Spain were still enemies.⁵ The Spanish monarch included new clauses in the Peace Treaty in June, 1605 to avoid the persecution of English merchants by the Inquisition, but the English that were living permanently in Spain were not included in this treaty. However, in 1612 the English ambassador in Spain claimed against the treatment that the English merchants were receiving in Spain. This is another example that shows that the Peace Treaty was not totally complied.

⁴ There is a picture called "The Somerset House Conference" that reflects the moment in which the treaty was signed. The position of the Spanish and English delegation could be observed in it. See more in Sanz Camañes. *Los Ecos de la Armada*. p.261.

⁵ "Inglaterra es enemigo público nuestro por la religión, fortísima causa de la enemistad y, a juicio de los prudentes, la más poderosa de cuantas hay en las naciones y que más duras y perpetuas guerras causa." Sanz Camañes. *Los Ecos de la Armada*. p. 269.

The marriage between both dynasties proposed by Juan de Tassis was very present in people's mind in Spain due to the fact that the Spaniards could benefit recruiting Catholics for the troops; increasing the commerce of military elements and assuring their territories in the Indies. After long negotiations, the wedding was not carried out and the Infanta Ana was engaged with the king of France, Louis XIII. Then, a new marriage emerged to link the English and Spanish monarchies. This time, it would be between the Infanta María Ana and the Prince of Wales, Charles. This new marriage would approach both dynasties, the Stuarts and the Habsburg, but some Catholic sectors in Spain and the English Parliament did not support it since the main Catholic and Protestant powers would be joined by this marriage. The English should revoke the laws against the Catholics to achieve the Pope approval of the wedding.

Moreover, James I presented two conditions to carry out the wedding between the Infanta María Ana and Charles, Prince of Wales: the education of the Infanta would be of nine years, and the immunity for the secular jurisdiction. Philip III also ordered the suppression of the laws against Catholics and the security for the Infanta and her descendants. However, the occupation of the Palatinate by the Spaniards during the war of the Thirty Years continued raising problems between the two monarchs.

Pedro de Zuñiga, Spanish ambassador and Count of Floresdávila, went to London to announce French-Spanish marriages between the Infanta Ana and the king of France Louis XIII and between the future Philip IV and Elizabeth of France (Elizabeth of Borbon). In this moment, England appointed Charles Cornwallis English ambassador in Spain to strengthen the Anglo-Spanish relationship, but his negative attitude towards the country did not help to improve these relations. This attitude provoked an alert among the Spaniards at any event happening and influenced the new negotiations between Spaniards and Flemish to renovate the fleet.

Diego Sarmiento de Acuña, count of Gondomar, was the key piece that joined the Spanish and English monarchies and his fidelity as ambassador was widely recognized in his trajectory and was envied by James I. However, the death of the English monarch in 1625 would damage the approach between the two nations, due to the fact that James I and Count of Gondomar maintained a close relation and they were aware of the fact that an approach and the Peace Treaty between them was beneficial for both, especially taking into account that both financial situations were very weak.

Furthermore, Count of Gondomar achieved the arrest of Walter Raleigh, one of the main pirates in the period, and received the support of the Spanish Party, circle of Spanish Catholics in England. Nonetheless, when the Anglo-Spanish relationship were not in their best moments, and the rumors about a Spanish attack to England, Scotland and Ireland appeared, count of Gondomar withdrew and was substituted by Carlos Coloma in a difficult economic situation.

In 1623, with Philip IV in the throne after the death of his father Philip III in 1621, James I announced the arrival to Madrid of Charles, Prince of Wales to finalize preparations for the marriage with Maria Ana. The Spaniards filled the Prince with presents and the place of the wedding was set in Spain, but the death of Gregory XV provoked the cancellation of the event. After the cancellation of the marriage, Prince Charles of England engaged with Henrietta Maria of France; Maria Ana, the Spanish Infanta, got engaged with the future emperor Fernando III. After twenty years of stability between Spain and England, a new period of negative propaganda against Spain in England started. The financial situation of England got worse and its costs exceeded the expected provisions and with the cancelation of the marriage, the English lost the dowry of the Infanta María Ana, favorable situation to appeal to the guns.

In the following years with James I, the relationship between both countries got better though it was always difficult. Between 1627 and 1628, Spain with Philip IV and England with Charles I tried to approach positions. The Stuart Monarchy was in a difficult situation

due to the fact that the confrontations with the Scottish were constant and Spain also suffered the rebellions of Portugal and Catalonia. However, the Treaty of Madrid in 1630 stabilized the Anglo-Spanish relationship: in the military area Spain would recruit troops, the situation of Catholics in England would improve and Philip IV would not be an enemy of England.

Spain and England should solve internal problems. England was worried about the Scottish rebellion and Spain about the Catalanian and Portuguese rebellions, for that reason, the relationship between the two nations were stagnant during some years. Although the relationship between England and Spain was not at its best moment when, in 1591, William Stepney wrote *The Spanish Schoole-Master*, his work aimed at teaching Spanish as a foreign language. What is more, Stepney trusted in the improvement of this relationship and produced a handbook of Spanish focusing on cultural aspects.

