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Teaching Portuguese in Francoist Spain: *Método de lengua portuguesa* (1951) by Generoso de Barcenilla*

Ensinar português na Espanha franquista: o *Método de lengua* portuguesa (1951) de Generoso de Barcenilla

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Abstract
This article examines the *Método de lengua portuguesa* (Madrid, 1951) by the Franciscan friar Generoso de Barcenilla, situating it within the broader tradition of Portuguese grammar books published in Spain between 1870 and 1955. The first part outlines the socio-educational context in which Barcenilla's book emerged. The second part analyses its macro- and microstructure and considers its pedagogical features, in comparison with other manuals designed for teaching Portuguese to Spanish-speaking learners. The article also explores the textual relationship between Barcenilla's *Método* and Julio Martínez Almoyna's *Gramática espanhola para portugueses* [Spanish Grammar for Portuguese Speakers] (Porto, 1947), produced while Almoyna was principal of the *Colegio Oficial de Español* in Porto, where Barcenilla himself taught Spanish.
Keywords: Portuguese language – grammar books – history of language pedagogy – Generoso de Barcenilla.

Resumo
O presente artigo estuda aspetos do *Método de lengua portuguesa* (Madrid, 1951) do franciscano Generoso de Barcenilla. Na primeira parte, descreve-se brevemente o contexto socioeducativo em que se publica a obra de Barcenilla. Na segunda parte, analisam-se os conteúdos do *Método* no plano da macroestructura e no da microestructura e estudam-se as caraterísticas didáticas da obra do padre capuchinho, em confronto com os manuais para o ensino do português, editados entre 1870 e 1955, para o público hispanofalante, bem como a relação textual entre o *Método* e a *Gramática espanhola para portugueses*

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(Porto, 1947) de Julio Martínez Almoyna, diretor do *Colegio Oficial de Español* do Porto, durante os anos em que Barcenilla lecionou espanhol nesta instituição.
Palavras-chave: língua portuguesa – "manualística" – história da didática – Generoso de Barcenilla.

1. Initial considerations: the promotion of Portuguese in Spain under Franco's dictatorship

Recent studies have highlighted (Ponce de León Romeo 2019; Ponce de León Romeo 2020) the mid-twentieth-century efforts of the Francoist regime to promote the Portuguese language, culminating in its reinstatement at the *Escuela Central de Idiomas* [Central School of Languages] in Madrid by ministerial order (*Orden*) of 16 December 1946 (EOI 2011: 33; Rodríguez Rubio 2016: 46). The order underscored the cultural, religious, and linguistic affinities between Portugal and Spain:

> El idioma Portugués tiene y merece una especialísima estimación por parte de los españoles: Portugal y España, ramas de un mismo tronco, se sienten ligadas ante la Historia, no sólo por la unidad geográfica peninsular, sino también por la similitud de sus grandes servicios a la cultura y a la civilización, aportaciones realizadas en ambos países con el más alto espíritu cristiano, que constituye por su peculiaridad un imperativo de cooperación íntima y constante en la obra común que el Destino nos señala.
>
> Esta conexión racial e histórica es causa, por otra parte, de que los idiomas lusitano y español posean numerosas concomitancias filológicas y literarias que, unidas al semejante pensar y sentir de ambos pueblos, enlazan espiritualmente a portugueses y españoles en la proyección exterior de sus idiomas, utilizados como medio de expresión por una gran parte de la humanidad.
>
> Tales circunstancias incrementadas por nuestros recíprocos intereses de hoy, hacen que la enseñanza de la lengua Portuguesa tenga excepcional interés en España (Ministerio de Educación Nacional 1947: 234).

Prior to this date, in the early months of the Civil War, the rebel authorities had introduced the teaching of Portuguese in secondary schools in certain regions of the country, as stipulated in paragraph 30 of the *Boletín Oficial de la Junta de Defensa Nacional* of 28 September 1936. From 1947 onwards, a professorship in Portuguese was also established at the *Escuela de Comercio* in Madrid (Fernández Aguado 1996: 205)[1].

