JUDEO-SPANISH: A VITAL AND LIVING LANGUAGE

Carlos Yebra López, New York University

INTRODUCTORY ESSAY

“El ladino o judeo-español ha permanecido vivo y ha cohesionado con su habla a miles de hombres y mujeres de diversas generaciones, como si las palabras fueran esos labios que nunca lograrán desdibujarse de sus mentes” [“Ladino or Judeo-Spanish has survived and brought together with its speech thousands of men and women from different generations, as if words were those lips that never succeeded at fading from their minds”] (Moscona 10, translation by the author).

After the original Assyrian (722 BCE) and Babylonian (586-582 BCE) exiles from the kingdoms of Israel and Judah, ever since the IIIrd century of the Common Era some of the descendants of these Jewish immigrants settled in the Iberian Peninsula. Their culture is generally believed to have found its Golden Age during the 13th century. Often acting as cultural translators, these Jews were versed in Hebrew, Latin, Arabic, Greek, Castilian and Catalan - amongst others. It is in this time and place that Ladino is believed to have been born as the product of a word-for-word translation of the Hebrew Bible, gradually paving the way for its subsequent vernacular version, known as Judeo-Spanish (Sephiha). Having undergone for centuries a more or less explicit discrimination, in 1492, the Catholic Monarchy decreed the expulsion of these Jews from the Christian kingdoms of the Iberian Peninsula (Castile and Aragon [1492], Portugal [1496] and Navarra [1498]), thus setting in motion the articulation of three key ethno-linguistic elements: Sefarad (i.e., the territory they left), Sephardic Jews (namely, those Jews that would abandon the aforementioned territories) and Judeo–Spanish (that is, the functional lingua franca that was gradually articulated and adopted by such population in the manifold places of their diaspora).

This course finds its origin in my perceived need to highlight the relevance of Judeo-Spanish, less as an exotic token of contemporary multiculturalism or trauma voyeurism than in terms of a representative sample of the polyphonic nature of both medieval and modern Iberia. In other words, that as Sephiha has claimed, in exploring Judeo-Spanish “on se trouve en pleine socio-ethno-linguistique, domaine vivant par excellence” [we are fully immersed in socio-ethno-linguistics, a living domain par excellence] (261, my translation). Consequently, this course does not intend to take sides in favor of a given religion (Islam, Judaism, and Christianity). It aims, instead, at bringing back the relevance of Judeo-Spanish as a language that was and still is representative of the complex cultural cosmology of the Iberian Peninsula.

Informed by the above-described spirit, this course will address both faces of the Judeo-Spanish coin, i.e., the historical and linguistic origins of Judeo-Spanish in medieval Iberia on the one hand, and contemporary expressions of Judeo-Spanish, on the other (as well as the continuity between the medieval and the modern periods). Thus, in regard to the first section, this course is concerned with the place that Judeo-Spanish occupies within the convivencia narrative, the terminological dispute between the notions of Ladino, Judeo-Spanish, proto–Spanish and Djudezmo (to name but a few), the brief characterization of the grammatical, lexical and alphabetical elements of Judeo-Spanish, and the nature of the Alhambra Decree of Expulsion. Concerning the presence and prospects of Judeo-Spanish in the contemporary world,
this syllabus addresses the koinetic origins of Judeo-Spanish as a lingua franca in diaspora, the evolution of music written in Judeo-Spanish, the development and emergence of (new) genres of Sephardic literature and poetry, the place of Judeo-Spanish in worldwide academia, its relevance for glotto-political purposes and ideological struggles, its role vis-à-vis the recently issued Right of Return and, of course, its relationship with the Holocaust, as well as its overall survival prospects.

SYLLABUS: JUDEO-SPANISH: A VITAL AND LIVING LANGUAGE

COURSE DESCRIPTION

The face-to-face course Judeo-Spanish: A Vital and Living Language places the emphasis on presenting Judeo-Spanish not just as a vital historical phenomenon, but also as a living language of contemporary relevance whose current cultural revival worldwide needs to be accounted for and shall in turn influence our perception of its centrality within medieval Iberia. While focusing on linguistic aspects, such account will also touch upon economic, political and cultural factors that condition the current use, strength and symbolic value of Judeo-Spanish across the globe.

