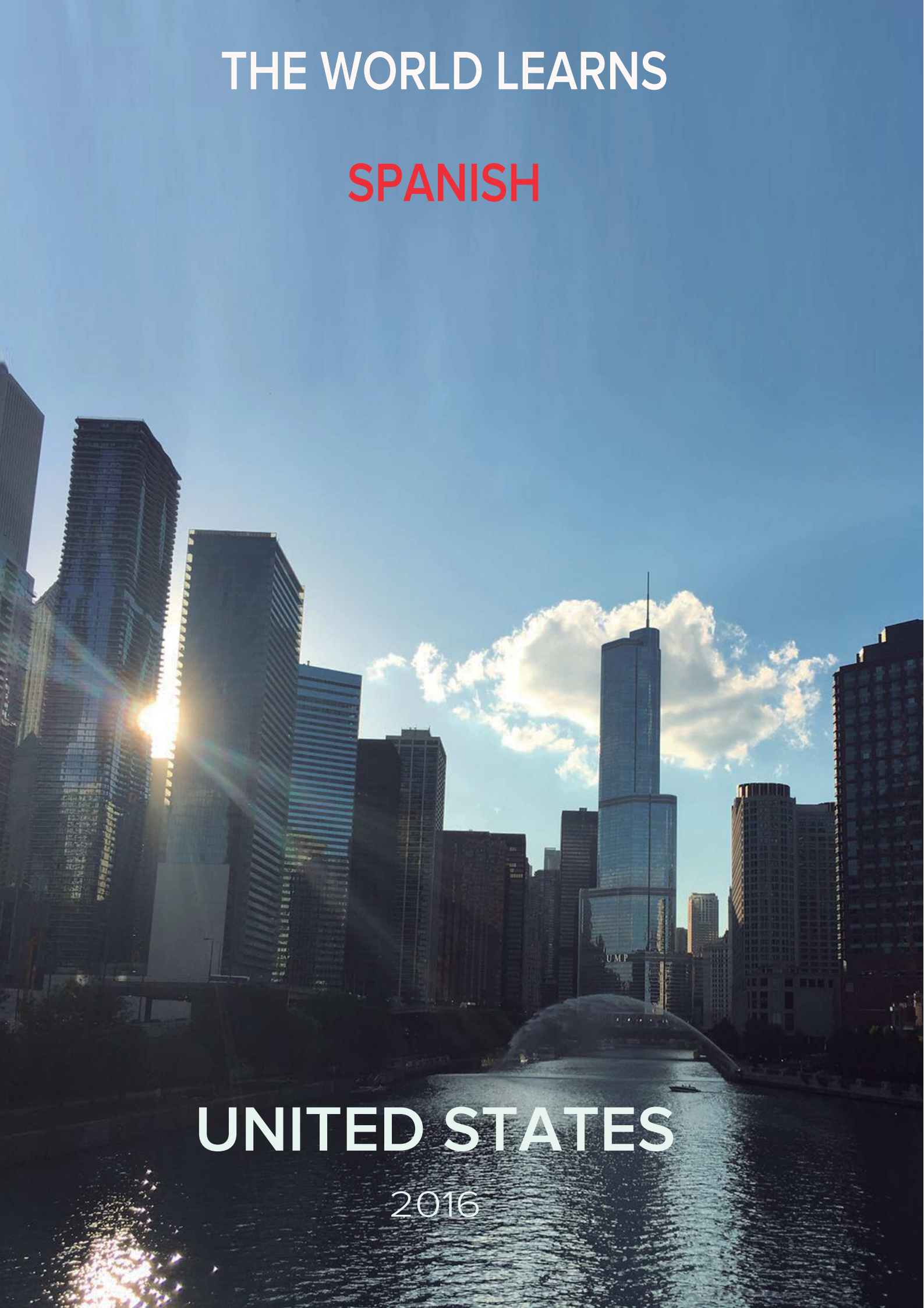


THE WORLD LEARNS

SPANISH

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The World learns Spanish



MINISTERIO DE EDUCACIÓN, CULTURA
Y DEPORTE

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Dirección General de Planificación y Gestión Educativa
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Foreword by the Minister of Education, Culture and Sport

The map of the Spanish Language in the world reveals a linguistic community that transcends borders, unlatches prolific cultural alliances and constitutes an economic potential in its capacity to generate opportunities and exchanges. More than 500 million native speakers of Spanish comprise this intercontinental network, which presently regards the Spanish language as a global tool of communication. Of the previously mentioned, 21 million are students of Spanish as a foreign language, providing us with a measure of its growth and expansion that denotes a promising future for the speakers of Spanish.

