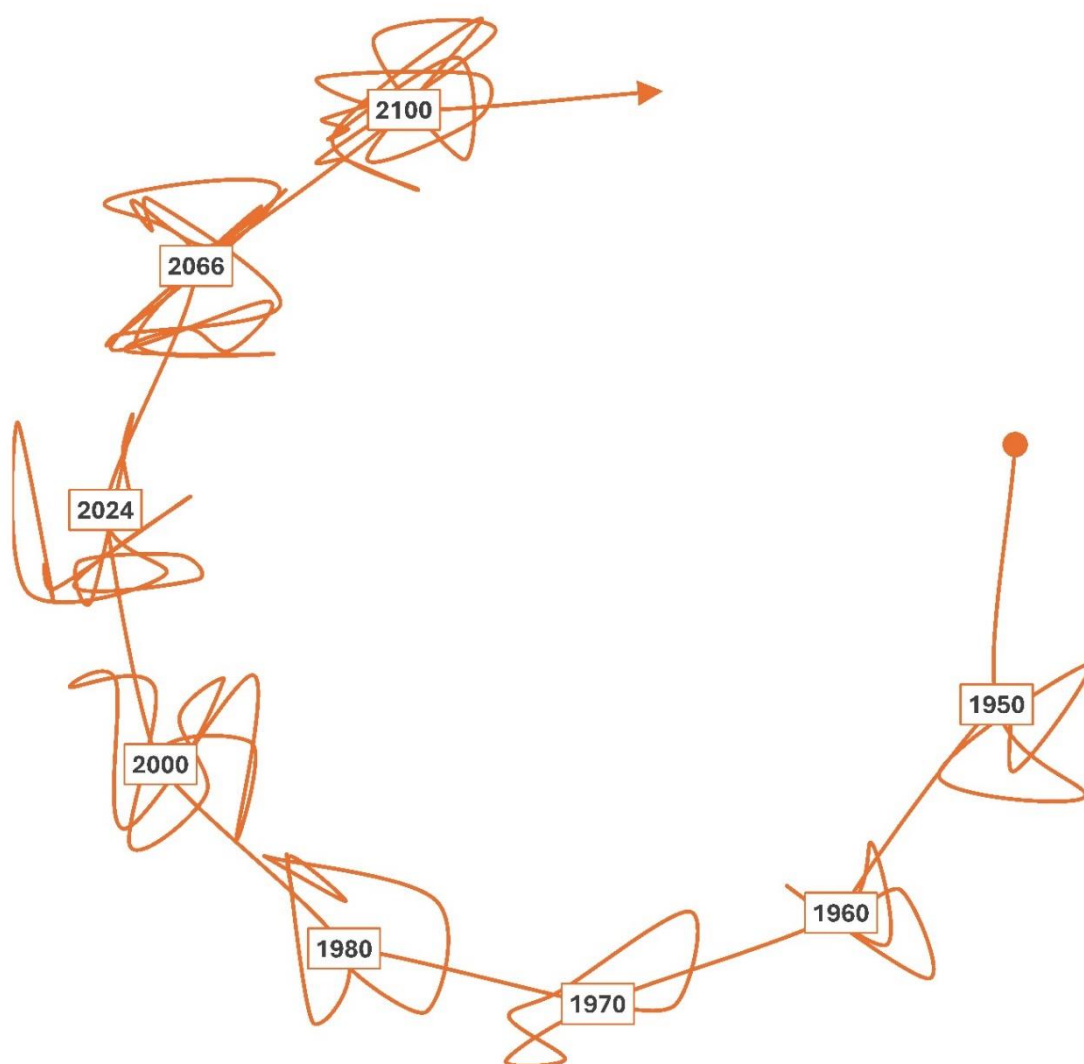


SPANISH: A LIVING LANGUAGE 2024

DAVID FERNÁNDEZ VITORES



SPANISH: A LIVING LANGUAGE 2024

David Fernández Vítóres

© David Fernández Vítóres, 2024

© Lengua Viva, 2024

www.lenguaviva.org

Spanish: A Living Language 2024

ISBN: 978-84-129329-1-1



All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Table of Contents

Foreword	4
1. Spanish language	6
1.1. World languages and their speakers.....	7
1.2. Demographics of Spanish	7
1.3. Spanish as a foreign language.....	12
1.4. Forecast growth	14
2. Spanish language learning.....	20
2.1 Growth with nuances.....	21
2.2 A European Union at full throttle.....	23
2.3 United States at idle speed	28
2.4 Sharp slowdown in Brazil.....	31
2.5 The united kingdom's post-Brexit momentum	32
3. Spanish in the United States and its political influence.....	37
3.1 General overview	38
3.2. Spanish speakers.....	42
3.3 Media presence.....	46
3.4 The Spanish-speaking vote.....	50
3.5 The strength of the hispanic economy.....	55
4. Summary and Outlook.....	57
5. References	61

FOREWORD

The report "Spanish: A Living Language 2024" reaffirms the vibrancy of a community of speakers that now approaches 591 million potential users. Approximately 7.3% of the global population can currently communicate in Spanish, with varying levels of proficiency: nearly 500 million people speak it as their native language, and over 91 million use it as a second language or are in the process of learning it. After Mandarin Chinese, Spanish ranks as the second most widely spoken mother tongue in the world and fourth overall when considering all levels of language proficiency, following English, Mandarin Chinese, and Hindi.

A significant development in this edition is that, for the first time in its 15-year history, the report has been prepared independently, without the oversight of the Instituto Cervantes. This independence has allowed for the abandonment of certain inherited institutional guidelines regarding the accounting of the global Spanish-speaking community, while also solidifying critical approaches to its measurement that had previously been only tentatively addressed in earlier editions.

While the report largely maintains the criteria used so far in counting speakers, it introduces a new approach to several key indicators to more accurately reflect the quantitative reality of the global Spanish-speaking community. This has resulted in both a downward revision of the estimated number of potential users of the language compared to previous reports and a redistribution of these users among three main groups (native speakers, non-native speakers, and learners), thereby altering the dimensions of each group.

Another noteworthy change relates to the report's structure. While it continues to offer a comprehensive account of the global Spanish-speaking community, this year's edition slightly narrows its scope to focus more intensively on a specific issue of particular importance to Spanish in 2024: the upcoming U.S. presidential election. A detailed analysis is provided, particularly concerning the influence of Spanish in this electoral contest, where Hispanics remain a crucial demographic group and where the so-called "sleeping giant" of U.S. politics threatens to awaken and decisively shift the balance in key states.