[1] A professorship in Portuguese was also created at the *Escuela de Comercio* in A Coruña by ministerial order (Orden) of 22 December 1955. The Galician scholar Enrique Chao Espina, who in 1936 had prepared a

It may therefore be stated that, between 1936 and 1960, the Portuguese language was actively promoted in Spain, which in turn fostered the publication of grammar books and teaching manuals. Among these was *Método de lengua portuguesa*, published in Madrid in 1951[2] by the Franciscan friar Minor Patricio Martín Labrador (1907–1988), better known as Friar Generoso de Barcenilla. During the 1940s, he taught music, world history, French, and Portuguese at the Capuchin friary (Negreiros 2014). According to the introduction to the aforementioned manual (Sebastián de Erice y O'Shea 1951: [v]), he also taught Spanish at the *Colegio Oficial de Español* in Porto, directed by Julio Martínez Almoyna, author of *Gramática espanhola para portugueses* (Porto, 1947) (Ponce de León Romeo 2021). Almoyna was particularly noted for his work on the bilingual Spanish-Portuguese and Portuguese-Spanish dictionaries published in Porto in 1951 and 1959, respectively (Vázquez Diéguez 2011: 91–93). Barcenilla also translated Hugo Rocha's *Itinerário da Galiza* (Porto, 1946), published in Madrid in 1948[3]. This article analyses the methodological features of Barcenilla's *Método de lengua portuguesa*.

2. *Método de lengua portuguesa*: pedagogical features

2.1. The introductory note: a testimony to Spain's cultural rapprochement with Portugal

The introduction to the work under study was not, in fact, written by the Capuchin friar himself, but by the diplomat José Sebastián de Erice y O'Shea (1903–1984), who served as Spanish Consul in Porto between 1938 and 1945 (Sainz Díaz 2022). Consequently, this paratext does not convey the methodological orientation of the *Método*, owing to the preface writer's lack of expertise in the field[4]. Instead, it advances cultural and political arguments for the book's publication, arguments that closely mirror the Francoist rhetoric expressed in the ministerial order cited above and reiterated in the introductory notes to other contemporary manuals for teaching Portuguese in Spain and Spanish in Portugal, all of them authored by Spanish citizens.

Curso de Lengua Portuguesa for use at *the Instituto de Enseñanza Media* in Ferrol, was appointed to the post. The same order also appointed Pilar Vázquez Cuesta as Professor of Portuguese; together with Maria Albertina Mendes da Luz, she co-authored the well-known *Gramática portuguesa* (Madrid, 1949) (Ponce de León 2019a).

[2] The date 1951 appears on the title page; however, the cover bears the year 1952.

[3] Further biographical information concerning his work in the Order of Friars Minor was provided by Fernando de Negreiros (2017 [2014]).

[4] As José Sebastián de Erice y O'Shea himself acknowledged: "No he de entrar [...] a juzgar el valor lingüístico o didáctico de una tarea, que para ello no tengo título alguno y mi amistad pudiera obnubilar mi mente [...]" (1951: [v]).

> Entenderse es básico, entre los pueblos de la Península, para su mutua grandeza, aunque no sea este mi modesto prefacio lugar adecuado para desarrollar más ampliamente tales conceptos políticos. Pero entenderse necesita vehículo de franca comprensión y nada mejor, al menos como muestra de la lealtad del propósito, que el anhelo del conocimiento del verbo. Entendimiento es sinónimo de inteligencia, que a su vez vuelve a serlo de cooperación y comprensión entre los pueblos; y si alargamos, sin caer en esoterismo, la amplitud del concepto, sólo se entenderán aquellos que tengan inteligencia. Los obtusos, los romos, los retrasados o los malévolos no podrán comprenderse; no podrán llegar a saber que el entendimiento entre Portugal y España, que de modo tan admirable personifican hoy las egregias figuras del Generalísimo Franco y del Doctor Salazar, es plinto en que se asienta la grandeza, la independencia y la gloria de los dos pueblos soberanos de la Península[5] (Sebastián de Erice y O'Shea 1951: [v-vi]).

As this passage suggests, the promotion of Portuguese in Spain[6]—and of Spanish in Portugal—during this period was underpinned by an ideological programme, one pedagogical outcome of which was, as noted above, Barcenilla's *Método de lengua portuguesa*.