In particular, this course is an undergraduate seminar for upper-class students of a 300 or a 400 level at New York University, in Fall 2016. Since this course features an introductory overview of the main topics, there are no formal prerequisites to it, yet it is highly desirable for students to have at least a basic grasp of Spanish, Iberian history and Jewish culture. The course itself is divided into two modules: Judeo-Spanish as a Vital Language (twelve classes) and Judeo-Spanish as a Living Language (eighteen classes), for a total of thirty classes. This class will meet twice per week (Tuesdays and Thursdays) and each session will last 75 minutes. Unless otherwise stated in the syllabus (indicated via an asterisk [*]), classes will have the following structure:

- 5--10 Minutes: Housekeeping, including attendance verification
- 30 Minutes: Lecture on the specific topic at hand
- 30 Minutes: Collective discussion of the assigned reading
- 5--10 minutes: Summary of the main points and Q&A on the next class

Students are expected to not only engage with each reading individually but also, and when possible, to suggest new interpretations and links between the different materials.

COURSE OBJECTIVES

By the end of this seminar, students will be able:

1. To critically analyze the main ideas of scholarly sources on Judeo-Spanish.
2. To articulate a general description of the lexical and grammatical underpinnings of Judeo-Spanish.
3. To provide an overview on the historical origins and evolution of Judeo-Spanish, especially in regards to its significance within medieval Iberia, its decimation under the Holocaust and its current revival.
4. To discuss the various denominations of Judeo-Spanish (e.g. Ladino, Djudezmo, Spanyol, Spanyolit) as well as their geopolitical, cultural, social, linguistic and economic connotations, depending on who uses what in which context.
5. To discuss the main figures of and contributions to the Sephardic culture industry, from music to avant-garde poetry, passing through electronic literature and film.

6. To master the main linguistic, ideological, political and economic issues surrounding the so-called Right of Return.

7. To write an essay on a relevant academic topic with an effective introduction and conclusion, a clear central idea under the form of a thesis statement, smooth and logical transitions between paragraphs and sound, evidence-based arguments.

**REQUIRED TEXTS**


**ASSIGNMENTS**

Students will be given four types of assignments in this course: reading responses, a timeline on Judeo-Spanish, an oral presentation and a final paper.

### READING RESPONSES

Students are required to submit a double-spaced, Times New Roman 12, 1-page written response on the assigned readings for each class by noon on the day before class.

### TIMELINE

Students are expected to elaborate a timeline concerning the historical context into which Judeo-Spanish was born and the stages of its development on the basis of his/her own justified decision as to what the key events are in defining such period. This timeline should take into account class materials only and be emailed to the professor by class fifteen. Here is how to proceed:

1. Gather all possible information based on both your personal notes from class and the reading materials (as well as your own notes on those).

2. Decide on which events to include (you can choose up to ten different events).

3. Write a justification for having included each of these events. Do not forget to include in a footnote the bibliography from which you retrieved that information.

4. Check this interactive tool to create a timeline and plug in all the relevant information. (http://www.readwritethink.org/files/resources/lesson_images/lesson931/assignment.pdf)
5. Save your work and email it to your professor.

**ORAL PRESENTATION**

The last two classes of this course will be devoted to the student’s presentation of their final papers. Although students are not required to have finished their essay by that time, they should definitely be in an advanced stage in regards to the completion of the assignment. The time allocated for each presentation will be roughly 10 minutes per student.

**FINAL PAPER**

Students are required to write a 10–15 page research paper on any related topic of their interest. Before proceeding to its actual writing, students are expected to discuss during office hours a preliminary document containing an abstract and an intended bibliography for such paper.

**GRADING AND EVALUATION**

**FINAL GRADES WILL BE ESTIMATED AS FOLLOWS:**

- **READING RESPONSES: 15%**
- **TIMELINE: 20%**
- **ORAL PRESENTATION: 15%**
- **FINAL PAPER: 40%**
- **PARTICIPATION IN CLASS: 10%**

**THE RESULTING GRADING SCALE WILL READ AS FOLLOWS:**

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; 59% and below = F

**LATE ASSIGNMENTS:** The grade of any assignment submitted after the deadline will be dropped 5% for each day late and 10% for each day late after one week.