3. A MODERN LANGUAGE HANDBOOK AFTER THE MEDIEVAL TRADITION

Although William Stepney wrote *The Spanish Schoole-master* at the end of the sixteenth century, the book followed the medieval tradition of language handbooks. Claude Buridant established the five components that appeared in traditional medieval glossaries. These five components were interlinear glosses (explanation of difficult words and creation of glossaries for pedagogical purposes); variety of subject-matter vocabularies (they are very useful for memorizing a language); models of discourses on specific subjects; alphabetical glossaries and the close relationship between lexicon and grammar.⁶

⁶ Claude Buridant ed. *La lexicographie au Moyen Âge*. Lille: Presses Universitaires, 1986: p. 11-23; cited in Fernández U, Heberto H. *Dictionnaires in Spanish and English from 1554 to 1740: Their Structure and Development*. Soria: Diputación Provincial de Soria, 2010: p. 131.

William Stepney followed the tradition of the works of the Middle Ages in his handbook *The Spanish Schoole-master* which is the center of study of my dissertation. Sánchez Pérez established that neither the contents nor the methodology deviated from what was usual at the time.⁷ This is what I am analyzing here, its structure in the context of the tradition of language handbooks.

Roger J. Steiner called attention to what Stepney explained in the preface, which was the reason for the compilation of the work: “to help the user to be a painfull labourer in his vocation and a good Christian, a loyal subject to his Prince and a profitable member in the common wealth”.⁸ These values reflect the main objective of the book, and that religion, the subjection to royalty and contribution in the society were above the learning of a language.

In the title page of Stepney’s *The Spanish Schoole-master*, the author explained the contents of the work: seven dialogues for each day of the week and what was necessary to do each day; the pronunciation of the Spanish tongue and a dictionary part. This title page was a representative part of the structure of many works of the time, because it was not only a title page with the title of the work, it was a kind of summary of the contents. It can also be observed in other handbooks of Spanish like Antonio del Corro’s *The Spanish Grammer* (1590), Richard Percyvall’s *Bibliotheca Hispanica* (1591) and John Minsheu’s *A dictionarie in Spanish and English* (1599).

Then, Stepney included a Spanish dedicatory to a member of the aristocracy, Robert Cecil, younger son of William Cecil, 1st Baron Burghley. When his father died, Robert Cecil became Secretary of State of Queen Elizabeth and King James. However, in the second edition of the handbook in 1619, Stepney added an English dedicatory to Lord Generall

⁷ Sánchez Pérez, Aquilino. *Historia de la Enseñanza del Español como lengua extranjera*. Madrid: Sociedad General Española de Librerías, 1992: p. 62.

⁸ Steiner, Roger J. *Two Centuries of Spanish and English Bilingual Lexicography 1590-1800*. The Hague [etc.]: Mouton, 1970: p. 36.

Cecyll, Edward Cecil, who was Robert Cecil's nephew and William Cecil's grandson, but he clarified that his work was first dedicated to Robert Cecil. Stepney was very intelligent dedicating his work to two people of the entourage of Baron Burghley, who could influence the monarch to allow the publication of his handbook because at the time the publication was very controlled and it must be approved by the monarchy. It is important to emphasize that during Elizabeth's reign, Lord Burghley worked to misrepresent the Spanish culture in contrast with what the Earl of Leicester, and later Essex would do, trying to improve the reputation of Spanish works. However, Burghley collected the largest Spanish library in Tudor England. As Hannah Leah Crummé has explained, the propaganda Burghley produced began the establishment of the "black legend" that coloured English relations with Spain.⁹ Stepney could dedicate his work to the entourage of Burghley, because as Crummé pointed out, the Earl of Leicester and he were the patrons for the creation of Spanish-English dictionaries. Moreover, the dictionaries and the pamphlets were the medium by which Burghley disseminated the Spanish's propaganda. If we compare with other handbooks, it seems clear that Percyvall understood that a dictionary could be used as a propaganda tool, and he dedicated his work to Robert, Earle of Essex although his work did not achieve potential until Cecil's service. Minsheu dedicated his work to Sir John Scot, Sir Henry Bromley, Sir Edward Greuel and William Fortescue. It is relevant to accentuate that Burghley's policy appeared reflected in Percyvall and Minsheu's works, for example, Minsheu presented Spain as fortress of natural obstacles. In the case of Antonio del Corro's *The Spanish Grammer*, no dedicatory was included.

The next part in Stepney's *The Spanish Schoole-master* was the epistle to the reader in which the author emphasized the values which have been mentioned above, and that he was trying to transmit in the handbook. He also introduced the importance of the Spanish language anticipating that in the future it would be as well estimated as French or Italian. The epistle to the reader was a tradition in all the works mentioned above.

⁹ See more in Crummé, Hannah Leah. "The impact of Lord Burghley and the Earl of Leicester's Spanish-Speaking Secretariats." *SEDERI Yearbook* 21 (2011): p. 7-27.

Stepney continued his work with the pronunciation of the Spanish letters. The author explained to the reader that there are twenty-seven letters in Spanish language and that twenty-four are single and three are compound and he described them, one by one. If we compare with other handbooks of the time, Corro's *The Spanish Grammer* also included this section, adding information about apostrophes and diphthongs; and Percyvall's *Bibliotheca Hispanica* was also more specific including information about the syllables and the accents.

After the explanation of the letters of Spanish language, Stepney made a detailed explanation of the conjugations, and although Corro and Percyvall also included it, they were much more specific incorporating descriptions of the nouns, the pronouns, the adjectives, the adverbs and finally of the verbs where the reader could find the mentioned explanation of the conjugations. That means that Corro and Percyvall focused on grammatical and linguistic aspects of the Spanish. For that reason, the main body of Corro's work was divided in four parts or *Treatises*. These four treatises made reference to the letters, to the nouns, to the pronouns and to the verbs. It is important to emphasize that *The Spanish Grammer* was also a guide to the French language, so all these other elements were intended for a comparative grammar for more than one single language.