2.2. Macrostructure of the work

The *Método de lengua portuguesa* is organised into two parts:

i) The first—the *Método* proper—consists of 62 lessons (Barcenilla 1951: 1–220). Each lesson begins with a grammatical component, which constitutes the core of the material. From the lesson sequence the following plan of grammatical exposition can be inferred: (1) phonetics (lessons 1–9); (2) morphology (lessons 10–62), structured according to the parts of speech: (i) definite and indefinite articles (lesson 10); (ii) nouns and adjectives (lessons 11–16); (iii) demonstrative, possessive, numeral, and indefinite adjectives (lessons 17–21); (iv) personal, demonstrative, possessive, relative, interrogative, and indefinite pronouns (lessons 22–26); (v) verbs (lessons 27–58); (vi) adverbs

[5] The Spanish diplomat, for his part, provides a biographical note on Friar Generoso de Barcenilla that has little to do with his role as Spanish teacher or Capuchin friar, and instead emphasises his role as a combatant in the Spanish Civil War, fighting against the *hordas rojas* ("red hordes"), to the point that he enlisted in the Spanish Legion: "Fray Generoso entendió que era bella misión apologética y sacramental el permanecer bajo las balas y el fango [...]. Y a la Legión se fué el Padre Barcenilla; y en las trincheras de la primera línea animó a los combatientes, confortando a los heridos y ayudando al moribundo a entrar cantando en el Reino de los Cielos" (Sebastián de Erice y O'Shea 1951: [iv]). Friar Barcenilla did, in fact, serve as a lieutenant chaplain with the Francoist insurgent forces.

[6] It should also be noted that during these years the Francoist authorities devised a military plan to invade Portugal (Ros Agudo 2008: 269–280, 395–400). Within this political–military context, the promotion of Portuguese language and culture in Francoist Spain appears as an integral component of a markedly ideological programme.

(lesson 59); (vii) prepositions (lesson 60); (viii) conjunctions (lesson 61); (ix) interjections (lesson 62).

This framework reveals the deliberate omission of syntax, which may be attributable either to the elementary level for which the manual was intended or to the perception of syntax as a "marginal" domain of grammar—at least when compared with morphology—within the pedagogical design of foreign-language teaching manuals[7]. What stands out, moreover, is the prominence accorded to the verb: 31 of the 52 lessons devoted to morphology focus on verbal description, reflecting a long-standing tradition in language teaching that prioritises verbal morphology, especially the conjugation of regular and irregular verbs.

ii) The second part comprises three bilingual vocabularies, both grammatical and lexical in nature (Barcenilla 1951: 223–247), together with a brief treatise on spelling (Barcenilla 1951: 251–266). The first two vocabularies function as grammatical appendices: *Apéndice I* lists heterogeneric nouns (*Lista de nombres que en portugués tienen género diferente que en castellano*), and *Apéndice II* provides a list of heterotonic nouns (*Lista de nombres que, en portugués, tienen acento tónico diferente que en castellano*). These grammatical appendices reveal an explicit textual link between the *Método* and the second edition (Porto, 1959) of Julio Martínez Almoyna's *Gramática espanhola para portugueses*, which also reproduces the same two lists—with necessary modifications—as appendices (Martínez Almoyna 1959: 179–181, 190–193). This circumstance raises questions regarding the authorship of the lists, since, like Martínez Almoyna, Barcenilla taught Spanish at the *Colegio Oficial de Español* in Porto between 1942 and 1949.

Apéndice III, meanwhile, presents lexical nomenclatures organised by semantic fields: *El universo, El tiempo, La familia, El cuerpo humano, Objetos de tocador y viaje, La casa, Viajes y transporte, La ciudad, El ferrocarril, Marina y navegación, Profesiones y oficios, Estado militar, El comercio, Monedas, pesos y medidas, Dignidades civiles, Dignidades eclesiásticas, Sabios y ciencias, Bellas artes, Juegos y pasatiempos, La caza, Mamíferos, Aves, La pesca y los peces, Árboles y frutos, Flores*. The spelling treatise not only sets out the principal rules but also includes lists of Portuguese homophones, homographs, and paronyms, with their Spanish equivalents.

[7] This was indeed the case with the Portuguese teaching manuals published in Spain up to 1960 — *Primero y segundo curso de portugués com la clave de temas* (Madrid, 1870?) by Francisco de Paula Hidalgo; *Gramática sucinta de la lengua portuguesa* (Heidelberg, 1911) by Francisco Carrillo Guerrero; *Gramática portuguesa* (Saragossa, 1939) by Julio Ortega Galindo; and *Portugués. Primer curso o curso preparatorio* (Barcelona, 1955) by Enrique Kucera — none of which contain chapters on syntax. The exceptions are *Gramática portuguesa* (Madrid, 1949) by Pilar Vázquez Cuesta and Maria Albertina Mendes da Luz, and *Curso de lengua portuguesa* (Viveiro, 1960 [1936]) by Enrique Chao Espina.