**ABSENCES:** This course has a mandatory attendance policy. Students will be given an excused absence when acting as an official representative of the university, provided they obtain prior written verification from the faculty/staff supervisor of the event. All other absences will be deemed unexcused, but students may miss two classes without penalty. Their final grade will be dropped 3% for each subsequent absence.
### Timeline Assessment Rubric

<table>
<thead>
<tr>
<th>Topic</th>
<th>Exemplary (range 9.0-10.0)</th>
<th>Acceptable (range 8.0-8.9)</th>
<th>Emerging (range 7.0-7.9)</th>
<th>Unacceptable (range 0-6.9)</th>
<th>Topic Score</th>
<th>Topic Wt</th>
<th>Topic Points (=Topic Score x Wt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (5.0)</td>
<td>Accurate for (almost) all the events, described in a rather non-partisan way</td>
<td>Accurate for about 80% of the events, described in a rather non-partisan way.</td>
<td>Inaccurate and/or biased for the most part.</td>
<td>x5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates (1.5)</td>
<td>Correct and well-sequenced</td>
<td>At least one of the dates is not correct and/or well-sequenced</td>
<td>At least two of the dates are not correct and/or well-sequenced</td>
<td>x1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impact (1.5)</td>
<td>Events are well-distributed throughout the whole timeline, plus the contrast between the text and the background colors facilitates the reading.</td>
<td>At least two events are lumped together, but the contrast between the text and the background does facilitate the reading.</td>
<td>Three or more events are lumped together and the contrast between the text and the background does not facilitate the reading.</td>
<td>x1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources (2.0)</td>
<td>Contains at least ten relevant events related to the topic</td>
<td>Contains at least seven relevant events related to the topic</td>
<td>Contains at least five relevant events related to the topic</td>
<td>x2.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gross points for oral presentation (sum of Topic Points in rightmost column; maximum of 100) \( \Sigma \)

Weight of timeline in final grade (20%) \( \times 0.20 \)

Point contribution of timeline to final grade (maximum of 20) =

### Oral Presentation Assessment Rubric

<table>
<thead>
<tr>
<th>Topic (weight)</th>
<th>Exemplary (range 9.0-10.0)</th>
<th>Acceptable (range 8.0-8.9)</th>
<th>Emerging (range 7.0-7.9)</th>
<th>Unacceptable (range 0-6.9)</th>
<th>Topic Score</th>
<th>Topic Wt</th>
<th>Topic Points (=Topic Score x Wt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion (weight)</td>
<td>Assessment of Criterion</td>
<td>Crit. Score</td>
<td>Wt.</td>
<td>Topic Points (= Crit. Score x Wt.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content (5.0)</strong></td>
<td>Provides an accurate and complete overview of his/her final paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides a rather accurate and complete overview of his/her final paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides an overview of the (intended) final paper, but does not delve into the specificities or the content is otherwise imprecise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inadequate description of the (intended) research with little effort or prior preparation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization (1.5)</strong></td>
<td>Points are clearly made. Listener can follow line of reasoning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation is generally clear and well organized. A few minor points may be confusing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classmates can follow presentation only with effort. Some arguments are not clear. Organization seems rather arbitrary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classmates are unable to follow presentation. Arguments are not clear. No evidence of organization in presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level of Presentation (1.5)</strong></td>
<td>It is not a reading of the paper. Appropriate, paced for audience understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is not a reading of the paper. Generally appropriate, paced for audience understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Much of the information is read, plus the content and the delivery are generally too elementary or too sophisticated for audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is just the reading of the (intended) paper, plus the content and the delivery are definitely too elementary or too sophisticated for audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contact with audience/Handling questions (2.0)</strong></td>
<td>Consistent use of clarifications, restatements and summaries, plus responds to questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General use of clarifications, restatements and summaries, plus responds to questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scarcie use of clarifications, restatements and summaries, plus responds unsatisfactorily to questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is little to no interaction with the class and/or no questions are answered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gross points for oral presentation (sum of Topic Points in rightmost column; maximum of 100) $\sum$