The following part in Stepney's *The Spanish Schoole-master* was the seven bilingual dialogues that made reference to each day of the week.¹⁰ In addition, the author incorporated useful sentences common in the dialogue related to the trade; proverbs; devotions; festivities' dates; numbers; days of the week; and "sentencias" or proverbial wisdom. For that reason, I have focused my dissertation on this information because it makes Stepney different from the rest. The information included in Stepney's handbook is not present in any of the handbooks mentioned above. It is a relevant fact because for

¹⁰ The grammars and the books of dialogues had been the most commonly used tools in the instruction of Spanish for foreigners. See more in Sánchez. *Historia de la Enseñanza del Español como lengua extranjera*. p. 139.

learning a language, it is useful to know the linguistic aspects, but also the common language and cultural aspects used by people every day in different situations.

The last part of Stepney's work was the vocabulary (in English and Spanish languages) grouped according to different topic as colors, plants, parts of the body, coins, crafts and trades, as Roger J. Steiner calls attention to.¹¹ Although this organization of the vocabulary by topics was unique to Stepney, the alphabetical order was the most logical and the one followed by the handbooks of time as it was the case of Corro, Percyvall who also included the Latin words, and Minsheu whose work included directions to understand the dictionary in which the reader could find the vocabulary. The analysis of Stepney's handbook confirms the ideas of the first paragraph of the section: both Stepney and the other handbooks mentioned such as Corro, Percyvall and Minsheu, followed the structure of the traditional medieval glossaries. Specially, in the case of the variety of subject-matter vocabularies because all the handbooks mentioned present glossaries which were very useful for memorizing a language and that could be organized either by topic or by alphabetical order.

After analyzing the structure, it can be concluded that Stepney's *The Spanish Schoole-master* combines a grammatical and a cultural approach of Spanish whereas Corro's *The Spanish Grammer*, Percyvall's *Bibliotheca Hispanica* and John Minsheu's *A dictionarie in Spanish and English* mostly focus on the grammatical and linguistic approach of the language. For that reason, it can be understood that although Antonio del Corro wrote *The Spanish Grammer* and published it in 1590, there are some authors as Alston that consider Stepney's *The Spanish Schoole-master*, published in 1591, as the main handbook of the study of the Spanish in England due to the pedagogical function that the author carried out presenting dialogues, vocabulary and texts for everyday use.¹²

¹¹ Steiner. *Two Centuries of Spanish and English Bilingual Lexicography*. p. 37.

¹² William Stepney, *The Spanish School-master*. Ed. R.C. Alston. Cambridge: Scolar Press Limited, 1971; cited in Fernández U, Heberto H. *Dictionaries in Spanish and English from 1554 to 1740: Their Structure and Development*. Soria: Diputación Provincial de Soria, 2010: p. 133.

4. “WHAT IS NECESSARY EVERY DAY”: CULTURAL ASPECTS TO LEARN SPANISH

In this section of my dissertation, I am going to analyze the cultural contents of Stepney’s handbook because, as we have seen, this information differentiates it from other handbooks of the time. I have grouped them by topics following the categories established by the author in the vocabulary presented at the end of his work. The author established these categories to facilitate the learning of a language and also to emphasize which were topics of major currency or interest at the time.

One of the main topics reflected along Stepney’s *The Spanish Schoole-master* is religion. Religion is a wide and complex topic that involves heaven, hell, seven deadly sins, ecclesiastics...

The first reference to religion appears at the end of the dedicatory: “Plega a Dios que assi de a vuestra señoria erudiçion, virtud, sabiduria, y instruçion en las léguas que sea (como su Illustrissimo padre) buen sujeto a su Reyna, prouechoso Patron a su patria, y que goza con los Sançtos perpetua felicidad. Vale & viue foeliciter” (Stepney, p. 3).¹³ The author was praying God for knowledge of languages, subjection to the monarchy, behavior as good patron and happiness. These petitions reflect the importance of languages and their knowledge one the main objectives of Stepney’s work, but also reflect the centrality of religion, monarchy and happiness.

¹³ I am transcribing the text from the original 1591 edition maintaining the original text in the quotations, respecting the spelling, the accents and the punctuation. Stepney, William. *The Spanish Schoole-master*. London: R.Field for Iohn Harison, 1591. From now on, I would make reference to the handbook writing between parenthesis Stepney followed by the page number.

The next reference to religion appears in the epistle to the reader:

Like as amongst all the creatures of God (most gentle reader) there is none comparable vnto man either in worthinesse or dignitie: both for that he doth represent the celestial shape of the diuine workman, and also participate with God himselfe of that incomprehensible knowledge of good and euill: euen so as he doth farre surpasse all other creatures in th'excellency of bodie and minde, so ought he, according to that knowledge which God hath lent him, to shew himself a painefull labourer in his vocation, a true subiect to his Prince, and a profitable member in the common wealth. (Stepney, p. 4)

Stepney highlighted the man as the main creature created by God due to the fact that he was superior in mind and body, and that God identified man as a good worker, a true subject and a profitable member of society. These values confirm the importance of being a subject of the monarchy and happiness that I have mentioned in the previous paragraph. The value of religion appears at the end of the epistle to the reader: "...to be a good Christian, a loyall subiect to his Prince, and a profitable member in countrey" (Stepney, p. 5).