In compiling the lexical appendix, Barcenilla most likely drew on the *Colección de voces*, a set of nomenclatures included at the end of Francisco de Paula Hidalgo's *Primero y segundo curso de portugués con la clave de temas* (Madrid, 1870?), specifically the vocabulary forming the *Tercera parte* of the second course (Hidalgo 1876, II: 65–71). He may also have relied on the vocabularies appended to the first edition of Pilar Vázquez Cuesta and Maria Albertina Mendes da Luz's *Gramática portuguesa* (Madrid, 1949: 175–192). As for the spelling treatise, it is possible that, in designing the manual, Barcenilla also drew on Almoyna's *Gramática espanhola para portugueses*, which likewise concludes with a summary of orthographic rules.

The macrostructure of the *Método* thus conforms, in general terms, to the model underlying pedagogical manuals and practical grammar books for foreign-language teaching— a structure traceable back to the late sixteenth century[8]. For the purposes of the present study, however, what is of greatest relevance is the textual relationship between Barcenilla's manual and the very limited corpus of materials published in Spain for the teaching of Portuguese (Ponce de León Romeo 2020: 916–920), as well as its similarity—both in content and in design—to the grammar book that Barcenilla most likely used in his Spanish classes at the *Colegio Oficial de Español* in Porto, namely Martínez Almoyna's *Gramática espanhola para portugueses*.

2.3. Elements of the microstructure of the lessons

As noted above, the *Método de lengua portuguesa* consists of 62 lessons, all organised according to a uniform two-part structure.

a) The first part of each lesson introduces a grammatical topic, following the conventional order of the parts of speech. Lesson 27 (Barcenilla 1951: 92–95), for instance, begins with introductory remarks on the verb and proceeds to cover: (i) inflection; (ii) classification of verbs; (iii) the three conjugations; and (iv) auxiliary verbs in compound tenses and in the passive periphrastic. At first glance, the microstructure of the lessons might appear "simple," since each lesson presents only one grammatical element (in this case, introductory notions of the verb)[9].

Closer examination of the first 26 lessons, however—nearly half of the *Método*—reveals a more complex, cross-referenced structure. Each lesson concludes with an additional grammatical or lexical component different from the main topic introduced at the beginning. These secondary components draw, on the one hand, on

[8] A precedent may be found in Antonio del Corro's *Spanish grammar* (London, 1590) (Sánchez Pérez 1992: 77), although in Corro's work the glossary is presented as a brief dictionary.
[9] Unlike, for example, the structure of the lessons in *Primero y segundo curso de portugués* by Francisco de Paula Hidalgo, which has previously been described as "complex" because it incorporates linguistic forms belonging to different word classes (Ponce de León 2009).

the lexical nomenclatures included in *Apéndice III* and, on the other, on the verb conjugation material developed in Lessons 28–44[10], which focus on the conjugation of regular and irregular verbs.

On the basis of this sequencing in the presentation of linguistic content, the following scheme can be identified as underlying the first 26 lessons:

Main grammatical content ... [Cross-referenced linguistic element: (i) vocabulary[11] → *Apéndice III*; (ii) verb conjugation) → Lessons 28-44]

Thus, up to lesson 26, the *Método* follows the cross-referenced complex structure outlined below, alternating between the main grammatical focus of each lesson and additional lexical or morphological content drawn from other sections of the manual:

1. The alphabet	Vocabulary: the universe (1[12]) Conjugation: auxiliary verbs (I) (l. 28)
2. The vowels 'a', 'e', 'o'	Vocabulary: time (seasons, months, and weeks) (2) Conjugation: auxiliary verbs (II) (l. 29)
3. Nasal sounds 'ãe', 'ão', 'õe'	Vocabulary: time (divisions) (3) Conjugation: regular verbs (l. 30)
4. Letters 'c', 'ç', 's', 'ss', 'z'	Vocabulary: the family (4, 5) Conjugation: verb *dar* [to give] (l. 33)
5. Letter 'x'	Vocabulary: the human body (head, torso, limbs) (6, 7) Conjugation: verbs *caber* [to fit], *dizer* [to say] (l. 34-35)
6. Letters 'g', 'j'	Vocabulary: the human body (internal organs; qualities) (8, 9) Conjugation: verb *fazer* [to do] (l. 36)
7. Groups 'gu', 'qu'	Vocabulary: the human body (injuries) (10) Conjugation: verbs *ler* [to read], *moer* [to grind], *perder* [to lose] (l. 37)

[10] With the exception of Lessons 19 and 20, devoted to numeral adjectives. We are unable to explain the absence of the cross-referenced linguistic component.
[11] We shall see below, however, that this "latent" vocabulary is not the only lexical content presented in the Capuchin friar's textbook.
[12] The number – which also appears in the lessons, in the vocabulary cross-reference component – refers to the numbering assigned to the nomenclatures in *Apéndice III*.