The biannual report *El Mundo Estudia Español*, now in its seventh edition, comes forth with the goal of capturing this actuality in a rigorous manner and headlines the standing of the teaching of Spanish in those countries where the Ministry of Education, Culture and Sport (MECD) is present. This thorough study has been accomplished in cooperation with the Spanish Education Offices in the 33 countries where the Ministry puts into practice its educational initiatives abroad.

The 2016 report maintains a similar structure in respect to earlier editions, although it takes a closer look at the teaching of Spanish in each country where analyzed, as well as providing information concerning the endeavors carried out by the Ministry. At the same time, this seventh edition compiles data on each country and its educational system in a more methodical manner, given the fact that its analysis has been compiled by each country's corresponding administrators.

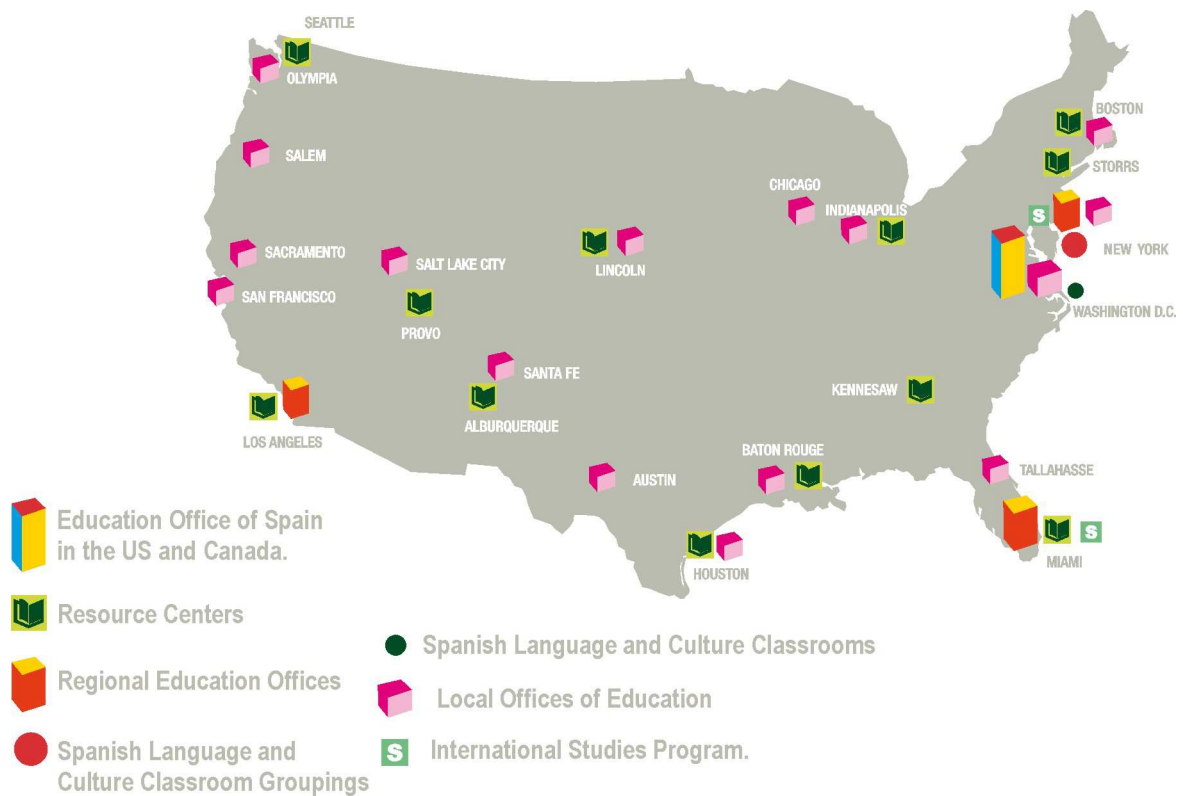
The year 2016 has been one of varied celebrations in the scope of Spanish and South American culture and the scale of these linked to the Spanish language have had a positive effect on the advancement of the Hispanic language and culture in the entire world. In this context, the IV centennial of the death of Miguel de Cervantes deserves special mention, given that this event has reached all seven continents due to the sound effort on the part of our educational institutions, as well as our Ministry's international network.