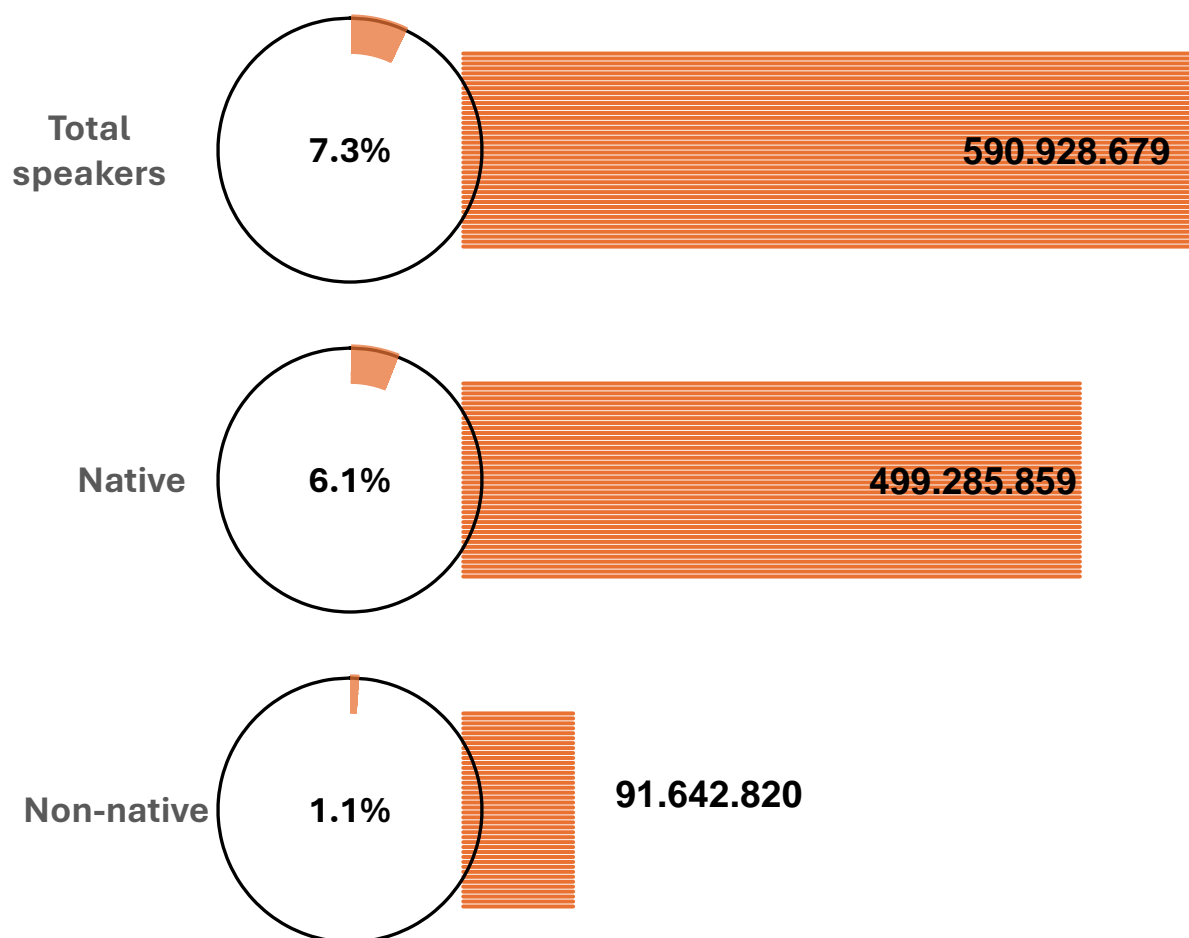
Nevertheless, the report retains the methodology of previous editions to ensure as coherent a retrospective view as possible, recognizing that its greatest strength lies not in the static snapshot it provides, but in its annual publication, making it a valuable tool for identifying global trends in the Spanish language. In essence, this report paints a thorough picture of the presence of the Spanish language worldwide by updating its most significant variables. As in previous editions, the aim remains to establish a quantitative foundation for Spanish, enabling us to anticipate the primary challenges the language will face in the short and medium term. These include expanding the number of speakers beyond native levels, addressing the increasingly entrenched position of English as the global lingua franca, capitalizing on the strategic growth opportunities in Sub-Saharan Africa, and further strengthening the pivotal role of the U.S. Hispanic community as a gateway to

FOREWORD

future potential Spanish users. Many challenges lie ahead, and in a constantly changing global landscape, certainties are few. However, one thing is clear: promotion strategies for the Spanish language, grounded in the reality of the numbers, will play a significant role in smoothing the path forward.

1. SPANISH LANGUAGE IN FIGURES

SPANISH SPEAKERS IN THE WORLD



1.1. WORLD LANGUAGES AND THEIR SPEAKERS

Determining the number of Spanish speakers worldwide is no trivial task. The perceived significance of a language, both within its own linguistic community and on the global stage, is intrinsically tied to the size of that community. Consequently, the larger the population of Spanish speakers, the greater its prestige at both national and international levels. For public strategies and policies aimed at promoting Spanish to be genuinely effective, they must be founded on reliable data that validates its appeal to speakers of other languages.¹

Currently, there is no fully reliable census that accurately captures the number of speakers of the world's various languages. Compounding this challenge is the difficulty of defining fundamental concepts such as what constitutes a mother tongue, a second language, or a vehicular language. Additionally, there is no universal criterion for determining whether two speech forms with a degree of mutual intelligibility should be classified as dialects of a single language or as distinct languages. Estimates vary accordingly, with

some sources citing the existence of around 7,000 languages globally, while others suggest a range between 6,000 and 10,000, depending on the criteria applied.

In any case, most of the world's population communicates in a relatively small number of languages, while a vast number of other languages are spoken by only a minority. Fewer than 100 languages are spoken by over 80% of the global population. Some languages boast large native-speaking populations, such as Mandarin Chinese, Spanish, Hindi, and English. Others, though not as demographically dominant, have widespread international use, including French, Arabic, and Portuguese. Spanish is the second most widely spoken native language globally, following Mandarin Chinese, which has 920 million speakers².

Spanish is the second most spoken mother tongue in the world, after Mandarin Chinese

1.2. DEMOGRAPHICS OF SPANISH

Spanish is a language spoken today by more than 591 million people around the world, whether as a first, second or foreign language. It is the second language in the world in terms of native speakers (more than 499 million)

and the third in terms of international presence, after English and French. It is useful to distinguish between areas where Spanish is an official, national or common language and those where it is a minority language. In the

¹ Fernández Vitores (2023).

² Eberhard et al. (2022). La cifra exacta de hablantes nativos de mandarín mencionada en esta fuente es 919.856.040.

former, most of the inhabitants have Spanish as their mother tongue, with a mother tongue proficiency rate of almost 95%, which is not the case in non-Hispanic territories.

*More than 591 million people
can communicate in Spanish
(7.3% of the world's
population)*

TABLE 1

POPULATION OF SPANISH-SPEAKING COUNTRIES

Country	Population ¹	Native Speakers (%)	Native Proficiency Group (NPG) ²	Limited Proficiency Group (LPG) ³
Mexico	132.274.416 ⁴	96,8 %	128.041.635	4.232.781 ⁵
Colombia	52.695.952 ⁶	99,5 %	52.432.472	263.480
Spain	48.692.804 ⁷	89,4 % ⁸	43.514.943 ⁹	5.177.861 ¹⁰
Argentina	47.067.641 ¹¹	98,1 %	46.173.356	894.285
Venezuela	34.090.650 ¹²	97,3 %	33.681.562	409.088
Peru	34.038.457 ¹³	86,6 %	29.613.458	4.424.999
Chile	20.086.377 ¹⁴	95,9 %	19.985.945	100.432
Ecuador	17.893.324 ¹⁵	95,8 %	17.392.311	501.013
Guatemala	17.843.132 ¹⁶	78,3 %	14.220.976	3.622.156
Bolivia	12.332.252 ¹⁷	83,0 %	9.841.137	2.491.115
Cuba	11.174.587 ¹⁸	99,8 %	11.152.238	22.349
Dominican Republic	10.795.677 ¹⁹	97,6 %	10.536.581	259.096
Honduras	9.892.632 ²⁰	98,7 %	9.764.028	128.604
Paraguay	7.656.215 ²¹	68,2 %	5.334.851	2.321.364
Nicaragua	7.142.531	97,1 %	6.935.398	207.133
El Salvador	6.396.287	99,7 %	6.377.098	19.189
Costa Rica	5.309.638 ²²	99,3 %	5.272.471	37.167
Panama	4.527.957 ²³	91,9 %	4.242.696	285.261
Uruguay	3.423.310	98,4 %	3.368.537	54.773
Puerto Rico	3.268.803 ²⁴	99,0 %	3.236.115	32.688
Equatorial Guinea	1.612.677 ²⁵	19,0 %	306.409	1.096.620
Total	488.215.319	94,5 %²⁶	461.424.217	26.581.454

Source: own preparation.

NOTES TO TABLE 1

1. Unless otherwise indicated in a separate note, the population data corresponds to the year 2024 and has been extracted from the statistical information available in each country.
2. In the NPG, bilinguals are counted as Spanish speakers, but not monolinguals in other languages.
3. The LPG includes second- and third-generation speakers of Spanish in bilingual communities, users of bilingual mixed varieties, and foreigners with a mother tongue other than Spanish residing in a Spanish-speaking country.
4. Projections for 2024 (CONAPO, 2023).
5. Speakers of indigenous languages who also report speaking Spanish are also included here.
6. Total population as of June 30, 2024, according to DANE (2022).
7. Population registered in the census as of April 1, 2024 (INE, 2024a, Estadística Continua de Población).
8. This percentage does not include foreigners from the rest of the European Union and Europe, Africa, America, Asia and Oceania whose mother tongue is not Spanish, as well as foreigners naturalized during the last ten years from a non-Spanish-speaking country.