8. Groups 'cc', 'cç', 'ct', 'pc', 'pç', 'pt'	Vocabulary: the human body (illnesses and impairments) (11, 12) Conjugation: verb *poder* [can] (l. 38)
9 Double letters 'ch', 'lh', 'nh'	Vocabulary: the human body (medicines and remedies) (13) Conjugation: verb *pôr* [to put] (l. 39)
10. Articles	Vocabulary: clothing, toiletries, and travel items (14, 15) Conjugation: verb *querer* [to want] (l. 40)
11. Noun genders	Vocabulary: the house (house and furniture) (16, 17) Conjugation: verb *saber* [to know] (l. 41)
12. Formation of the plural (I)	Vocabulary: table and kitchen utensils (18, 19) Conjugation: verb *trazer* [to bring] (l. 42)
13. Formation of the plural (II)	Vocabulary: tableware and food; travel and transport (20, 21) Conjugation: verb *valer* [to be worth] (l. 43)
14. Augmentatives and diminutives	Vocabulary: the city; railways (22, 23) Conjugation: verb *ver* [to see] (l. 44)
15. Comparatives and superlatives (I)	Vocabulary: the navy and navigation (24, 25) Conjugation: verbs *agredir* [to attack], *cair* [to fall] (l. 45)
16. Comparatives and superlatives (II)	Vocabulary: the military; trade (26, 27) Conjugation: verbs *conduzir* [to drive], *dormir* [to sleep] (l. 46)
17. Demonstrative adjectives	Vocabulary: coins, weights, and measures (28) Conjugation: verbs *frigir* [to fry], *fugir* [to flee] (l. 47)
18. Possessive adjectives	Vocabulary: civil and ecclesiastical dignitaries (29, 30) Conjugation: verb *ir* [to go] (l. 48)
19. Numeral adjectives	----------
20. Numeral adjectives	----------
21. Indefinite adjectives	Vocabulary: scholars and sciences (31) Conjugation: verb ouvir [to hear] (l. 49)
22. Personal pronouns	Vocabulary: fine arts (32)

	Conjugation: verb *pedir* [to ask] (l. 49)
23. Demonstrative pronouns	Vocabulary: games and pastimes (33) Conjugation: verb *rir* [to laugh] (l. 50)
24. Possessive pronouns	Vocabulary: hunting (mammals and birds) (34, 35) Conjugation: verb *sentir* [to feel] (l. 50)
25. Relative and interrogative pronouns	Vocabulary: fishing and fish (36) Conjugation: verb *vir* [to come] (l. 51)
26. Indefinite pronouns	Vocabulary: trees, fruits, and flowers (37, 38) Conjugation: pronominal and defective verbs (l. 42-44)

Table I. Linguistic contents of the *Método de lengua portuguesa*: the cross-referenced complex structure

From the information summarised in Table 1, it can be concluded that the *Método* occupies an intermediate position between, on the one hand, the teaching manuals and grammar books of Francisco de Paula Hidalgo, Francisco Carrillo Guerrero, and Enrique Kucera—whose lessons explicitly combine complex grammatical and lexical components—and, on the other, the grammar books of Julio Ortega Galindo, Pilar Vázquez Cuesta, and Maria Albertina Mendes da Luz, together with the teaching manual of Enrique Chao Espina, all of which adhere to the more conventional, homogeneous sequence in presenting the parts of speech.

b) The second part of each lesson is devoted to linguistic exercises, which vary according to the type of grammatical content. Three main types can be distinguished: (i) The first ten lessons, whose principal grammatical focus is phonetics, consistently feature pronunciation practice. Each contains three exercises: the first requires students to read isolated words, while the second and third involve reading short prose and verse texts, respectively, both accompanied by interlinear translation. (ii) The remaining lessons centre on translation activities, typically comprising two exercises in translation and back-translation of a series of sentences or short texts[13]. Each is supplemented by vocabulary lists with Spanish equivalents to support the translation tasks. (iii) Finally, the series of sentences—or, in some cases, short texts—also serve as material for grammar-awareness activities, most frequently exercises requiring students to identify the grammatical forms under study.