During this same year, we have also celebrated the fiftieth anniversary of the *Diccionario del uso del español de Maria Moliner*, a reference text for all Spanish speakers. The author, paramount in the study of the Spanish language, was honored with the naming of the new Spanish school in the Principality of Andorra, under the jurisdiction of the Spanish Ministry of Education.

In summary and as depicted in the report, the year 2016 has been one filled with good news for the Spanish language, with a clear indication of the utmost importance given by the Ministry to the championing of the study of the Spanish language and culture abroad. It is our hope that this periodical will be of help to those who share our same goals and objectives and in particular, to those who deal with our language on a professional level.

Íñigo Méndez de Vigo y Montojo
*MINISTER OF EDUCATION, CULTURE AND SPORT SPOKESPERSON FOR THE
GOVERNMENT OF SPAIN*

The World learns Spanish. United States of America



TEACHING SPANISH AS A FOREIGN LANGUAGE

As this study shows, teaching foreign languages has never been very common in the United States. We can see that it is not a big part of the school agendas or the education plans. And even if Spanish is in a better position than other languages, there is still a long way to go. However, Spanish seems to be more likely to grow than the other languages that are taught in the American school system.

Some elements that could go against the teaching of Spanish are:

- The decline in motivation to learn Spanish among second and third generation Hispanics.
- The cultural and political movement known as the English Only Movement, which advocates for the English language to be the one and only official language in the United States: 33 states have limited the use of other languages in the public sphere because of it.
- The controversial phenomenon known as “Spanglish”, a language blend that results from the influence of the English language into the Spanish that is spoken by Hispanics.

- The No Child Left Behind Act of 2001, which was passed during the presidency of George W. Bush: subjects like math and reading were favored, while others, such as foreign languages, were damaged.

Nevertheless, there are also various elements that could favor teaching Spanish as a foreign language:

- Economic globalization and its impact on the American foreign policy.
- The growing influence of Hispanic people on economy, politics and popular culture.
- The continuous rise of media coverage in Spanish and its audience (this includes newspapers, radio stations and television).
- The increasing presence of Spanish on the internet and social media.
- The fact that many Hispanic people (including the ones that were born in the US) think it is important that the future generations know how to communicate in Spanish.
- According to new U.S. Census Bureau population estimates, over 28% of the total population will be Hispanic by 2060.

The International Spanish Academies (ISAs) are a quality factor that needs to be taken into account. They belong to the international dual programs (English-Spanish), and they follow an integrated immersion program of Spanish language and content. The quality of these schools is often due to the work carried out by Spanish teachers who take part in the Visiting Teachers Program and/or the Cultural Ambassadors Program. ISA students in Middle School and High School can take the DELE Exams and profit from the agreement between the Ministry of Education and the *Instituto Cervantes*. Thanks to this agreement, the prices of the exams are lower.

There are no updated statistics of the number of American students who have taken Spanish in the last four years. However, it is safe to say that almost 90% of the schools that do teach a second language choose Spanish.

Elementary Education

The Spanish that is taught in the previously mentioned Foreign Language in the Elementary Schools (FLES) programs is rather testimonial, since the subject is introduced as an extracurricular subject.

The Foreign Language Exploratory Programs (FLEX). They are introductory ones which are more relevant, because students can establish a primary contact with Spanish.

However, the Spanish/English immersion programs are, without any doubt, the most interesting, since they give students the opportunity to function academically in both languages and to constantly be in touch with both. These programs provide the courses in both languages in different percentages. Next, we will explain each program in greater detail.

There are different types of bilingual programs at the moment. These vary depending on the percentage of the courses that are taught in Spanish or in English. One of the most

common programs is called Transitional Bilingual Education. It is divided in two types: the late exit (a 4 or 6 year program) and the early exit (a 2 or 3 year program). It is usually aimed at students whose mother tongue is not English and it is established during the first academic grades of Elementary School (up to 3rd or 4th grade). The percentage of the courses taught in a native language keeps changing until all the courses are provided in English by the end of the program.

There is another modality of this program called Maintenance Developmental that is aimed at students who are learning English throughout elementary school. In this case, the transition to using English as a language to study and communicate is more gradual than in the previously mentioned program. Furthermore, students keep receiving education in Spanish through all Elementary School.

There is another type of program called the Two Way Immersion Dual Language. Two groups of students share a classroom in this program: English native speakers and English learners. Courses are given in both languages so that students will become bilingual. There are two categories depending on the percentage of the courses taught in one language or the other. These are the 90:10 and the 50:50. In the first one, 10% of the courses are taught in English at the beginning of Kindergarten and the percentage gradually increases until the 4th year. Here, half of the course is taught in Spanish and the other half is in English. And in the second one, the 50:50, students take half of the courses in Spanish and the other half in English since the first year of school.