SPANISH LANGUAGE IN FIGURES

9. This figure includes bilingual speakers of Spanish/Catalan, Spanish/Basque and Spanish/Galician, as well as foreigners from South America, Central America and the Spanish-speaking Caribbean.
10. This figure includes foreigners from the rest of the European Union and Europe, Africa, America, Asia and Oceania, as well as foreigners naturalized within the last ten years from a non-Spanish-speaking country.
11. Estimates for July 1, 2024 (INDEC, 2013: 28).
12. Estimate for June 30, 2024 according to the National Institute of Statistics of the Bolivarian Republic of Venezuela (2023).
13. Estimated population as of June 30, 2024 (INEI, 2019: 155).
14. Estimated population as of June 30, 2024, based on the 2017 census, according to the National Institute of Statistics of Chile (2024).
15. Estimate for June 30, 2024 according to the National Institute of Statistics and Census of Ecuador (2023).
16. Estimate for June 30, 2024 according to the National Institute of Statistics of Guatemala (2019).
17. Projection for 2024 according to the National Institute of Statistics of Bolivia (2020).
18. Projection for June 30, 2024 (CELADE, 2023).
19. Estimate for 2024 according to the National Statistics Office of the Dominican Republic (2015).
20. Population as of June 2024 according to the National Institute of Statistics of Honduras (2024).
21. Estimates for 2024 (DGEEC, 2015: 34).
22. Estimates for 2024 (INEC, 2013: 82).
23. Projection for 2024 (CELADE, 2023).
24. Estimates for July 2024 (CELADE, 2023).
25. Estimates for 2023 (UN, 2022).
26. Average weighted according to each country's population.

TABLE 2

SPANISH-SPEAKERS IN COUNTRIES WHERE SPANISH IS NOT AN OFFICIAL LANGUAGE¹

Country	Native Proficiency Group (NPG)	Limited Proficiency Group (LPG)
United States	34.613.485 ²	22.875.094 ³
EU-27	876.000	24.599.000 ⁴
United Kingdom	215.000 ⁵	4.830.000 ⁶
Morocco	6.586	1.664.823 ⁷
Canada	600.795 ⁸	293.000
Brazil	460.018 ⁹	96.000 ¹⁰
Australia	171.378 ¹¹	375.000 ¹²
Switzerland ¹³	205.768	331.557
Philippines	4.820 ¹⁴	461.689 ¹⁵
Algeria	175.000 ¹⁶	48.000
Belize	165.339 ¹⁷	36.000
Japan	131.000 ¹⁸	29.000
Israel	104.000 ¹⁹	45.000 ²⁰
Netherlands Antilles (Bonaire, Curaçao, Saint	9.821 ²¹	137.215 ²²
Aruba	17.229 ²³	84.369 ²⁴
Trinidad and Tobago	4.000	66.401 ²⁵
Andorra	30.414 ²⁷	35.226 ²⁸
Guam and Northern Mariana Islands (United States)	1.201	58.000 ²⁶
Norway	13.000	24.000
New Zealand	22.000	
Western Sahara		22.000

SPANISH LANGUAGE IN FIGURES

Virgin Islands (United States)	16.788	
Turkey	1.000	15.000 ²⁹
Jamaica	8.000	
China	5.000	
Russia	3.000	
India	1.000	
Total	37.861.642	56.126.374

Source: own preparation.

NOTES TO TABLE 2

1. The table is ordered from highest to lowest in terms of the total number of speakers (GDN + GCL) in each country.
2. Includes U.S. Hispanics who, according to the Pew Research Center (2023) claim to speak Spanish very well (55% of the total), as well as half of the non-Hispanic population who, without defining themselves as Hispanic, claim to speak Spanish in the home environment. 5.6% of Americans who use Spanish at home are non-Hispanic. In 2023, 94.4% of all Spanish speakers defined themselves as Hispanic, while the remaining 5.6% did not recognize this ethnic affiliation. Projections made by the U.S. Census Bureau (2024a) indicate that, on July 1, 2023, the total population of the country was 334,914,896 individuals. Of these, 19.5% are defined as Hispanic (2024b). 68% of the Hispanic population spoke Spanish at home in 2023, according to the U.S. Census Bureau (2024c). Does not include children under five years of age.
3. Includes U.S. Hispanics who, according to the Pew Research Center (2023) report speaking Spanish very well or only somewhat (35% of the total), as well as half of the non-Hispanic population who, without defining themselves as Hispanic, report speaking Spanish in the home environment. It does not include the estimated 7.4 million unauthorized immigrants from Mexico, Central America, South America and the Caribbean in 2021 (Passel and Krogstad, 2023). Does not include children under five years of age.
4. According to Eurostat (2024: 19), 7% of EU citizens have Spanish as a foreign language. This includes the estimated more than six million learners of Spanish currently estimated to be in the EU. It does not include the United Kingdom. The figure is rounded because it is an approximation.
5. According to the 2021 census (Office for National Statistics, 2022).
6. Estimate for 2023 based on the percentage of people who claim to be able to hold a conversation in Spanish (Eurostat, 2006). The figure is rounded to the nearest thousand.
7. Fernández Vítóres (2019b).
8. According to the 2021 census (Statistics Canada, 2022).
9. Instituto Brasileiro de Geografia e Estatística (2018).
10. To avoid double counting, the 5.5 million young people who, according to the Fundación Siglo para el Turismo y las Artes de Castilla y León (2013: 23), can hold a conversation in Spanish have not been included, on the understanding that a large part of them could be included in the GALE. However, the real GCL could be much higher than the one pointed out in this table.
11. According to the 2021 census (Australian Bureau of Statistics, 2024).
12. The estimate made by Moreno Fernández and Otero Roth (2006: 39) has been updated, taking as a basis the percentage growth of the GDN from 2006 to 2023.
13. Data extracted from Kabatek (2022).
14. Number of Spanish residents in 2024, according to INE (2024b). This data is provided for information purposes, although it is not included in the total count to avoid double counting of speakers.
15. Includes speakers of Chabacano, which we consider to have limited proficiency in Spanish. The figure was provided by the Philippine Bureau of Statistics (2010) and is based on 2010 census data. It does not include the more than 1.7 million Filipinos who pursued university studies before 1986, when the study of Spanish was mandatory (Madrid Álvarez-Piñer, 2018: 311).
16. Mostly Sahrawi refugees in Algerian territory.
17. According to the 2010 census, as the figure has not changed in recent years (SIB, 2016).
18. Estimate based on data from Japanese Government Statistics (2024).

19. Estimate from data from the Israel Census Bureau (2022).
20. Includes speakers of Judeo-Spanish or Ladino.
21. Figure obtained by applying a percentage of 5.6%, corresponding to those speakers who declare Spanish as their mother tongue, according to the 2011 Census of Curaçao (Central Bureau of Statistics Curaçao, 2011), over the total population of Curaçao and Bonaire in 2022. In the case of Saba, the percentage applied is 5%. This figure does not include Papiamentu speakers, which we consider to have limited proficiency in Spanish.
22. Figure obtained by applying a percentage of 79 %, corresponding to those speakers who declare Papiamentu as their mother tongue, according to the 2011 Census of Curaçao (Central Bureau of Statistics Curaçao, 2011), over the total population of Curaçao and Bonaire in 2022. In the case of Saba, the percentage applied is 1%.
23. Aruba Central Bureau of Statistics, 2022. This figure does not include Papiamentu speakers.
24. This includes Papiamentu speakers, who we consider to have limited Spanish language proficiency, according to the 2020 census (Aruba Central Bureau of Statistics, 2022).
25. Figure obtained by applying an estimated percentage of 5% of Spanish speakers (Grau Perejoan and Gea Monera, 2006: 209) to the total population of the country in 2023.
26. Includes Chamorro speakers, whom we consider to have limited Spanish language proficiency. See Lewis, Simons, and Fenning (2016).
27. Figure obtained by applying a percentage of 40%, corresponding to speakers who declare Spanish as their mother tongue, over the total population of Andorra in 2023 (Govern d'Andorra, 2022: 10).
28. Figure obtained by applying a percentage of 44 %, corresponding to speakers who declare Catalan as their mother tongue, over the total population of Andorra in 2023 (Govern d'Andorra, 2022: 10).
29. Includes speakers of Judeo-Spanish.

With few exceptions, the number of Spanish speakers shown in the tables above is based on information from official censuses conducted between 2010 and 2024, as well as official estimates from the statistical institutes of each country and United Nations (UN) projections for 2024. The calculation of the Native Proficiency Group (NPG) of the Hispanic world also takes into account the share corresponding to those who are bilingual but do not have Spanish as their

native language. In total, it is estimated that almost 591 million people speak Spanish today (590,928,679 to be precise), including native speakers, limited proficient speakers and students of Spanish as a foreign language.

*More than 499 million people
have Spanish as their mother
tongue and almost 92 million
speak it as a second or
foreign language*

TABLE 3
SPANISH SPEAKERS

	Hispanic World	Outside the Hispanic world	Total
Native Proficiency Group (NPG)	461.424.217	37.861.642	499.285.859
Limited Proficiency Group (LPG)	26.581.454	56.126.374	82.707.828
Foreign Language Learners Group (FLLG) not included in the Limited Proficiency Group ³			8.934.992
Grupo de Usuarios Potenciales (GUP)			589.230.615.