[13] Indeed, a few lessons replace the usual series of sentences in the translation activities with short texts on assorted topics. In any case, the use of these cohesive textual units does not appear to follow a clear pedagogical rationale.

2.4. Pedagogical features of the book

To identify the pedagogical orientation of the *Método de lengua portuguesa*, three parameters warrant consideration: (i) its alignment with language-teaching methodologies current in the first half of the twentieth century; (ii) its pedagogical relationship to the grammar books and teaching manuals for Portuguese published in Spain prior to Barcenilla's work; and (iii) its relationship to Julio Martínez Almoyna's *Gramática espanhola para portugueses*. The third parameter is justified both by the fact that, as noted above, Barcenilla taught Spanish at the *Colegio Oficial de Español* in Porto during the 1940s, and by the textual parallels observed with the second edition of Martínez Almoyna's *Gramática*.

With regard to the first parameter, and in light of the lesson structure analysed in the preceding section, it may be concluded that the instructional sequence (grammar rules → translation activities [direct translation and back-translation]) is unmistakably deductive. The emphasis falls squarely on grammar, with vocabulary playing a subsidiary role, primarily through bilingual word lists. These appear explicitly in the lessons as aids to translation activities, but also more implicitly, in the first half of the *Método*, as part of the cross-referenced linguistic component.

Another recurring feature of the lessons is the systematic comparison with the Castilian (Spanish) grammatical system, a strategy employed in almost every unit. These comparisons underscore both convergences—for example, in Lesson 12 on plural formation: "*Por regla general, los nombres que, en castellano, carecen de singular o plural, carecen, también, en portugués*" (Barcenilla 1951: 41)—and divergences, as in the case of possessive adjectives: "*Los adjetivos posesivos tienen el mismo uso y significación que en castellano*" (Barcenilla 1951: 60), contrasted with "*Al contrario de lo que sucede en castellano, por regla general [los adjetivos posesivos] van precedidos del artículo definido; v. gr.: este é o meu filho (éste es mi hijo); Maria é a minha criada (Maria es mi criada)*" (Barcenilla 1951: 60). Nevertheless, the tendency is far more often to stress similarities with the learners' native language than to draw attention to divergences between the two Iberian tongues.

Taking these features together—namely the deductive sequencing of instruction, the relatively extensive grammatical explanations, and the exercise typology—it may be argued that Barcenilla's manual is closer in conception to the pedagogical tradition represented by the nineteenth-century reissues of earlier "practical" grammar books. Originally composed in earlier centuries and widely disseminated, these include Lorenzo Franciosini's *Gramatica spagnola, e italiana* (Venice, 1624) (Sáez Rivera 2009: 85) and François Sobrino's *Nouvelle grammaire espagnolle* (Brussels, 1697) (Corvo Sánchez 2012: 152–153; Alvar Ezquerra 2020). Both were subsequently adapted, in line with the prevailing pedagogical trends of their time—particularly the Ollendorff method—for foreign-language learning (Sánchez Pérez 1992: 195–200). By

contrast, the *Método* diverges from the series of manuals grounded in the approaches of Johann Franz Ahn (1796–1865) (Sánchez Pérez 1992: 208–210; Suso López 2017) and Heinrich Gottfried Ollendorff (1803–1865) (Sánchez Pérez 1992: 210–217; Lombardero 2015: 96–97; Suso López 2017). It also departs from the twin grammar series developed under the Gaspey-Otto-Sauer method (Sánchez Pérez 1992: 219–220; Kemmler & Corvo Sánchez 2019: 3-6)[14].

Given this methodological positioning of Friar Barcenilla's manual, it is important—as already noted—to compare it with the small corpus of teaching materials and so-called practical grammar books for Portuguese published in Spain up to the mid-twentieth century. Based on the information currently available, these works are as follows:

- Francisco de Paula Hidalgo (†1879), *Método de Ahn. Primero y segundo curso de portugués con la clave de temas*, Madrid, Carlos Bailly-Bailliere, 1870?
- Francisco Carrillo Guerrero (†1975), *Gramática elemental de la lengua portuguesa*, Heidelberg, Julio Groos, 1911.
- Enrique Chao Espina (1908–1989), *Curso de Lengua Portuguesa. Tomo I. Grado Elemental*, Viveiro, Artes Gráficas A. Santiago, 1936 [2nd ed. Viveiro, 1958].
- Enrique Chao Espina, *Curso de Lengua Portuguesa. Tomo II. Grado Medio*, Viveiro, Artes Gráficas A. Santiago, 1936 [2ª ed. Viveiro, 1960].
- Julio Ortega Galindo (1911–1976), *Gramática portuguesa*, Zaragoza, Tip. de Octavio y Felez, 1939 [2nd ed. Burgos, 1956; 3rd ed. Burgos, 1968...].
- Pilar Vázquez Cuesta (1926–2019) & Maria Albertina Mendes da Luz, *Gramática portuguesa*, Madrid, Ricardo Aguilera, 1949 [2nd ed. Madrid, 1961; 3rd ed. Madrid, 1971; Portuguese translation, 1980].
- Enrique Kucera (†1960), *Portugués: primer curso o curso preparatorio*, Barcelona, Enrique Kucera, 1955.

To structure this comparison, the following parameters are applied: (i) composition of the lesson's linguistic module (CML); (ii) sequence of grammar instruction (SEG); (iii) composition of the lesson's activity component (CCA); (iv) composition of appendices (CA); and (v) inclusion of dialogues (ID)[15]. The results are set out in the following table:

[14] We refer only to the Ahn and Ollendorff methods, as these are the closest to the work under study. The distance between Friar Barcenilla's manual and the natural method (Sánchez Pérez 1992: 270–273; Fernández Fraile & Suso López 1999: 368–370; Suso López 2017b) seems to us even more pronounced.

[15] The abbreviations (CML, SEG, CCA, CA, ID) are retained from the original Portuguese text. Their English expansions do not always align with the initials, but the original form has been preserved for consistency with the source.

	Hidalgo 1876	Carrillo Guerrero 1911	Ortega Galindo 1939	Vázquez Cuesta & Luz 1949	Barcenilla 1951	Kucera 1955	Chao Espina 1960[16]
CML[17]	Complex	Complex	Simple	Simple	Complex (with cross-references to grammatical and lexical content); simple (lessons 27–62)	Simple	Simple
SEG	Deductive	Deductive	Deductive	Deductive	Deductive	Inductive	Deductive
CCA	Reading; direct translation; back-translation	Direct translation; back-translation; dialogues	-	-	Pronunciation; direct translation; back-translation; grammar practice	Pronunciation; conversation; direct translation; back-translation; grammar practice	Reading; direct translation; back-translation; grammar practice
CA	Thematic vocabularies; dialogues	Spanish-Portuguese Portuguese-Spanish vocabulary	Reading texts; Portuguese-Spanish vocabulary	Thematic vocabularies; correspondence; reading texts	Grammatical and lexical vocabularies	-	Thematic vocabularies; correspondence; reading texts
ID	Yes (CA)	Yes (CCA)	No	No	No	Yes (CCA)	No

Table II. Pedagogical characteristics of materials for teaching Portuguese published in Spain

[16] For the purposes of comparison we have used the second edition of the *Grado Medio* of Chao Espina's *Curso de Lengua Portuguesa*, since at the time of preparing the present study we were unable to access either the second edition of the *Grado Elemental* or the first edition (1936) of the two levels.
[17] On the distinction between the simple and complex grammar components, see note 9.

The data presented in Table II indicates that, in terms of lesson design, the *Método de lengua portuguesa* occupies an intermediate position between works whose lessons are grammatically homogeneous (or structurally simple)—a feature characteristic of more descriptive or theoretical grammar books and treatises—and those manuals whose lessons integrate linguistic material from multiple word classes and lexical domains, thereby producing a more complex structure. As discussed earlier, 24 of the 62 lessons in the *Método* conclude with a cross-reference to verb study or lexical nomenclatures; nonetheless, in more than half of the lessons the linguistic content remains simple.

With respect to the structure of the practice component, Table II shows that the *Método* offers a broader range of activities designed for grammar practice. This aligns it more closely with Enrique Chao Espina's *Curso de Lengua Portuguesa* and, to a lesser extent, Enrique Kucera's manual—both of which also favour explicit grammar instruction—than to works that adopt a more restricted approach. Regarding the inclusion and organisation of nomenclatures, two tendencies can be discerned: some works present general bilingual vocabularies (e.g., Carrillo Guerrero and Ortega Galindo), while others adopt thematic vocabularies. The *Método* falls into the latter category, though part of its appendices is grammatical rather than lexical. Taken together, these features suggest that Friar Barcenilla's manual, despite being labelled a *método*, is pedagogically closer to a grammar book—a conclusion further reinforced by the absence of dialogues.