Stepney made again reference to the importance of religion in seven dialogues, each corresponding to one of the seven days of the week.¹⁴ Birtwistle and Santano Moreno have indicated that Stepney's work could be described as containing elements which come quite close to our modern concepts of authentic communicative language used in realistic situations which the foreign language learner might be expected to face.¹⁵ This realism is particularly visible in the seven dialogues that intend to resemble real situation of communication, including greetings and farewells; in all these religion seems to be pervading, blessing people and thanking with common references to God. There are many references to religious elements in the seven dialogues, for that reason I am going to choose

¹⁴ I would like to point out that the dialogues presented by Stepney were bilingual (English and Spanish) and that I am going to quote the Spanish language, except for some cases, because it is what I am analyzing in my dissertation.

¹⁵ Birtwistle, Adrian R., and Santano Moreno, Bernardo. "Slices of Life" in the XVIth Century: William Stepney's *The Spanish Schoole-Master* (1591). *Letras de Deusto* 24:64, (1994): p. 137.

the most representatives and comment them: “Dios os de buenos dias Marcos...el Diablos lleue, soys muy gracioso” (Stepney, p. 37); “to confess” (Stepney, p. 38); Mass “...vengo de la yglesia...” (Stepney, p. 39); Pray before eating: “Bien Sra. madre. Dios os bendiga Sr. padre y Sra. madre y a toda la compañía.” (Stepney, p. 43); A man who enters in the room while the family is eating: “Dios bendiga la compañía” (Stepney, p. 51); “Dios dè a v m. buenas noches. Va con Dios” (Stepney, p. 54). As I have said before, these quotations that appear in the fourth dialogue exemplify perfectly that religion was present in diary life to wish good day, and to bless people and food. It is remarkable that the fourth dialogue was talking about the table, the festivities and the banquets, and that there are references to the prayers before eating and to a common Catholic practice which is confession. These quotations in fifth dialogue: “Dios nos guarde de guerra, porque es vna graue puniçion...” (Stepney, p. 59); “Dios os de buenas noches y buen reposo. Mucha merçed bonita donzella...” (p. 61) reflect that people used to pray God for protection from war, because war implicates death, diseases and hunger. In the sixth dialogue, Stepney mentioned some of the seven deadly sins and he insisted in the importance of praying God to avoid these sins and the forgiveness for them:

La codicia es vna rayz de todas maldades, y trae consigo infinitas cosas malas, a saber, superbia, embidia, impiedad, luxuria, y otras infinitas maldades...Plega a Dios de remediallo quando serà servido, y de infundir mas charidad en los coraçones de todos...Dios vaya con v.m. (Stepney, p. 66)

Moreover, it is important to emphasize that the seventh dialogue was dedicated to Sunday, the day of Mass and that Stepney made reference to different ecclesiastical positions and to the organs and musical instruments used mostly by Catholics during the religious service. This could make us think of Stepney’s tendency to present a Catholic religious atmosphere. However, as Birtwistle and Santano Moreno pointed out in their article, religious controversies seem to be deliberately and diplomatically avoided, although there are brief references to Catholic customs.¹⁶ Stepney kept religion as an important topic, but he was not openly mentioning Catholics and Protestants, avoiding that his work would only be

¹⁶ Birtwistle, and Santano Moreno: "'Slices of Life' in the XVIth Century". p. 142-3.

read by the followers of one of these religions. It was very intelligent for his part to maintain the neutrality in religion, because religious confrontations as other types of confrontation were very present in society, as we have already seen. Stepney was trying to smooth this issue that was causing a great strain in the relationship between Spain and England.

Still, Stepney detailed some prayers common among Catholics, and he dedicated some pages to “La oracion de nuestro Sr. Iesu Christo como enseñaua a sus Aposteles; Los Doze Articulos de la Fe, Los Diez Mandamientos de Dios, Las Gracias antes del comer y despues de la comida” (Stepney, p. 84,85). As we have seen religion was very present in diary life, and Stepney wanted to write these five prayers in complete format to allow the learners of Spanish to know them. In this case, he was making reference to common prayers among Catholics, and he was not neutral as he had been in previous occasions in religious issues.

The second topic that I am going to analyze is nature, which involves according to Stepney the four elements, the winds, the earth, the mountain, the valleys, the woods, the wild beasts, the worm and things that crawl by the ground, the birds and the fishes. Although in the vocabulary Stepney included many words for this semantic field, I have only found two quotations that make use of them: in the first dialogue: “...mi cavallo es buen amblador. Y el mio anda al trote muy duro...” (Stepney, p. 21); and in the sixth dialogue: “Vete y dy le que trad [*sic*] mi caballo al rio: después de averle bien fregado y almohaçado, peynado los crines, fillado, y doblado su cola, entonces le dexa bien beuer: y que le de despues media hanega de ceuada” (Stepney, p. 63).¹⁷

Both make reference to the horse as means of transport. Mainly travelers and tradespeople cared for horse as a treasure, because it was not only a means of transport; it was also their companion in the voyages. It is reflected in the second quotation when the owner of the

¹⁷ I would like call attention to the fact that some of the errors of the handbook could be attributed to the editor and the printer of the work and not to the author.

horse is asking in the hostel to clean, to brush their manes and to feed the animal. It is curious that Stepney did not mention other animals presented at home (pets) or animals in farms, he only mentioned horses due to the importance of the animal in diary life to work and travel. It is related to the addressees of the handbook that were mainly travelers and tradespeople, and for that reason, Stepney did not include information about pets or animals in farms because it was not relevant for them. However, he included detailed vocabulary about the topic at the end of the handbook because these readers could search specific words in it in a punctual situation. This difference between the information included in the dialogues and the information included in the vocabulary shows the type of readers of the handbook that as I have mentioned were travelers and tradespeople.