Source: own preparation.

1.3. SPANISH AS A FOREIGN LANGUAGE

It is estimated that, in 2024, more than 23 million students are studying Spanish as a foreign language; specifically, 23,043,726. This is the result of adding up the number of students of Spanish currently existing in 111 countries. The figures refer to all levels of education -including non-formal education- and are based on the data available in each country. However, the lack of universal, complete, and comparable data makes the calculations tentative, as they do not fully reflect information from private schools. It is

estimated that a considerable number of Spanish language students remain unaccounted for.⁴ For this reason, it is estimated that a considerable number of Spanish language students are still unaccounted for.

*More than 23 million students
learn Spanish as a foreign
Language*

TABLE 4
ESTIMATED NUMBER OF SPANISH LEARNERS WORLDWIDE. COUNTRY RANKING¹

	Primary, secondary and vocational education	University education	Others ²	Total
1. United States	7.363.125 ³	584.453 ⁴	3.506	7.951.084
2. Brazil	4.001.530 ⁵	43.517 ⁶	5.778	4.050.825
3. France	3.357.221 ⁷	40.000 ⁸	5.978	3.403.199
4. United Kingdom	2.002.868 ⁹	21.505 ¹⁰	3.621	2.027.994
5. Italy	862.243	61.000	2.151	925.394
6. Germany ¹¹	557.177	52.947	177.079 ¹²	787.203

³ The figure does not include students from the United States and the European Union as they are already included in the LPG for these two geographic areas..

⁴ Fernández González, Fernández Vítors, Gutiérrez Rivilla y Serrano Avilés (2023).

SPANISH LANGUAGE IN FIGURES

7. Côte d'Ivoire	563.091 ¹³	3.087	-	566.178
8. Benin	-	-	-	412.515
9. Senegal	-	-	-	356.000 ¹⁴
10. Sweden	261.598	7.612	6.781	275.991
11. Poland	245.983	15.000	3.928	264.911
12. Cameroon	-	-	-	193.018
13. Gabon	-	-	-	167.410
14. Spain	-	-	-	130.000 ¹⁵
15. Equatorial Guinea	-	-	-	128.895
16. Portugal	101.694	5.600 ¹⁶	674	107.968
17. Norway	95.863	587	-	96.450
18. Canada	-	-	-	92.853
19. Russia	46.725	28.347	7.317	82.389
20. Japan	-	-	-	60.000
21. Morocco	43.261	1.772	12.666	57.699
22. Australia	46.151	8.275	629	55.055
23. China	8.874	34.823 ¹⁷	10.586 ¹⁸	54.283
24. Ireland	49.451	3.600	936	53.987
25. Czech Republic	44.219	8.317	1.040	53.576
26. India	25.000	7.681	16.866	49.547 ¹⁹
27. Austria	44.113	4.000	593	48.706
28. Netherlands	33.283	14160	677	48.120
29. Algeria	40.290	3.406	2.838	46.534
30. Belgium	14.320	7.799	23.606	45.725
31. New Zealand	34.275	2.098	-	36.373
32. Tunisia	30.960	-	775	31.735
33. Denmark	29.813	248	-	30.061
EU-27 ²⁰	5.716.855 ²¹	215.270 ²²	225.773	6.173.858
Total (111 países)				23.043.726

Source: Prepared by the authors based on published data (see the first explanatory note to this table, below).

NOTES TO TABLE 4

1. Only countries with more than 30,000 students are shown in this list, although the total figure reflected in the table does include data from countries with fewer students. At present, there are insufficient sources for a detailed count that includes all the countries of the world and all areas of education (private and public). Thus, the total number of students of Spanish in the world could be significantly higher than that shown in this table, which only includes documented data from 111 countries. Unless indicated in a separate note, this table is based on data from Eurostat (2024a), the Ministry of Education and Vocational Training (2016, 2018, 2020 and 2022), and the Instituto Cervantes (see note 2 below), as well as data collected in La enseñanza del español en África Subsahariana (Serrano Avilés, 2014: 37).
2. The figure also includes students enrolled at the Instituto Cervantes.
3. American Councils for International Education (2017: 8).
4. Lusin, Peterson Sulewski and Zafer (2023).
5. Data for 2021 provided by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP) through the Spanish Ministry of Education in Brazil.
6. INEP (2020).
7. Eurostat (2024a) data for 2022.

8. Ibidem.
9. Eurostat data (2024a) for 2022.
10. See note 7.
11. Data from Eurostat (2024a) for 2020 and Loureda Lamas et al. (2020).
12. Loureda Lamas et al. (2020).
13. Data provided in May 2018 by the Spanish Embassy in Côte d'Ivoire, consulted to the Ministry of National Education of Côte d'Ivoire.
14. Official figures from the Directorate of Education Reform Planning of Senegal, provided to the Cervantes Institute in November 2020.
15. The figure is an approximation taken from the reports Plan de Castilla y León. Español para extranjeros 2006-2009 (2006) and II Plan del Español como Lengua Extranjera de la Comunidad de Castilla y León 2013-2016 (2013) of the Fundación Siglo para el Turismo y las Artes de Castilla y León.
16. Data taken from Santos Rovira and Serrano Lucas (2022).
17. González Puy (2018: 288).
18. Ibidem, p. 295. Students from the Instituto Cervantes have been added to the figure provided.
19. Downward estimate based on figures from Pujol Riembau (2020). The real figure could be much higher.
20. Data for EU-27 countries are added in the last row of this table because they are very valuable information. However, in the total sum of this table, double counting of the European countries belonging to the EU-27 explicitly mentioned in the table has been avoided.
21. Eurostat data (2024a) corresponding to 2022.
22. Estimate based on the number of Erasmus students from each country enrolled in Spanish universities in 2022, to which a uniform multiplier factor calculated downward for the EU-27 as a whole has been applied. The same is valid for the United Kingdom and each of the EU member states listed in the table, unless another source is explicitly mentioned.

1.4. FORECAST GROWTH

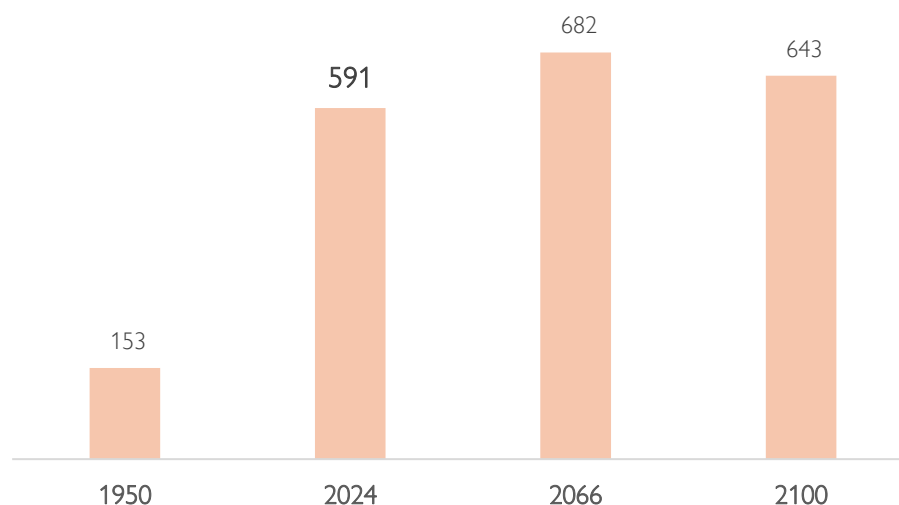
The projected growth of the major international languages—English, Spanish, Chinese, and French—indicates that the loss of relative weight of Spanish will be more pronounced than that of English, slightly less than that of French, and much less than that of Chinese, whose proportion of native speakers will be drastically reduced. Projections indicate that the number of potential users of Spanish will continue to increase in absolute terms until 2066, when it will exceed 682 million people, with varying degrees of proficiency in the language. That year also represents the peak of this trend throughout this century, since from then on the number of Spanish speakers is expected

to decline progressively to 643 million in the year 2100.

The main driver of growth in the Spanish-speaking community will be the expansion of the population of native speakers of the language, which currently represents 6.1% of the global population (498,247,707 individuals).

In the last 75 years, the number of Spanish speakers grew by 285%, but in the next 75 years, it will only grow by 10%

CHART 1 | ESTIMATED NUMBER OF SPANISH SPEAKERS
(IN MILLIONS OF SPEAKERS)⁵



Source: Prepared by the authors based on UN projections (2024).