Finally, as noted above, it is important to establish the textual and pedagogical relationship between the *Método* and the Spanish-teaching manual then in use at the *Colegio Oficial Español* in Porto, namely Julio Martínez Almoyna's *Gramática española para portugueses*, in its two editions (1947; 1959). Based on the parameters outlined in Table II, the comparison may be summarised as follows:

	Almoyna 1947	Barcenilla 1951	Almoyna 1959
CML	Complex	Complex (with cross-references to grammatical and lexical content); simple (lessons 27–62)	Complex
SEG	Deductive	Deductive	Deductive
CCA	Reading; direct translation; back-translation; grammar practice; conversation	Pronunciation; direct translation; back-translation; grammar practice	Reading; direct translation; back-translation; grammar practice; conversation
CA	Grammatical appendices: – On the past participle – Irregular and defective verbs – Spelling	Lexical vocabularies; Linguistic vocabularies: – Heterotonic words – Heterogeneric nouns	Grammatical appendices: – The past participle – Irregular and defective verbs – Spelling Linguistic vocabularies: – Diacritical accent – Heterotonic words – Words accepted by the RAE with different spellings – Heterogeneric nouns
ID	Yes (CCA)	No	Yes (CCA)

Table III. Pedagogical features of the manuals by Julio Martínez Almoyna and Friar Generoso de Barcenilla

From the data in Table III, it is evident that, in terms of lesson structure—and especially the presentation of grammatical content—Martínez Almoyna's *Gramática espanhola para portugueses*, in both its first and second editions, consistently integrates within each lesson forms and expressions drawn from multiple word classes. This approach situates the work firmly within the tradition of teaching materials shaped by the grammar-translation method, as previously noted. By contrast, Friar Barcenilla's manual adopts a more conservative design, applying the complex scheme only in part (that is, in approximately half the lessons) and relying on cross-references rather than by embedding multiple components directly into the lesson. A similar conservatism characterises the exercise component: whereas Almoyna's grammar book incorporates conversational practice within the lessons—entirely absent from the *Método*—the methodological divergence between the two manuals becomes especially apparent.

Comparison of the appendices highlights two further points of contrast. First, Barcenilla's manual contains lexical nomenclatures, absent from both editions of Almoyna's grammar book. Second, the second edition of Almoyna's work incorporates bilingual vocabularies of a grammatical nature that appear clearly modelled on those of the *Método*. The former may be explained by Barcenilla's decision not to embed

nomenclatures directly within the lessons. The latter strongly suggests textual borrowing, since Almoyna's 1959 edition reproduces, with certain modifications, the grammatical vocabularies found in the *Método*, particularly those dealing with heterotonic and heterogeneric nouns. The inclusion of such appendices in the *Gramática espanhola* is unsurprising, given the professional relationship between the two authors.

3. Concluding Remarks

The analysis undertaken here demonstrates that the *Método de lengua portuguesa* represents a significant expression of the broader movement to promote Portuguese in Spain during a period when, from the late 1930s onwards, the Franco regime sought to foster closer cultural ties with Portugal in parallel with its plans for possible military intervention in the neighbouring country. This political orientation had repercussions on several fronts. At the curricular level, Portuguese was institutionalised as a subject in Spanish secondary education and reinstated at the *Escuela Oficial de Idiomas* in Madrid. At the level of cultural policy, measures were introduced to disseminate the Spanish language and culture within Portugal, most notably the reopening in 1938 of the *Escuelas Españolas* in Porto and Elvas (Chica Blas 2011: 143). Within this socio-political and educational framework, the years between 1936 and 1960 saw the publication of a corpus of teaching manuals and grammar books designed to facilitate the teaching of Spanish in Portugal and Portuguese in Spain (Ponce de León 2020: 922–923).

It is within this context that Friar Barcenilla's work must be situated. Methodologically, and as the preceding discussion has shown, the *Método*—despite the implications of its title—bears closer affinity to traditional materials for grammar and vocabulary instruction than to the more innovative approaches then beginning to circulate at the time. Nevertheless, the work reflects both the broader socio-educational imperatives of Francoist Spain and the author's own teaching experience during the years he taught Spanish and Portuguese in Porto. For these reasons, the *Método de lengua portuguesa* merits recognition as a text of both historical and pedagogical significance—albeit one that has, until now, remained almost entirely neglected.

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