Towns and villages is the third topic that I am going to focus on. The title of the first dialogue makes reference to the language used by travelers to ask for directions for their trip. The reader could find many quotations that make reference to the weather and the difficulties in the voyage: "...muy poluoroso tiempo haze, el poluo me quita la vista. Tome v.m. este taffetan para ponerle delante del rostro y guardara a v.m. del poluo y del sol." (Stepney, p. 21); "Perdoneme v.m. però lo peor es, que este camino es muy peligroso, por amor de salteadores: el otro día despojaron aquí vn mercader..." (Stepney, p.22). These two quotations describe the main difficulties of the voyages as the weather, which could ruin the trips; for example, because of the lack of rain, the horses cause dust in the roads; or another difficulty as the smugglers who steal the travelers. Stepney had included information about the weather because the handbook was dedicated to travelers and tradespeople that could visit Spain and need to know at the same time information about the towns and villages and about the weather to plan the voyages.

There are also references to the suburbs of the town which were dangerous and must be avoided by the voyagers and tradespeople: "Tanto mejor, porquè no me alojaria de buena gana en el arrabal de la çiudad" (Stepney, p. 22). Moreover, there is a detailed explanation to enter the city: "...porque venimos sobre ciertos negocios de my [*sic*] grande importançia y para hablar con el señor Mayor de Londres...porque nosotros somos hidalgos, y venimos

sobre los negocios de la Reyna...” (Stepney, p. 23).¹⁸ It is remarkable the fact that although they were trying to convince the doorman, they had to appeal to the bribery: “...y le daremos vn sueldo para vino...” (Stepney, p. 24).

In the fifth dialogue, we can find information about the accommodation that a hostel required to be chosen by voyagers and tradespeople: “Teneys buen establo, buen heno, buena cevada, y buena paja?” (Stepney, p. 55); and also about the common objects that these people could find in a hostel: “Sacad me las calças y callentad me la cama porque me hallo muy mal dispuesto y estoy temblando como la hoja sobre el arbol, callentad me el paño de la cabeça... Adonde està el orinal?...Si amiga mia, apagad la vela y llegaos aca” (Stepney, p. 60). Stepney included information about the accommodation because it was a topic of interest and it is vocabulary of use.

The fourth topic is professions, officials of a town and instruments. In the first dialogue, there is a reference to a shepherdess and to a bailiff: “Preguntaselo a essa pastora, hermana adonde està el derecho camino para Londres?” (Stepney, p. 21); “Sr. Alqualzil, haga su officio, y lleua estos madatores [*sic*] y salteadores...” (Stepney, p. 25). The mention of a shepherdess is relevant due to the fact that at the time, part of the population dedicated their life to the field and to the animals and this profession combines both, care the animals and rural atmosphere. That means that agriculture and farming were relevant activities. Also, from a literary point, pastoral poetry was famous at the time. What refers to the bailiff, it is a representative figure because it shows the importance of a figure that controls the access to the towns. It was a kind of “security control” to keep save the people in the towns, avoiding the access of smugglers which were very common in those times, something that –as already mentioned- was a major concern for travelers.

¹⁸ In this case Stepney was not using Spanish cultural terms and he calqued the terms used in the English dialogue: “...to speake with my Lord Mayor or my Lady his wife, I meane not to open the gate...” . The Spanish term should be *Corregidor*, as it appears in Minsheu, John. *A dictionarie in Spanish and English: (London 1599) / Iohn Minsheu; estudio preliminar de Gloria Guerrero Ramos y Fernando Pérez Lagos. Málaga: Servicio de Publicaciones de la Universidad de Málaga, 2000: p.324.*

These are not the only professions mentioned in *The Spanish Schoole-master*. In the sixth dialogue, there is an interesting quotation about the surgeons of England:

There are manie good spirituall surgeons in our Realme of England, namely Doçtors of divinitie, and spirituall teachers, that give them warning of this disease, and also applie manie medicines, and emplastos, and notwithstanding all these things, this wound will not be healed. (Stepney, p. 66)

Which is expressed in its Spanish version as:

Ay muchos buenos çirujanos aqui en el Reyno de Inglatierra, a saber, Doçtores en diuinidad, y enseñadores espirituales, que les dan auiso de essa enfermedad [*sic*], y tambien applican muchas mediçinas, y emplastos, y con todo esso la llaga no serà curada.(Stepney, p. 66)

Stepney used the term “surgeons” in the metaphorical sense, because he was writing about medicine applied to spiritual health. The term “surgeons” refers to religious people as monks or priests that were in charge of spiritual health. It is understood by the context because Stepney is talking about the covetousness, one of the seven deadly sins, and he presented it as a monster that is damaging England. He emphasizes the necessity of stopping this monster. It is curious because he was making reference to spiritual necessities and not to physical medicine and health which also were important for travelers and tradespeople. It is an example of the importance of religion that was very present in people’s mind when they were visiting a different country.

As in the case of nature, there is a big difference between the information about professions included in the dialogues and the information included in the vocabulary due to the fact that Stepney focused on travelers and tradespeople along the dialogues but then he incorporated words referred to professions in the glossary. He did not present it in a specific category; he added it in other categories. For example, he includes the term “gardiner...jardinero” (Stepney, p. 102) in the category of nature inside the subcategory of “of the garden and his fruits”.