Over the past 75 years, the Spanish-speaking community has grown by 285%. However, for the next 75 years, the most optimistic forecasts speak of an increase of barely 10%. Compared to previous editions, these new projections imply a slight decline in the overall Spanish-speaking community in both absolute and relative terms by the end of the century. On the other hand, they bring forward by five years the date from which the number of Spanish speakers will begin to decline, which is now set at 2066. In any case, they contrast sharply with the behavior of this community between 1950 and 2024, a period in which its size practically quadrupled.

The number of Spanish speakers will stop growing in 2066

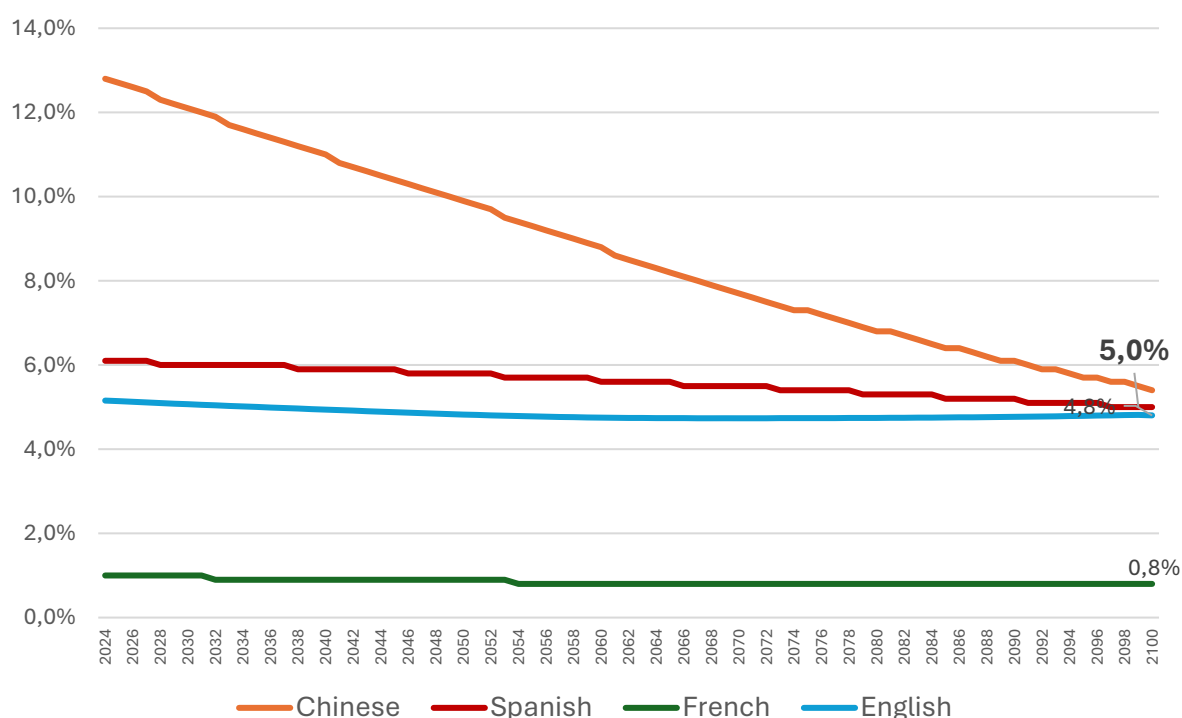
Retrospective estimates also reveal a robust and steady increase in the relative weight of the group of native speakers of Spanish, which even surpassed that of English in the mid-1980s. However, from 2009 onwards, this upward trend reached its peak and a downward trend began, which will continue until at least the end of the century, reaching 5% of the world's population. Nevertheless, it is expected that by 2100 the relative weight

⁵ Figures are rounded to the nearest million and include the Native Proficiency Group, the Limited Proficiency Group and the Foreign Language Learners Group. Estimates are based on UN population projections published in 2024. In the absence of reliable data on the future size of the Spanish-speaking community in non-Spanish-speaking countries, the estimates are based on their current proportions relative to Spanish-speaking countries. The same criterion has been followed for the calculation of GALE. However, an estimate of the Hispanic community in the United States based on UN population projections has been included in this projection. However, the percentage reduction applied to calculate the weight of the U.S. Hispanic community relative to the total U.S. population is that provided by the U.S. Census Bureau through 2060. A reduction coefficient similar to the rate of language loss observed in this community over the last forty years has also been applied in a stepwise manner. The total world population is the average proposed by the UN for each year.

of native speakers of Spanish will continue to exceed that of native speakers of English and French, although there is a clear convergence in the trend curves of the English and Spanish-speaking communities. By the end of the century, the number of native Spanish speakers will be very similar to that of Chinese.

Only 6.3% of the world's population will be able to communicate in Spanish by 2100

CHART 2 | EVOLUTION OF THE RELATIVE WEIGHT OF NATIVE SPEAKERS OF SPANISH, ENGLISH, FRENCH, FRENCH AND MANDARIN CHINESE (2024-2100)⁶



Source: Prepared by the authors based on UN projections (2024).

The growth of the Spanish-speaking population projected for the next eight decades will not be based solely on population growth in countries where

Spanish is the official or vehicular language. By 2060, the United States will be the country with the second largest number of native Spanish speakers in the world, after Mexico.

⁶ The data reflect the available information on native speakers of these languages in all countries of the world regardless of whether or not the languages have official status in these countries. The percentage of native speakers of English in each country has been extracted from different sources, in the following order of preference: 1) national censuses; 2) Eurostat (2012 and 2014); 3) Lewis et al. (Ethnologue, 2016); Crystal (2003). The percentage for French was drawn from Harton et al. (2014); OIF (2019); and Edmiston and Dumenil (2015). The percentage for Spanish was obtained from the sources used to compile Tables 1, 2, 3, and 4. The percentage of Chinese speakers for each country was taken from Eberhard, Simons, and Fenning (2022) and Xinhuanet (2023).

Estimates by the U.S. Census Bureau indicate that in 2060 there will be 111 million Hispanics distributed throughout the country. That will mean that 27.5% of the U.S. population, almost one in three U.S. residents, will be Hispanic. On the other hand, the slow decline in the proportion of Spanish-speaking Hispanics over the last thirty years -about ten percentage points- calls into question the so-called “iron law” of language abandonment, which states that third generations eventually lose the language of their grandparents, and to some extent destroys the myth of the United States as a graveyard of languages. However, the fact that the number of U.S.-born Hispanics now outnumbers the foreign-born undoubtedly puts pressure on the intergenerational abandonment of Spanish in the American melting pot, especially since 87% of the former consider that speaking Spanish is not a prerequisite for their Hispanic identity. Precisely for this reason, it is likely that the rate of growth of the native speaker group in this country will slow down between now and the end of the century as the limited proficiency group becomes more prominent.

*One in five Americans will be
able to communicate in
Spanish by 2050*

Today, the global percentage of speakers with limited proficiency in Spanish (Chart 3) is much lower than those who are native speakers (Chart 2). Only 1.1 % of the world's population can currently communicate in Spanish to a limited extent, compared to 1.7 % for Chinese, 2.7 % for French and 13.9 %

for English. Forecasts also indicate that the relative weight of the group with limited proficiency in Spanish will grow only slightly over the remainder of the century, to 1.3%, driven mainly by the U.S. Hispanic community, which will be its main source of growth. In contrast, forecasts point to a net decline in speakers with limited Spanish proficiency in Spanish-speaking countries, especially marked in the second half of the century.