Weight of oral presentation in final grade (15%) $\times 0.15$

Point contribution of oral presentation to final grade (maximum of 15) =
<table>
<thead>
<tr>
<th></th>
<th>Exemplary (range 9.0-10.0)</th>
<th>Acceptable (range 8.0-8.9)</th>
<th>Emerging (range 7.0-7.9)</th>
<th>Unacceptable (range 0.0-6.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong> <strong>(3.5)</strong></td>
<td>Plenty of relevant material, clear and good points backed up by evidence, plus solvent use of a wide range of sources.</td>
<td>Significant information connected to thesis, plus reasonable amount of good points, albeit with little variation and/or balance.</td>
<td>A substantial amount of information is not clearly related to thesis and/or is not supported by evidence.</td>
<td>Thesis is unclear and uninteresting. Little or no information is provided related to such thesis.</td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong> <strong>(2.5)</strong></td>
<td>Thesis is clearly stated and successfully developed, relevant and concrete examples help illustrate it, conclusion is clear and coherent with the rest of the paper, succinct transitions but well-connected and organized</td>
<td>Information is overall presented in logical sequence, plus nice examples, conclusions, and transitions.</td>
<td>Concept and ideas are rather disconnected, plus overall disjointed organization and unclear transitions</td>
<td>It is difficult to find a unifying thread or logical order of presentation, development of thesis remains unclear, presentation is disjointed or incoherent</td>
</tr>
<tr>
<td><strong>Originality</strong> <strong>(1.5)</strong></td>
<td>Highly innovative, includes unknown but pertinent sources</td>
<td>Some innovation apparent, plus nice blending of primary and secondary sources</td>
<td>Little to no innovation, plus for the most part it reproduces second sources with little elaboration</td>
<td>Monotonous with little or no variety, plus overall paucity of sources</td>
</tr>
<tr>
<td><strong>Preparation</strong> <strong>(2.0)</strong></td>
<td>A preliminary document has been discussed during office hours which includes an abstract and an intended bibliography and there has been constant interaction between student and professor as the paper shaped up</td>
<td>A preliminary document has been discussed during office hours which includes an abstract and an intended bibliography.</td>
<td>Although the topic has been agreed upon in advance between the professor and the student, no preliminary document has been discussed during office hours</td>
<td>No preliminary document has been discussed during office hours and no topic has been suggested or consulted with professor prior to submitting the paper.</td>
</tr>
<tr>
<td><strong>Mechanics</strong> <strong>(0.5)</strong></td>
<td>Perfect spelling and punctuation</td>
<td>Few spelling errors, plus some minor punctuation mistakes</td>
<td>Consistent spelling and punctuation errors</td>
<td>Many instances of incorrect spelling and/or punctuation.</td>
</tr>
</tbody>
</table>

**Gross points for final paper (maximum of 100) ∑**
Weight of final paper in final grade (40%)  

Point contribution of final paper to final grade (maximum of 40) = 

**Course Schedule**

**Week 1**

**Introduction: Addressing Jewish Culture under Muslim and Christian Rule in Medieval Iberia**

**Main Points of Discussion:**
- What are the defining features of a realistic picture of the contradictions and cross-confessional complexities of medieval Iberia?
- To what extent does an answer to the above question inform our judgment as to the limits of a genuine *convivencia* between the three monotheistic religions in Medieval Iberia?
- How did the Jewish population evolve from the first settlements in Iberia to the eventual expulsion?

**Class One: Presentations**

**Class Two: A Long Durée Overview of Medieval Iberia**

**Reading:** Menocal, 5-49

**Week 2**

**Module One: Judeo-Spanish as a Vital Language**

**Main Points of Discussion:**
- How and why did Ladino and Judeo-Spanish come into being, respectively?
- What are the mains aspects of the historical and linguistic relationship between Ladino and Judeo-Spanish?
- What are the major milestones in Ladino literature?
- In what ways did the Alhambra Decree of Expulsion foreshadow the emergence of the Sephardim?

**Class Three: Jewish Culture in XIIth Century Medieval Iberia**

**Reading:** Menocal, 189-200 & Biale, 304-311
Class Four: Ladino: A Brief Characterization  
**READING:** MOSCONA & SEFAMÍ: 1--29

---

**WEEK 3**

Class Five: Differences and Similarities between Ladino and Judeo--Spanish (I). A Terminological Perspective  
**READING:** ALVAR, 19--35

Class Six*: Differences and Similarities between Ladino and Judeo--Spanish (II) A Debate between History and Linguistics  
**READING:** SEPHIHA, 253-261; KIRSCHEN (A), 2-50

* This class will consist in a collective Q&A Skype Session with Prof. Haim Sephiha (students should prepare for this activity by bringing a set of five questions of their interest based on the assigned readings for the class).