There is another program called the Foreign Language Immersion Program. As its name suggests, native English students receive education in another language. This program is also divided in two different categories: the Total Immersion and the Partial Immersion.

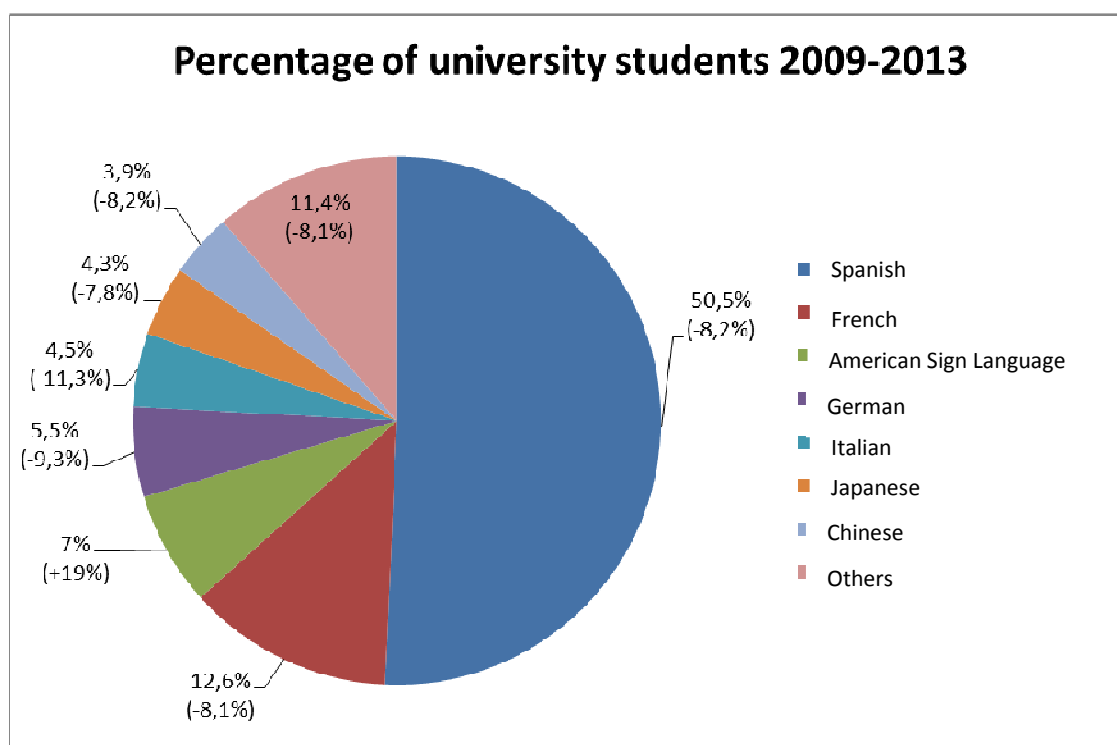
High School

The syllabus of the second language in high school usually comprises five years. During this stage, the most advanced students have the opportunity to take Advanced Placement Spanish courses.

According to the most recent data from the Center for Applied Linguistics (CAL), located in Washington, D.C., students choose Spanish as their first option when it comes to learning foreign languages. It is followed by French and Latin. Also, the amount of Mandarin Chinese students has been increasing the most during the last years. This is due to the Chinese Government's financial aids in order to teach the language.

University Education

As stated in the statistics of the Modern Language Association (*MLA*), between 2009 and 2013 there was a decrease of 6.7% foreign language students in American Universities. The most popular ones are Spanish, French, and to a lesser extent, German. The last statistics found in 2013 regarding the most studied languages at universities are shown in the following graph:



Source (data): Modern Language Association of America, 2015. *Enrollments in Languages Other than English in United States Institutions of Higher Education, Fall 2013*. Souce: Ministerio de Educación, Cultura y Deporte.