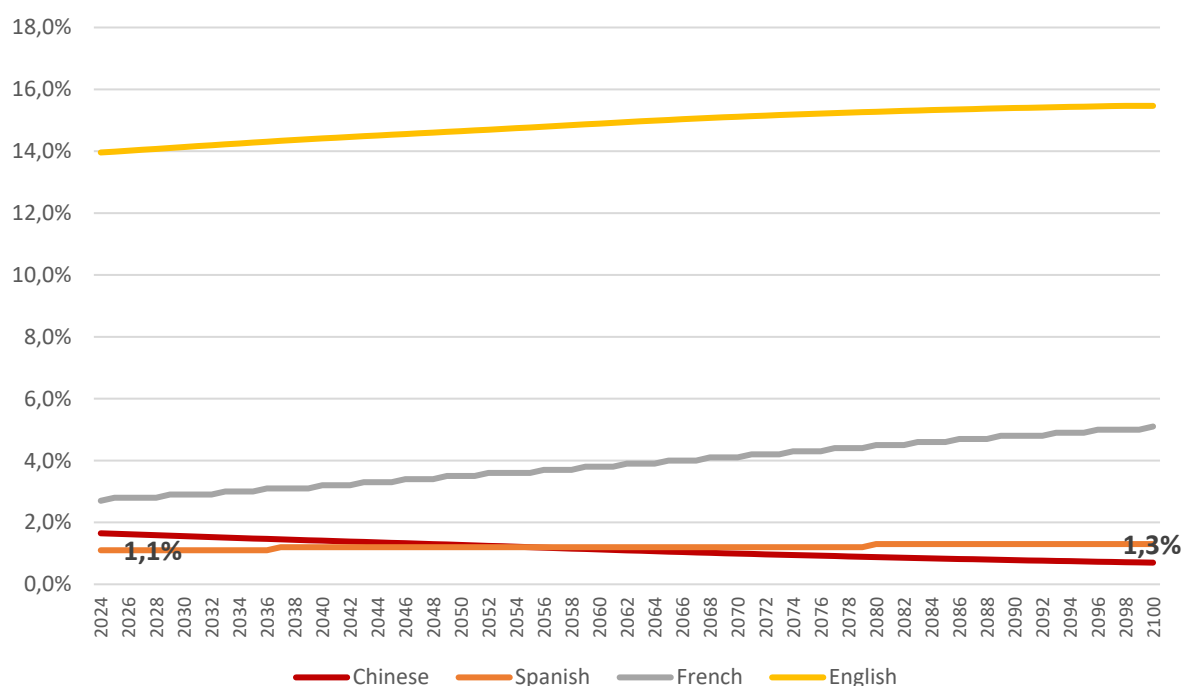
*The United States will be the
leading country in the growth
of the global Spanish-
speaking community from
2066 onwards*

Likewise, Spanish will lose ground as a second language to other prestigious languages. The proportion of speakers with limited proficiency in French will increase sharply, almost doubling between now and 2100, mainly due to the demographic explosion expected in the coming years in most French-speaking African countries. Similarly, the relative weight of speakers with limited English proficiency will gradually expand until the end of the century, albeit at a more moderate rate. Although the relative weight of the limited Spanish proficiency group is projected to vary slightly upward over the remainder of the century, much of this growth is explained by a net transfer of speakers from the U.S. Hispanic community's Native Proficiency Group to its Limited Proficiency Group as the rate of intergenerational loss of Spanish intensifies.

The United States will lead the growth of the global Spanish-speaking community after 2066.

The relative weight of the group with limited Spanish language proficiency will grow slightly over the remainder of the century, to 1.3%

CHART 3 | ESTIMATE OF SPEAKERS WITH LIMITED PROFICIENCY IN SPANISH, ENGLISH, FRENCH AND MANDARIN CHINESE (2024-2100)⁷



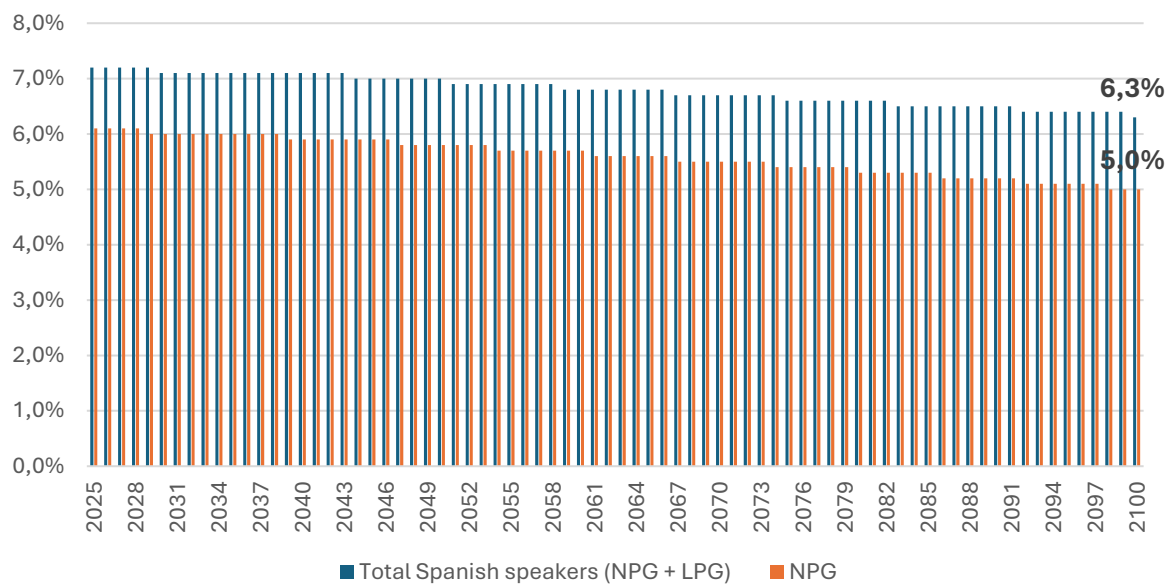
Source: Prepared by the authors based on UN projections (2024).

In short, Spanish is currently spoken by 7.3% of the world's population. However, projections indicate that, although the Spanish-speaking community will grow in absolute terms over the next fifty years, its relative weight will gradually decline between now and the end of the century, mainly due to a drop in the birth rate in Spanish-speaking countries, which will definitively hand over to other regions of the planet, such as sub-Saharan Africa or Central and South Asia, as

drivers of world population growth. In 2100, only 6.3% of the world's population will be able to communicate in Spanish. The United States will lead the growth of the global Spanish-speaking community from 2066 onwards.

⁷ According to the UN (2024), the world population in 2024 is 8.2 billion people. This percentage includes the NPG, the LPG and the FLLG.

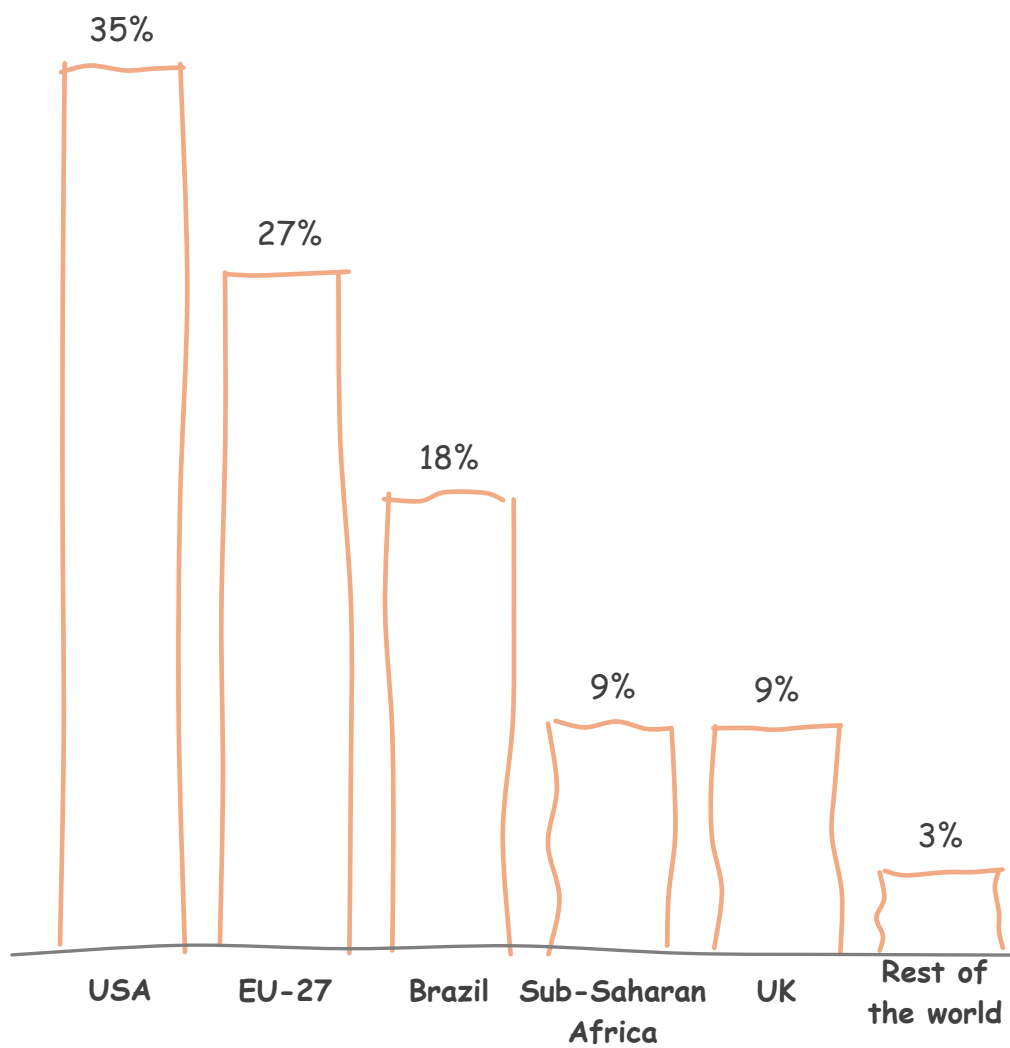
CHART 4 ESTIMATED EVOLUTION OF THE RELATIVE WEIGHT OF THE TOTAL SPANISH-SPEAKING COMMUNITY (NPG and LPG) (2024-2100)



Source: Prepared by the authors based on UN projections (2024).