Another important topic is the monarchy, which is present from the very beginning of Stepney's work. It appears in the dedicatory when the author dedicated his work to a member of the aristocracy or the royal environment, Sr. Robert Cecil: "Al muy illustre y noble cavallero Sr. Roberto Cicil, hijo menor del Illustrissimo Sr. Burleigh, Sr. Thesorero mayor de la Serenissima Maiestad de la Reyna de Inglatierra, por parte de Guillermo Stepney, Acrescimiento en toda honra, doçtrina, sabiduria y perpetua felicidad" (Stepney, p. 2). As already explained in the analysis of the structure of Stepney's *The Spanish Schoole-master*, the figure of the monarch is also invoked at the end of the epistle of the reader, in that case with clear religious connections. I would point out that Stepney dedicated his work to Robert Cecil, Secretary of State of Queen Elizabeth and King James, because he was part of royal entourage and he could influence in favor of Stepney's handbook. As I have mentioned before, in the second edition of the handbook, Stepney dedicated his work to Burleigh, Robert Cecil's father, who was interested in languages' learning and also was part of the royal entourage. That means that Burleigh also could influence in favor of Stepney's handbook.

As Birtwistle and Santano Moreno emphasized in their article, the tense political relations between England and Spain are briefly mentioned on two occasions, but political problems are commended to God's hands: in the fourth dialogue, "No oystes dezir como el Rey de España entrò en la tierra de Portugal, y con ocho mill de la Infanteria Española, ha llegado a la grand ciudad de Lisbona, a las mismas puertas, y ha conquistado la ciudad, y tambien ha destierrado al Rey Don Antonio?" (Stepney, p. 53) and in the fifth dialogue, "Grande guerra se comiença entre Inglatierra y España: porque la vna gente està tan enjoda contra la otra, que tengo miedo de dezillo." (Stepney, p. 59).¹⁹ Despite these references, Stepney was trying to avoid taking sides in any confrontation between both countries, either in religion or in politics, and that is probably why this tricky issue –so present in Anglo-Spanish relations- is hardly touched in the dialogues of his handbook. In that sense, the reference to

¹⁹ Birtwistle, and Santano Moreno: "'Slices of Life' in the XVIth Century". p. 131-50.

Portugal is not unconnected: Spain had invaded Portugal, and this fact provoked confrontation with England, because Portugal was under English protection.

In the sixth and seventh dialogues, the reader could learn vocabulary about nobility and monarchy: lords, dukes, counts, queen and king. Which is expressed in English as “It is the Duke of Lancaster, the Earle of Bedford, the Lord of Hunsden, the knight of the white crosse, Captaine Palmar, a Gentleman of York, Master Anthonie Manfield, and Iohn Drurie” (Stepney, p. 64). And in the Spanish version as “Es el Duque de Lancaster, el Conde de Bedfordia, el Baron de Hunsdon, el Cauallero de la cruz blanca, el Capitan Palmar, un hidalgo de York, el Sr, Antonio Manfeild, y Iuan Drury” (Stepney, p. 64). Stepney was realistic using the English nobility’s titles that could be identified with the Spanish nobility’s titles. It is an exact correspondence. When Stepney included information about the monarchy he wrote “It is the king and the queene with the younger prince” (Stepney, p. 64) and in the Spanish version “Es el Rey y la Reyna con el nueuo Principe” (Stepney, p. 64) and he seemed to be unrealistic because at the time, in England there was a queen, Elizabeth I, and there was not a king and a prince. However, he was including useful information for the readers of the handbook due to the fact that in Spain, they could find these figures.

It is interesting to analyze what regards to food and drink. This is the sixth topic that I am going to analyze here. The references appear mainly in the fourth dialogue because Stepney created it to talk about the table, the festivities and the banquets. This quotation “Almorzar”: “Mucho en hora buena, quereys almorzar? Aueys y a almarzado?” (Stepney, p. 36), makes reference to the main meal of the day. There are also references to the elements that people used to use to prepare the table in the festivities and banquets as these two quotations reflect: “Los manteles estan alla dentro sobre el aparador...ve traed platos, copas y seruilletas”; “...ve amolar los cuchillos, echad agua en el aguamanil...” (Stepney, p. 40).

The following quotations reflect the food that was common in this kind of celebration: bread: "...traed por dos denarios, por vn denario de blanco y por vn denario de blanco, tanto de vno como de otro y traed lo todo reziente..." (Stepney, p. 40); "Potaje, pan, mostaza, pasteles, hojaldres, carne salada, ensalada...rabanos, zanahorias y alcaparras" (along fourth dialogue); dessert: "...traed nos la fruta con el queso..." (Stepney, p. 52). There are also references to the drinks which were beer and wine. This vocabulary would obviously be necessary for people who learned Spanish if they intended to visit the country. Stepney was using the Spanish translation in the English version as it can be seen in the example: "Bring hither radishes, carrots and capers...Traed aca rabanos, çanahorias y alcaparras." (Stepney, p.45) and also the Spanish elements in the English version with the similar transcription, because this vocabulary was well known by English people as it can be seen in the following example: "Peter drinke not after you potage...Pedro no beuays tras el potaje..." (Stepney, p.44) Percyvall's handbook also presented some of the words mentioned by Stepney as *alcaparra* and *potaje*. Moreover, Percyvall used the same technique than Stepney, presenting the Spanish translation of *capers* in the English version that is *alcaparra* and different transcriptions for *potaje* the Spanish and English versions: "Potâge: Potagge".²⁰ Stepney maintains the cultural terminology of gastronomy. In the case of *potaje*, it comes from French both in English as in Spanish.²¹

One aspect that could support our idea that this work was addressed to travelers and tradespeople is Stepney's references to the next topic. When travelling, one could decide to choose one or another hostel depending on the quality of accommodation, but also of the food and drink offered, as it can be seen in the fifth dialogue (Stepney, p. 55).