Instituto Cervantes

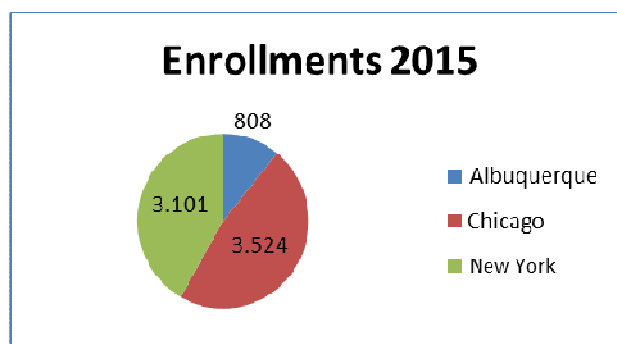
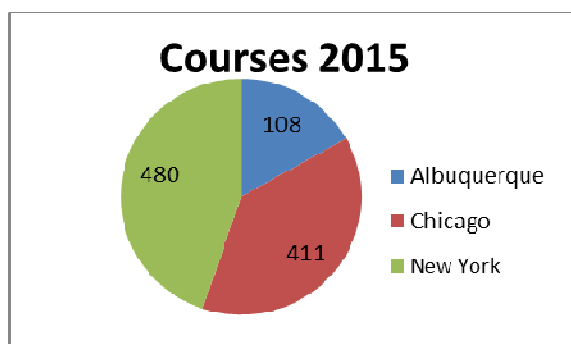
Spanish is not only taught at schools that belong to the American school system. The *Instituto Cervantes*, which is the main reference in Spanish teaching as a foreign language, has three principal schools in the U.S.: New York (New York), Chicago (Illinois) and Albuquerque (New Mexico). The office in New York has a large library and since 1994, it offers Spanish courses at all levels as well as an ambitious cultural program that includes the most recent cultural events of the Spanish speaking world.

The establishment in Chicago, inaugurated in 1996, apart from offering language courses, plays a very important role in promoting the culture of the Spanish speaking countries and it's a meeting spot for researchers, writers, and language scholars who participate in debates and seminars of literature, history, art and other topics.

Located in the Hispanic National Cultural Center next to the Spanish Resource Center, the *Instituto Cervantes* of Albuquerque provides general courses as well as translation courses, conversation, art, culture and business, and training courses for teachers. Their cultural program includes conferences, film screening, book presentations and exhibitions.

Teaching data at the Cervantes Institute schools in the United States				
School		2013	2014	2015
Albuquerque	Courses	129	105	108
	Enrollments	982	680	808
	Hours per student	28.275	19.541	21.225
Chicago	Courses	403	385	411
	Enrollments	4.106	3.450	3.524
	Hours per student	83.888	73.127	98.880
New York	Courses	514	555	480
	Enrollments	3.008	3.444	3.101
	Hours per student	74.660	86.111	79.540

Source: *Instituto Cervantes*



Source: Ministry of Education, Culture and Sports

Apart from the previously mentioned schools, there is another part of the *Instituto Cervantes* that is located in Seattle. It is called the *Aula Cervantes*. It was inaugurated in 2006 and its main objective is to promote the Spanish Virtual Classroom and the certificates of Spanish as a foreign language known as DELE (Spanish Diploma as a Foreign Language) around the schools of that area. Moreover, it has also worked with other institutions, organizing events in order to promote Hispanic culture. Likewise, the *Instituto Cervantes* opened the Observatory of the Spanish Language and Hispanic Cultures at Harvard University in 2013. Its mission is to elaborate and organize projects and activities for the analysis and debate of the Spanish presence in the U.S and its relationship with the international world.

THE PRESENCE OF THE MINISTRY OF EDUCATION, CULTURE AND SPORTS

The presence of the Ministry of Education, Culture and Sports has increased during the last years. Furthermore, after many years of activity, it has now a very important impact in the entire country. The main office is the Spanish Education Office located in the Embassy of Spain in Washington, D.C.

The Ministry is in charge of managing Spanish Education policies in the United States and promoting the Spanish language and culture as well as Spanish teacher training in the U.S. Most of this is done through a network of Spanish Resource Centers located at different universities in the U.S. The Ministry also supports bilingual programs in Spain and works with

CIDEAD (Innovation and Development for Distance Learning Center) Program, the Instituto Cervantes, the UNED (National University of Distance Education) and other Spanish universities.

Offices

The offices of the Ministry of Education, Culture and Sports are divided into four geographical areas. The Education Office's headquarters are located within the Embassy of Spain in Washington DC: an Education Counselor, a Secretary General and two Education Advisors work to assist the schools and the teachers in the District of Columbia and in the states of Virginia, West Virginia, Maryland and Delaware.

The Education Office in New York is in charge of the rest of the northeastern states, as well as the states in North Central States. The people who work for the New York Education office are the following: The Attaché and the Education Advisor in New York and more Education Advisors located in Chicago, Lincoln, Indianapolis and Boston.