2. SPANISH LANGUAGE LEARNING

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

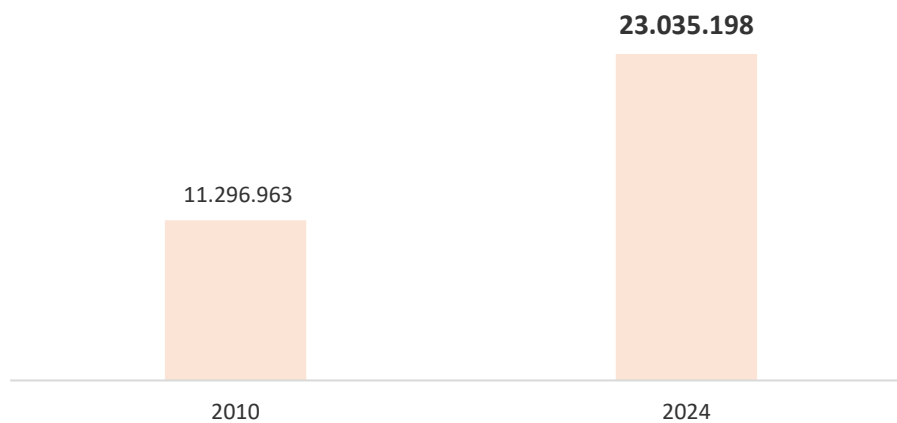


2.1 GROWTH WITH NUANCES

The consolidation of the study of Spanish as a foreign language in recent years is due, to a large extent, to the increase in commercial exchanges between Spanish-speaking countries and the rest of the world, which have contributed to strengthening the instrumental character of this language in the international arena and to increasing the visibility of cultural products produced in Spanish. Its recognition as an official language in the main international forums and the fact that it has a constantly growing community of speakers are other factors that strengthen the attractiveness of Spanish as a foreign language. Since the *Spanish: a living language* report began to be published, the number of learners of Spanish has doubled from 11.3

million in 2010 to more than 23 million today. However, this dramatic increase has not been gradual or the result of a stable policy of attracting new students, but rather the result of incorporating into the calculations students who already existed but were not accounted for, as is the case in the USA, Brazil, Sub-Saharan Africa or the United Kingdom. In fact, if we analyze the evolution of the Spanish student body between 2013 and 2024, discounting from this the increases produced by these existing students, its growth would have been only 3%, which indicates a decrease in the student body in relative terms, since the world population increased in the same period by 14%.

CHART 5 | SPANISH STUDENTS ACCOUNTED FOR (2010-2024)



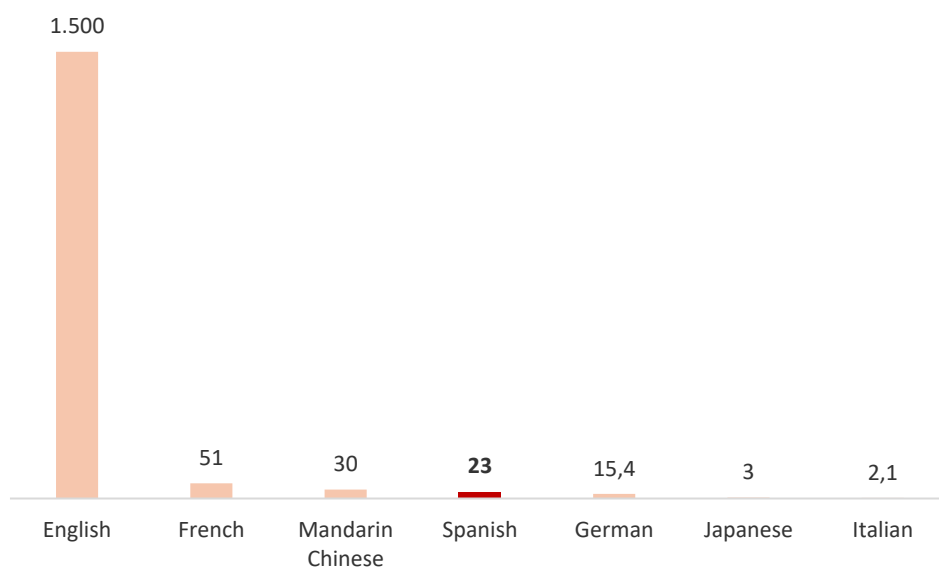
Source: own preparation

The number of students studying the Spanish language has increased twofold over the past fifteen years. However, this growth is not attributable to an influx of new students, but rather to the incorporation of existing students who were previously unaccounted for

While there is no comprehensive data set that directly compares the number of students studying different languages worldwide, estimates suggest that Spanish is the fourth most studied foreign language, trailing only French and Mandarin Chinese. This places it significantly behind English, which is the dominant global language.⁸

80% of the world's students of Spanish are distributed between the United States, the European Union, and Brazil.

CHART 6 | NUMBER OF STUDENTS OF THE MOST STUDIED LANGUAGES AS A FOREIGN LANGUAGE (IN MILLIONS)



Source: own preparation based on data from Bentley (2014), British Council (2013: 5), Organisation Internationale de la Francophonie (2019: 106), Goethe-Institut (2015: 6), Ulrich Ammon (in Noak and Gamio 2015), Ministero degli Affari Esteri e della Cooperazione Internazionale (2017: 16) and Japan Foundation (n. a.: 6).

An analysis of the figures relating to the study of Spanish as a foreign language reveals a highly concentrated geographic distribution, with nearly 80% of the world's Spanish language learners concentrated in the United States, the European Union, and Brazil, in that order. Outside these three areas, the study of Spanish has great relevance in the United Kingdom, which in recent years has registered

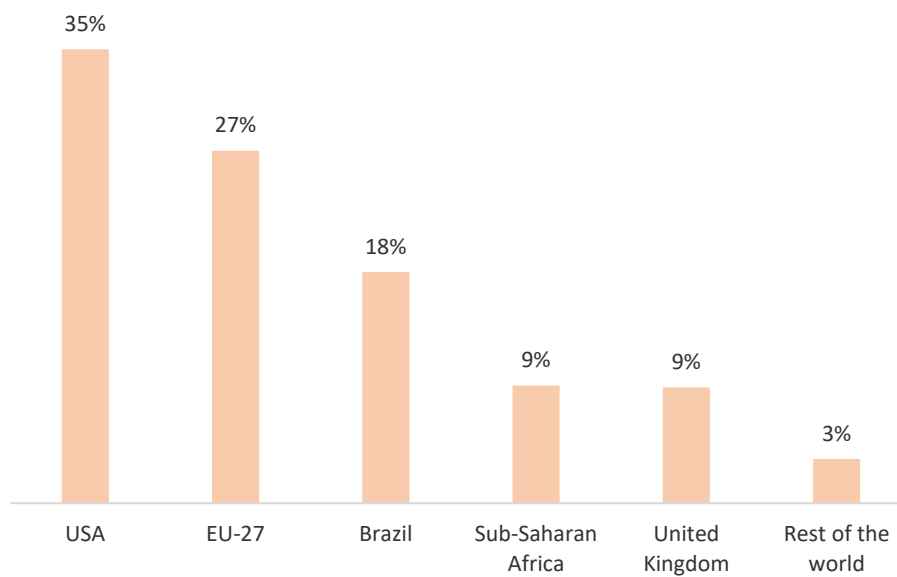
a constant growth in the number of Spanish students, and in some countries of Sub-Saharan Africa, especially in those where French is an official or co-official language, such as Ivory Coast (with 566,178 students), Benin (412,515), Senegal (358,358), Gabon (167,410) or Equatorial Guinea (128,895). In the rest of the countries, however, the study of Spanish does not reach the threshold of

⁸ Fernández Vítóres (2019a).

100,000 students, and is barely symbolic in many of them.