In the seventh dialogue there are two references to the day of fish and to the day of fasting, in this last one, it is explained that people used to eat fresh eggs, hot loaf and fresh butter because they were the essential food, they were basic but they provided proteins. The

²⁰ Percyvall, Richard. *Bibliotheca Hispanica*. London: John Iackson, 1591: p. 30, 97.

²¹ See Online Etymology Dictionary. www.etymonline.com (10-05-2014)

quotations are: “Que manda v.m. que se apareja? oy es dia de piscado.” and: “Aparejad nos pues vna dozena de huevos frescos assados en las cenizas, hogaças calientes y manteca fresca” (Stepney, p. 63).

The seventh topic that I am going to analyze is goods, which in the glossary appear under the title “Of gold, siluer, and melting things: of merchants & all kind of merceries.” Stepney includes vocabulary of some of these goods –not all of them- that travelers and tradespeople could achieve at the time. In the second dialogue, Stepney presented us which were the main goods that tradespeople could achieve: “...buen paño, buen lienço de todas suertes, buen paño de seda, chamelote, damasco...”; “... buena gorra? vn buen sombrero, vna buena capa, unos guantes? ò vn buen libro Español, vn libro Frances... vn libro de Latin o vn libro para escriuir?...” (Stepney, p.27). It is remarkable that Stepney focused his attention on metals as gold and silver in the vocabulary and then he did not make any reference to them in the dialogue, but as I have mentioned previously there is a difference between the information included in these different parts. He probably included many words referred to metals in the glossary because they were very important at the time, but they did not appear in the dialogues because only some travelers and tradespeople used them. The author also revealed currency which was “denarios”: “...ella os costara veynte denarios...” (Stepney, p. 27); and that what was quite common to bargain the price: “...por aquel preçio no se puede dar, offreceys me perdida, vos me offreceys muy poco” (Stepney, p. 28).

Other categories that Stepney included in the final part of his work are colours: “priata, parda, naranjada, morada, roxa, amarilla, violada, o azul?” (Stepney, p. 71); tools; elements of the house, elementos of the kitchen; elements of hunting; musical instruments; parts of the body; and family “...la mujer no es estimada por la virtud y honra, mas por la hermosidad y principalmente para las riquezas... y tal es la vanidad del mundo que los hombres más echan el ojo a las semblaças por de fuera, que no a las virtudes que son por

de dentro” (Stepney, p. 65).²² These last two quotations express that men used to choose their woman more by their physical aspect or their wealth than for their values; it shows that it was an interest in superficial and material things. Stepney was criticizing men because they were interested in physical aspect and wealth of women and added that the English reign had an enemy that was greed. It is important to clarify that in some categories as it is the case of the parts of the body, Stepney was not only presenting the different parts, he was including some descriptions and expressions related to the topic as “a long man...un hombre luengo; a little woman...una mujer pequeña” (Stepney, p. 128)

Though these are Stepney categories, I would like to add more topics due to the fact that Stepney made reference to them in different parts of the handbook, but he did not dedicate a category for them in the vocabulary at the end of the book.

Another topic is names because there are many names that appear in fourth dialogue. This category is relevant to know which the common names were at the time as Guillermo, Marcos, Mateo, Francisco, Antonio, Pedro... (Stepney, p. 41). Stepney helped bridging the cultural gap by using English names that had a direct translation in Spanish and that worked perfectly in both languages.

An additional category that I have created is dedicated to measures. In the first dialogue, it appears the measure of length: “Quantas millas avrà de aqui hasta la primera aldea?” (Stepney, p. 21); in the second dialogue, it appears the measure of weight: “quanto vale la libra deste queso?” (Stepney, p.27); and in the “eight dialogue” dedicated to goods, it appears the measure of length: “Vereys las medir. Contiene veynte siete varas y media y

²² Priata is used to say *negro* or *marrón* as it could be seen in Minsheu. *A dictionarie in Spanish and English: (London 1599)*. p.196. Minsheu presented it as an alternative, nowadays it is not used.

vn medio cuarto” (Stepney, p. 72)²³. “Vara” is an ancient measure of length used in Spain that corresponded to three feet.

Another category that could be added is that of manners because they are present along Stepney’s *The Spanish Schoole-master*, and there is treatment of “usted” in it. In the first, fourth and seventh dialogues, the reader can find sentences to ask about health: “Como ha estado v. m de su salud desde que nos vimos la otra vez?” (Stepney, p.20); “¿Que enfermedad [*sic*] tiene? Ella tiene las callenturas” (Stepney, p. 42); Como està v.m. de su salud? (Stepney, p. 67). It was also common to ask about the family: “...como estan vuestro padre y vuestra madre?” (Stepney, p. 36) and to be quiet when people did not know about a topic: “Yo no se bien hablar Español, por eso me callo...” (Stepney, p. 48).