The Education Office in Los Angeles is in charge of the Western states. It has an Attaché and two Education Advisors in Los Angeles, and more Education Advisors in San Francisco, Albuquerque, Seattle-Olympia and Salt Lake City.

Finally, there is also an Education Office in Miami, which is in charge of the southeastern and south central states. There is an Attaché and two Education Advisors in Miami (Florida) and more Education Advisors in Austin, Houston, Tallahassee and Baton Rouge.

Schools

Spanish Sections at American Schools and Spanish Language and Culture Groups (*ALCE*).

There are two Spanish Sections, one in New York and another one in Miami-Dade, where ten teachers hired by the Ministry of Education, Culture and Sports work. These teachers, along with the local teachers, teach 2,496 students. Education at these Departments is very prestigious.

Spanish Sections in the United States. 2011-2016					
New York (UNIS – <i>United Nations International School</i>)			N° of students		
Years	N° of schools	N° of Spanish teachers	Kindergarten / Elementary	Middle/High School	Total
2011-12	1	3	272	342	614
2012-13	1	3	175	388	563
2013-14	1	3	175	368	543
2014-15	1	3	273	369	642
2015-16	1	3	330	381	711

Source: Ministry of Education, Culture and Sports.



UNIS and MECD (Ministry of Education, Culture and Sports) signing the Memorandum, December 2014

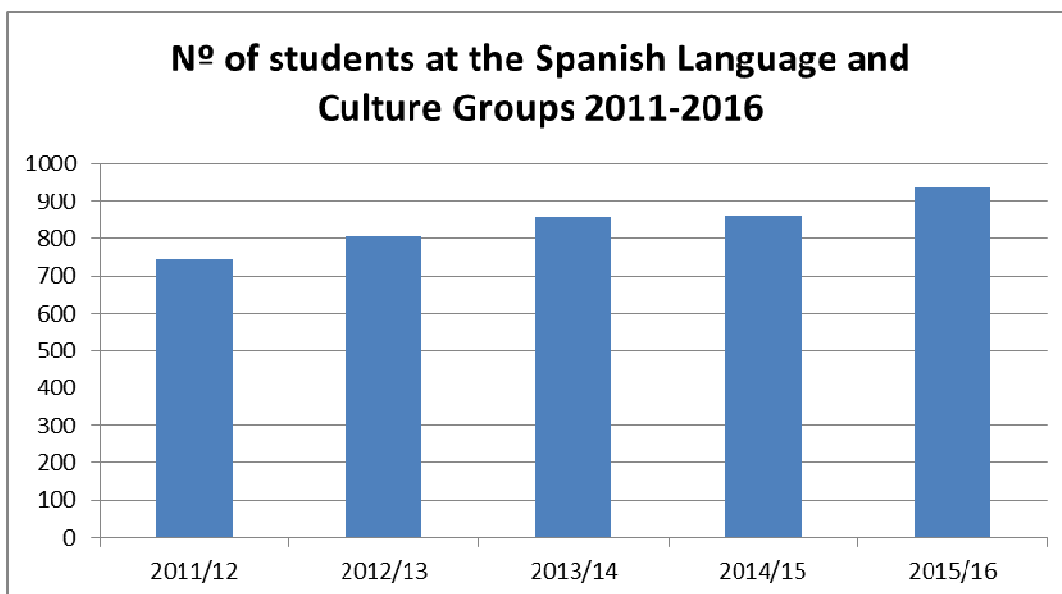
Spanish Sections in the United States. 2011-2016					
Miami (PEI – International Studies Program)			Nº of students		
Years	Nº of schools	Nº of Spanish teachers	Kindergarten / Elementary	Middle/High School	Total
2011-12	8	7	1.191	557	1.748
2012-13	8	7	1.211	622	1.833
2013-14	7	7	1.126	644	1.770
2014-15	7	7	1.194	674	1.868
2015-16	7	7	1.150	635	1.785

Source: Ministry of Education, Culture and Sports.

The Spanish Language and Culture Groups (*ALCE*) have 8 classrooms. Altogether, 9 teachers teach 938 students.

Nº of students enrolled in ALCE 2011-2016						
Years	A1 Level	A2 Level	B1 Level	B2 Level	C1 Level	Total
2011-12	111	191	134	182	126	744
2012-13	136	230	143	159	139	807
2013-14	147	245	184	120	164	860
2014-15	110	272	208	111	160	861
2015-16	119	279	217	150	173	938

Source: Ministry of Education, Culture and Sports.



Source: Ministry of Education, Culture and Sports.