---

**WEEK 4**

Class Seven: From Ladino to Judeo--Spanish. A Diachronic Frame  
**READING:** MINERVINI, 13--34

Class Eight: Literature in Ladino (I) Alphabets and Alef-Bets  
**READING:** LADINOTYPE

---

**WEEK 5**

Class Nine: Literature in Ladino (II). Samples  
**READING:** MOSCONA & SEFAMÍ (EXCERPTS), ALVAR, 55--70

Class Ten: On The Alhambra Decree or the Birth of Sephardic Jews  
**READING:** PRAGMÁTICA PARA QUE TODO LOS JUDÍOS SALGAN DEL REINO Y NO TORNEN MÁS A ÉL; PETERS; REVIEW MOSCONA & SEFAMÍ

---

**WEEK 6**

Class Eleven: Judeo--Spanish is Born  
**READING:** NEBRIJA; OLIVEIRA; REVIEW MINERVINI

Class Twelve: Ladino: A Brief Characterization  
**READING:** MOSCONA & SEFAMÍ: 1--29
MODULE 2: JUDEO–SPANISH AS A LIVING LANGUAGE

MAIN POINTS OF DISCUSSION:
- How did Judeo-Spanish manage to survive throughout the centuries?
- How does Sepharad sound like?
- In what ways has the advent of electronic literature contributed to the preservation and/or evolution of Ladino and/or Judeo-Spanish?
- What are the main glotto-political ideologies surrounding Ladino and Judeo-Spanish? What are their key geostrategic implications?
- Who speaks Judeo-Spanish nowadays? What is the relationship between the academia and the various Sephardic communities scattered across the globe?

WEEK 7

Class Thirteen: The “Miracle” of Judeo–Spanish
READING: ALVAR, 41; MOSCONA & SEFAMÍ, 3; LÓPEZ-GARCÍA, 3-14

Class Fourteen: Sepharadscape: A Musical Coming–Together
READING: YEBRA LÓPEZ (A)

WEEK 8

Class Fifteen: Judeo–Spanish in the Internet Age (I): The State of Affairs
READING: SEFARDIWEB

Class Sixteen: Judeo–Spanish in the Internet Age (II): Electronic Literature
READING: LADINOKOMUNITA (A TEN-PAGE REPRESENTATIVE SAMPLE OF ITS ARCHIVE WILL BE PROVIDED TO STUDENTS); SEFARDIWEB; YEBRA LÓPEZ (B)

WEEK 9

Class Seventeen: New Poetic Genres: Post–Poetry
READING: MOSCONA & SEFAMÍ, 28–29

Class Eighteen: The Role of Judeo–Spanish in Academia
READING: KOAN SARANO & MITCHELL; NAAR; PRESSMAN UCLADINO; SYLLABI FROM THE HEBREW
WEEK 10

Class Nineteen: The Right of Return (I): Genealogy and Legal Requirements

READING: ESPAÑA & PORTUGAL; REVIEW PRAGMÁTICA PARA QUE TODOS LOS JUDÍOS SALGAN DEL REINO Y NO TORNEN MÁS A Él

Class Twenty: The Right of Return (II): Linguistic Requirements

READING: VILLANUEVA, RAE

WEEK 11

Class Twenty-one: Class Twenty: Language, Hegemony and Ideology

READING: ARNOUX & DEL VALLE (1--24); KIRSCHEN (8), 25--30

Class Twenty-two: The Ladino designation in Israel, the US and Latin America

READING: AUTORIDAD NASIONAL DEL LADINO; FISHMAN; REVIEWING MOSCONA & SEFAMÍ

WEEK 12

Class Twenty-three: The Judeo--Spanish in the Mediterranean

READING: ALVAR 11--14; YEBRA LÓPEZ (C)

Class Twenty-four: No Class Scheduled (Thanksgiving Recess)

WEEK 13

Class Twenty-five: Who is to save what?

READING: KIRSCHEN, BRYAN AND SUSANNA ZARAYSKY

Class Twenty-six*: What does it mean to speak Judeo--Spanish today?

READING: JOHNSON; SEFARDIWEB (AUDIO/VIDEO) AND LADINOKOMUNITA (REVIEW THE SAMPLE)

* This class will consist in a collective Q&A In--Person Session with Sephardic author Benni Aguado (as in the Skype session with Prof. Haim Sephiha, students should prepare for this activity by bringing a set of five questions of their interest based on the assigned readings for the class).
WEEK 14

Class Twenty-seven: Conclusions
Class Twenty-eight: Presentation of Final Papers (I)

WEEK 15

Class Twenty-nine: No class scheduled (Legislative Day- Monday Schedule)
Class Thirty: Presentation of Final Papers (II)

Bibliography


España. Ley Orgánica 12/2015, de 24 de junio, de Concesión de Nacionalidad Española a los Sefardíes Originarios de España . BOE, 25 de junio de 2015, núm. 151, pp. 52557-52564/ Portugal. Decreto


Nebrija, Antonio De, and Ignacio Miguel. González--Llubera. Gramatica De La Lengua Castellana: Muestra


