



Quaderni di ricerca

Texts and ideas in the history of language learning and teaching

edited by

Giulia Nalesso, Alessandra Vicentini



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Exploring language learning and teaching through texts and ideas: A historiographical perspective

Alessandra Vicentini, Giulia Nalesso

This volume brings together peer-reviewed contributions that analyze an array of textual genres spanning diverse historical periods, countries and cultures, and encompassing various languages. The texts reflect the evolving landscape of ideas and socio-historical paradigms pivotal to language teaching and learning. Ranging from the 16th to the 20th century, these contributions employ diverse methodological perspectives, with a common denominator being the historiographical slant. The authors delve into questions such as: how – and why – were pedagogical texts compiled across diverse countries and periods? How can these texts be analyzed linguistically? How have other textual genres – general and specialized press, literary texts, travel books, etc. – contributed to enhancing the debate on foreign language teaching? How do these texts relate to the socio-political and historical context(s)?

Following a chronological order, **Giulia Nalesso** opens the collection with an article about Las Casas's *Vocabulario de las dos lenguas toscana y castellana* (1570). The goal is to examine the author's educational intent in creating the lexicon for learning Italian and Spanish as foreign languages. The text's content and structure are analyzed, emphasizing its pedagogical role and importance as the first printed Italian-Spanish dictionary.

Cristóbal de Las Casas's *Vocabulario* is also tackled in **Anna Polo**'s study, serving as a benchmark alongside Lorenzo Franciosini's *Vocabolario italiano e spagnolo* (1620) for a comparison with the interlinguistic equivalences presented in the bilingual *Gramatica española* by J.F. Perles y Campos (1689), whose nomenclature is thoroughly examined.

Moving into the 19th century, the *LinPePrensa* project, outlined in the contribution by **Victoriano Gaviño Rodríguez** and **María José García Folgado**, endeavors to explore the circulation and expression of ideas concerning language and its teaching in written press from the 19th century to the initial decades of the 20th century. This timeframe holds particular significance, aligning with the evolution of philology as a scholarly discipline and the press, which emerges as a social forum for opinions and public discourse. This research line mirrors recent academic approaches to non-traditional sources, aiming to unearth novel data and expressions that may enhance our understanding of the history of linguistic thought.

Natalia Peñín Fernández delves into one of the so-called ‘minor lexicographical repertoires’ within didactic works – such as grammars or specialized manuals as well as literary or informative works (travel books, etc.). Her scrutiny centers on the nomenclature *Raccolta dei nomi sostantivi più necessarij a sapersi* included in Francesco Marin’s grammar published in Rome in 1833. The analysis dissects certain orthographic and accentuation elements, drawing comparisons with the *Diccionario de la Academia* published in 1817.

The focus of **Florencia Ferrante**’s study lies at the intersection between the history of language teaching and learning and translation history. It concentrates on the work *De los deberes de los hombres, discurso dirigido a un jóven* (Toulouse, 1836) by Spanish liberal Manuel Cuendías, who translated into Spanish Silvio Pellico’s renowned moral treatise *Dei doveri degli uomini. Discorso ad un giovane* (1834). The text includes a number of grammatical annotations of a contrastive nature between Spanish and French, as Cuendías utilizes it in his Spanish language courses at the Royal College of Toulouse. The essay’s aim is to highlight the political and educational context against which this unusual translation from Pellico’s text was published and examine the translator’s comments within the framework of his linguistic and didactic ideas.

Polina Shvanyukova’s paper takes us to post-Unification Italy, investigating English language teaching to assess the impact of its institutionalization on both content and teaching methodologies within the emerging national education system. The study meticulously examines