Bilingual Sections in North America (ISA)

The *International Spanish Academies (ISA)* program started as an experimental experience in the United States, Indiana, Florida, and in the Canadian province of Alberta. In 2000 as an initiative from the Education Office of Spain in the United States and Canada to benefit from the huge growth of teaching-learning programs which integrate language and curriculum content. In 2005, the programs were made official when the first 15 agreements were signed in Seville while the first seminar of ISA principals was taking place. From that year up to 2016, more schools have joined the network, reaching a total number of 108 in year 2015-2016, as shown in the following table.

Number of ISA in the US by territory	
West	30
South	18
North	49
Office of Education	11

Source: own resource.

Resource Centers

The Ministry of Education, Culture, and Sport (MECD) manages a network of 12 resource centers, four in each of the three territories, which are mainly located in universities across the United States. The Spanish Resource Centers (CERs) depend on a memorandum of understanding signed with the university where they are located to regulate their establishment and functioning. In the case of the Resource Center in Los Angeles, the memorandum was signed with Los Angeles Unified School District (LAUSD) since the Center is located in a High School, famous for its Cinema and Media Arts programs: performance, production, image, photography, etc.

Spanish Resource Centers (CER) Network		
North Territory	West Territory	South Territory
CER Storrs, University of Connecticut	CER Los Angeles, Hollywood High School (LAUSD*)	CER Miami, Florida International University
CER Indianapolis, University of Indiana (IUPUI)	CER Albuquerque, University of New Mexico	CER Kennesaw, Kennesaw State University
CER Lincoln, University of Nebraska	CER Provo, Brigham Young University	CER Baton Rouge, Louisiana State University
CER Boston, Boston University	CER Seattle, University of Washington	CER Houston, Rice University

*Los Angeles Unified School District
Source: own resource.



The Spanish Resource Center in Miami is located in Florida International University.

Teacher Training Curriculum

Apart from the numerous training activities carried out in Congresses, Conferences, and Resource Centers, and organized by the affiliated staff of the Education Office of Spain in the United States, the Office offers its own training plan for teachers and managers. The Training Plan reflects the needs for linguistic and teaching upgrade of the target audience. For example, in the case of the Spanish Visiting Teachers, it helps them to get familiar with the cultural, social, and teaching environment in which their professional work should be developed. Some of the teaching plan priority guidelines are the multiple literacies, the digital teaching skills, the teaching of Spanish as a foreign language, and the scientific culture, among others. The training activities are aimed at teachers sponsored by the Education Office as well as at Spanish teachers from other nationalities who work in schools which are participants in programs sponsored by the Education Office.



Training activity organized by the Education Office of Spain in the United States

PROGRAMS

Spanish Visiting Teachers

An emblematic program of international cooperation and teacher exchange from the MECED, which since 1986 has allowed thousands of Spanish teachers to promote the Spanish language and culture in American schools, to develop professionally and as a person, and improve the teaching quality in Spanish schools when returning to Spain. 1816 visiting teachers developed their professional work during the school year 2015/2016 and, due to the increasing demand of qualified Spanish speaking teachers in the United States to teach bilingual programs, this figure is expected to grow. An estimation of 700 Spanish teachers is expected to join American schools in the school year 2016/17.

Evolution of the Spanish Visiting Teachers Program in the United States			
School Year	Number of participating States	Visiting Teachers	
		New	Total
2011-2012	25	199	965
2012-2013	27	307	1.086
2013-2014	27	414	1.258
2014-2015	26	571	1.537
2015-2016	29	658	1.816

Source: own resource.

Texas is the state that welcomes the highest number of teachers, 538, followed by Illinois, 239, California, 229, Utah, 80, and Florida, 75.



Source: own resource.

Spanish Language and Culture Assistants

In spite of the limited number of applicants, this is a consolidated program. As in the last 5 years, there are currently 27 assistants allocated in 16 American States. In the case of the United States, the Spanish Government grants financial aid to the assistant. The school where the assistant is allocated will provide accommodation and means of transport to get there.

North American Language and Culture Assistants

A very popular program among the university students that has experienced a gradual growth in applicants in the last past recruitment processes. In the school year 2005-2006 the program started in the Spanish regions of Madrid and Andalusia, with a total of 126 assistants. Since then, it has experienced an appreciable increase in number of applicants as well as number of Spanish regions participating in the program, in 2015/16 a total of 2,232 assistants were allocated in 13 different Spanish regions.