The following topic is knowledge and I have included in it: “las sentencias” (Stepney, p.88-96); the proverbs (Stepney, p.79-83), the numbers (Stepney, p. 86), the months (Stepney, p.87) and the days of the week (Stepney, p. 86). I would like to explain that the sentences were distinguished from proverbs because they were wisdom that people must know in life, they were transmitted generation by generation and sometimes published, like here, organized by topics. Some of the proverbs presented by Stepney have been translated from English into their cultural, idiomatic equivalents in Spanish as “Experience is mother of knowledge-la experiençia es madre de la ciençia”, which means that with experience people put into practice the acquired knowledge.²⁴ Another example is “There is no better chirurgian then he that hath bene often wounded-No ay mejor cirujano [*sic*] que el bien acuchillado” which means that nobody knows better something that who has gone through

²³ According to Birtwistle, and Santano Moreno, the section called “Aqui se siguen diversos propositos de mercancias de plateros y del Trueco de dinero” and dedicated to goods constitutes the eight dialogue. Birtwistle, and Santano Moreno: “'Slices of Life' in the XVIth Century”. p. 142-3. Stepney did not consider this section as the eight dialogue because he structured these dialogues so that they would correspond with each day of the week.

²⁴ This proverb has other equivalence in Spanish “La experiençia haze maestro” as we can see in De Espinosa, Francisco. *Refranero (1527-1547)*. Madrid: Real Academia Española, 1968: p.111.

it.²⁵ Stepney also makes reference to a sentence of the philosopher Cicero: “Not for us alone we are born; at country at parents at friends have a share on us” (Stepney, p.4). This sentence is very useful, because it helped the author to transmit the idea about the man as a profitable member of the country that as I have explained before is one of the values that Stepney wanted to emphasize. The pillars of the society of the time were homeland, family and friends.

Another topic that I believe is worth including is business. There are some references in the dialogues to debt payment and reclamation; and to extension of time in the debt payment:

...cerca de vn año despues que os he fiado con mis mercaderías, agora es tiempo en consciencia que seria pagado, porque tambien he mucho menester de mis dineros...Yo no tengo agora dineros por cierto, yo he dado fuera todo el dinero que tenia, supplico os aun tengays ocho dias de paciencia, y quiero entonces pagaros todo sin falta ninguna. (Stepney, p. 32)

This vocabulary and expressions were very useful for people who came to Spain for business and had to understand this type of vocabulary.

Finally, I have included a topic for languages, as there is certain information about the knowledge of languages in the dialogues: “...entienden muy bien la lengua Italiana y Francesca, las quales entre nuestros cortesanos son de grandissima efficacia y valor, quise tambien segun mi poco saber en la lengua Castellana...” (Stepney, p. 3); and the importance of Spanish: “In future age the Spanish tongue will be as well esteemed as the French or the Italian tongues...I would magnifie the singularity of the Spanish tongue above all other languages: but generally I do commend the knowledge in many tongues” (Stepney, p. 5).

²⁵ This proverb has also been mentioned with a similar equivalence in Spanish “No ay tal zurujano como el bien acuchillado” as we can see in De Espinosa. *Refranero*. p.111.

Stepney was writing a handbook of Spanish, and was perfectly aware of the increasing importance of this language, which he considered would become an estimated language.

In this same category, I have included the parts of the handbook in which Stepney explains the grammatical aspects of Spanish. First of all, the author explained the pronunciation of the twenty-seven letters of Spanish language because he emphasized that it was necessary to know the number and pronunciation of the letters of Spanish, which differs from other languages spoken in Europe. He explained that there are twenty-four simple and three composed.

Then, the author explained the three conjugations (Stepney, p. 8-19): first conjugation (-ar), second conjugation (-er) and third conjugation (-ir). Verbs are very important to learn a language because it is the most important part and it is essential to talk well. Moreover, Stepney focused on them because verbs are very complex in Spanish and it is necessary to do a detailed explanation. He used verbs from each conjugation (adorar, creer and dormir) to explain the indicative, imperative and optative mood, indicating that the subjunctive mood was like the optative mood of classical languages, except for perfect preterit and future. He also explained the infinitive and the gerund, clarifying that the Spanish language has not got the supines, as was the case of Latin and Greek. As we can see, Stepney was providing a description of the Spanish conjugation taking as reference the categories of Latin. Stepney continued the conjugations' explanation and he presented irregular verbs as *hacer*, *habeo* and *teneo*, using the Latin designation of the verbs in the last two probably because, as I have said, the author was using the categories of Latin as reference. At the end of the section, Stepney presented the formation of passive verbs.

Along this section, I have presented the categories established in the glossary and I have analyzed how they are mentioned along the dialogues. As I have mentioned in different occasions, the vocabulary presented by Stepney in the glossary is very detailed, however, in the dialogues, he focused on specific aspects to emphasize which were topics of major currency or interest at the time for the readers of the handbook that were travelers and tradespeople.

5. CONCLUSION

After analyzing William Stepney's *The Spanish Schoole-master*, studying the way in which Stepney planned the Spanish learning focusing more on cultural aspects than in linguistic aspects, I can conclude that Stepney was trying to write a handbook following the medieval tradition of language handbook but different from other works of the time focusing on specific learners of Spanish that as we have seen were travelers and tradespeople. He achieved it using dialogues, vocabulary and texts for everyday use, but also presenting linguistic aspects as verbs that are very complex in Spanish and that were necessities to talk well.

The main objective of *The Spanish Schoole-master* as it is stated by Stepney in the preface was to clarify that religion, subjection to royalty, and contribution in the society were above the learning of a language. It has much sense after analyzing the background of the period when this work was published and in which religious and monarchy were issues presented in people's mind. Moreover, the way in which Stepney presented the cultural contents along the dialogues and the vocabulary, show us that he was addressing the handbook to travelers and tradespeople that at the time could be people interested in Spanish culture and that could visit the country.

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