North American Language and Cultural Assistants in Spain			
School Year	Regions	Assistants	
		Figures*	Percentage Variation
2011-2012	14	2.455	+28,06
2012-2013	14	1.805	-26,47%
2013-2014	14	2.064	+14,34%
2014-2015	13	2.335	+13,12%
2015-2016	13	2.232	-4,4%
2016-2017**	13	2.703**	+21,10%**

*American Assistants with a destination in Spain. Data extracted from *Profex*

**Provisional data

Source: own resource



More than 2,000 undergraduate and graduate students are part of the North American Language and Cultural Assistant Program.

Summer Courses for teachers and administrators

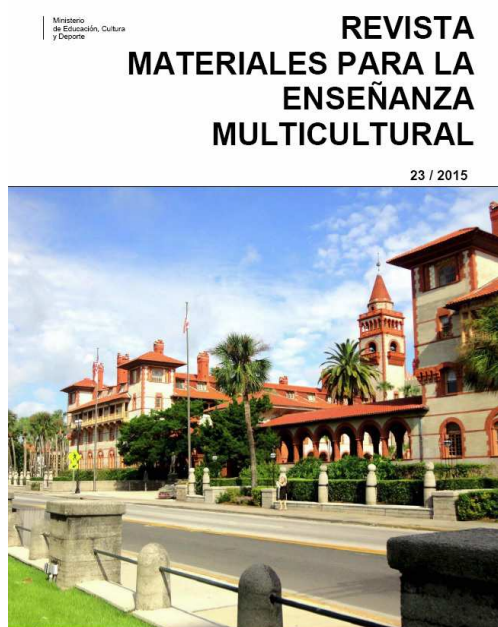
Back in the early nineties, the Spanish Government designed a program for Spanish language teachers. It was especially oriented for those professionals teaching K-12, which covers from kindergarten to preparation courses. Over the years, teachers from all over the 50 U.S. states, the Columbia District, and Puerto Rico have participated in the program. Since 1997, a total of 6,538 US teachers have taken a summer course in one of our Spanish universities.

Summer courses in Spanish universities. U.S. K-12 teachers.			
Year	States	Participants	Percentage Change
2011	39	270	-12,67%
2012	39	195	-27,8%
2013	29	143	-26,6%
2014	31	149	+4,4%
2015	28	139	-6,5%
2016*	35*	142*	+2,6%*

*Provisional data
Source: Education Office's data.

Other programs and activities

The Education Office of Spain in the U.S. periodically publishes a digital magazine: *Materiales para la enseñanza multicultural*. It contains teaching units, games, and other interesting articles for Spanish language teachers.



Materiales para la enseñanza multicultural magazine cover

Several Memoranda of Understanding have been signed between the Education Office and 46 states all over the country. There is also an active institutional participation in national, regional, and state language conferences. Numerous seminars have been organized for administrators, principals, and teachers of International Spanish Academies (ISA).

The Education Office's support to the educational institutions is constant: its webpage (www.mecd.gob.es/eeuu) offers a meeting point for those aiming to participate in a twinning project.

Annually, an award for academic excellence in Spanish, called "School of the Year," is granted.

The Education Office also collaborates in strategies for the internationalization of the Spanish universities. It improves and increases the activities which had already been launched together with the Universities and which are managed by the different Education Offices over the country.

Assessment and analysis of the programs

In its task of promoting and managing the numerous educational activities in the U.S., the Education Office, thanks to all the programs previously mentioned, has a significant impact on the promotion of the Spanish language and culture in the U.S. The Visiting Teachers and Language Assistants programs deserve a special mention due to their high number of

participants. It is also noteworthy to mention the increasing number of centers currently joining the ISA, as well as the numerous Memoranda of Understanding signed with different Offices of Education in 46 U.S. states.

After assessing and analyzing all the programs held by the Spanish Ministry of Education and Culture in the U.S., we can conclude that an increasing progression and interest in the Spanish culture is taking place, which invites the Education Office to continue with all the programs in future years.

Other Spanish institutions

There is a constant collaboration with *Instituto Cervantes* and *Observatorio de la Lengua Española y Culturas Hispánicas en los Estados Unidos*, especially regarding educational training plans and courses and to the management of the DELE exams.

The Education Office participates in the program Ruta BBVA and collaborates with CIDEAD and UNED in the U.S. a colaboración con el Instituto Cervantes y el Observatorio de la Lengua Española y Culturas Hispánicas en los Estados Unidos es constante, especialmente en labores de formación de profesorado y en la gestión y administración de los exámenes DELE.