The study of Spanish is experiencing a decline in two of its main strongholds (the USA and Brazil), but is growing strongly in the European Union, where it is gaining ground over French as a foreign language

CHART 7 | MAIN AREAS OF STUDY OF SPANISH AS A FOREIGN LANGUAGE (%)



Source: own preparation.

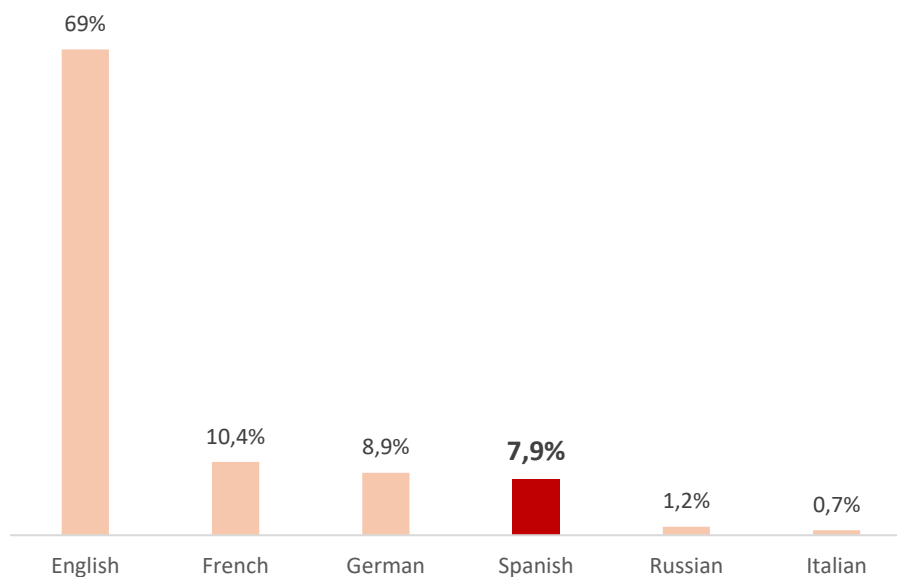
2.2 A EUROPEAN UNION AT FULL THROTTLE

The European Union is currently the primary source of new students studying Spanish. The study of foreign languages in the EU is largely influenced by the policies for the promotion of multilingualism promoted by the European institutions and by the established institutional inertia. Consequently, the fact that German and French are working languages of the European Commission provides an incentive

for the learning of these two languages, which has the effect of reducing the number of students studying Spanish. In any case, English is by far the most studied language, with Spanish ranking fourth, behind French and German. Following the United Kingdom's departure from the EU, France now accounts for 55% of Spanish learners.

The European Union is currently the main source of new students of Spanish

CHART 8 | MOST STUDIED FOREIGN LANGUAGES IN THE EUROPEAN UNION⁹



Source: own preparation based on Eurostat (2024a).

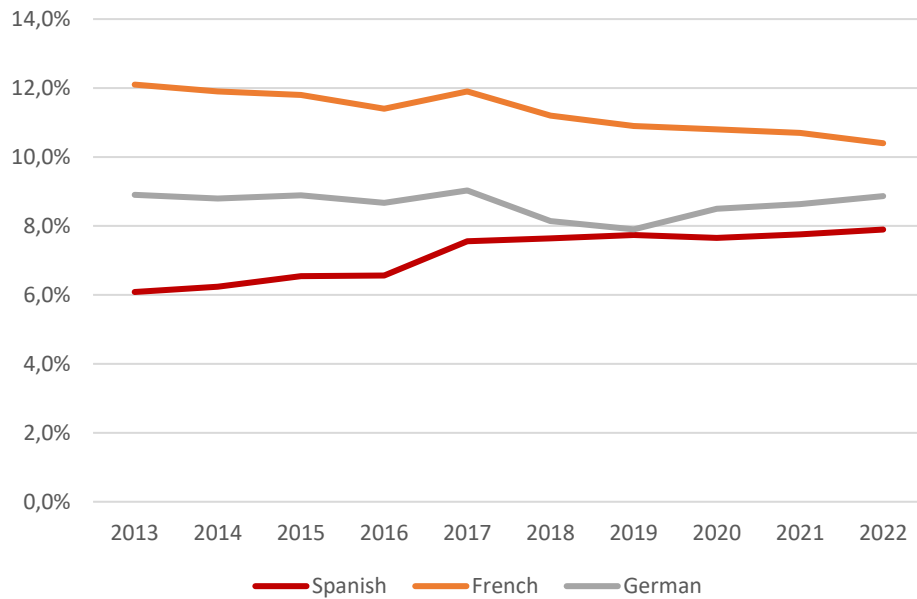
The data on students enrolled in foreign language subjects in the different cycles of primary, secondary, and vocational education during the period 2013-2022 shows a clear upward trend in the study of Spanish, with the number of students increasing by over 1.5 million in just a decade, or 36%. This growth

is largely at the expense of French, which lost more than 800,000 students (14% of its student body), and to a lesser extent, German, which saw only slight gains over the same period. In contrast, the total number of foreign language students in the EU grew by 5%.

The rate of growth in the number of Spanish language students in the last decade is lower than that of the world population in the same period.

⁹ The figure is for 2022 and reflects only the study of these languages in primary, secondary and vocational education and training in 2018. Excludes students from the United Kingdom..

CHART 9 | PERCENTAGE OF STUDENTS LEARNING SPANISH, FRENCH AND GERMAN IN THE EU-27 (2013-2022)¹⁰



Source: own preparation based on Eurostat (2024a).

Currently, the presence of Spanish is still modest in primary education, but it is very relevant in secondary education, especially in the general higher education stage, where more than 10% of foreign language students choose Spanish, which places this language almost at the same level as French and German.¹¹

Of the 27 countries that belong to this international organization, France, Germany, Italy and Poland have the largest number of students of Spanish. However, in terms of the total number of foreign language students per member state, Ireland, France, Sweden and Italy stand out especially for the study of

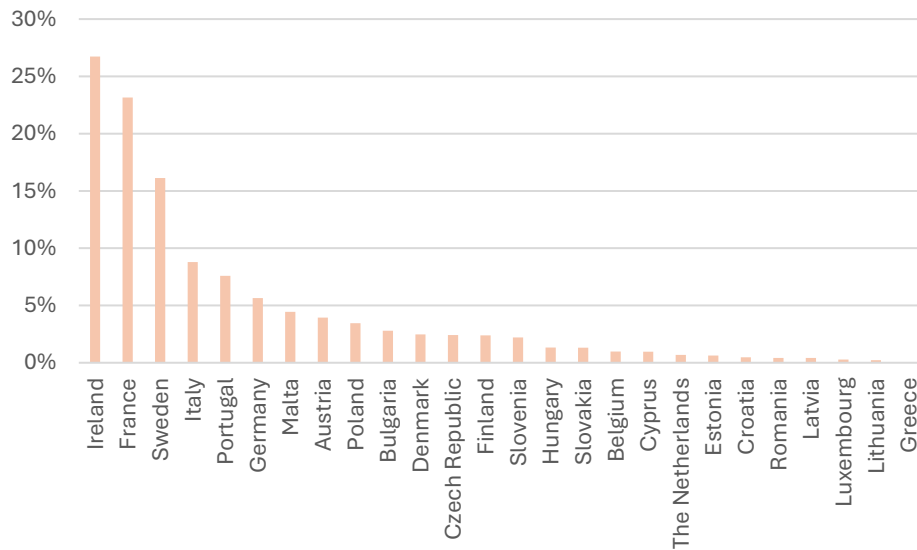
Spanish, although this is almost always as a second language, after English. On the other hand, in Greece and the Baltic countries, interest in learning this language is still very low, at least in formal education. Outside the EU, Spanish is also very popular in Norway, where 10.5% of foreign language students study it.

The presence of Spanish is still modest in primary education, but it is very relevant in secondary education

¹⁰ The figure reflects only the study of these languages in primary, secondary and vocational education..

¹¹ Eurostat 2024.

CHART 10 PERCENTAGE OF FOREIGN LANGUAGE STUDENTS IN THE EU-27 STUDYING SPANISH¹²



Source: own preparation based on Eurostat 2024a.

As far as the level of linguistic competence of these students is concerned, it varies according to the country involved and the specific skill being assessed: listening comprehension, reading comprehension, written expression... In any case, since it is usually a second foreign language, it is almost never higher than level A1.¹³

Given its status as a second foreign language, with the exception of Ireland, the number of hours dedicated to Spanish is minimal, and its integration into the official curricula of the various Member States remains tenuous. Consequently, the inclusion of non-EU languages, such as Russian, Arabic, and Chinese, in recent years may present a challenge to the expansion of Spanish in the

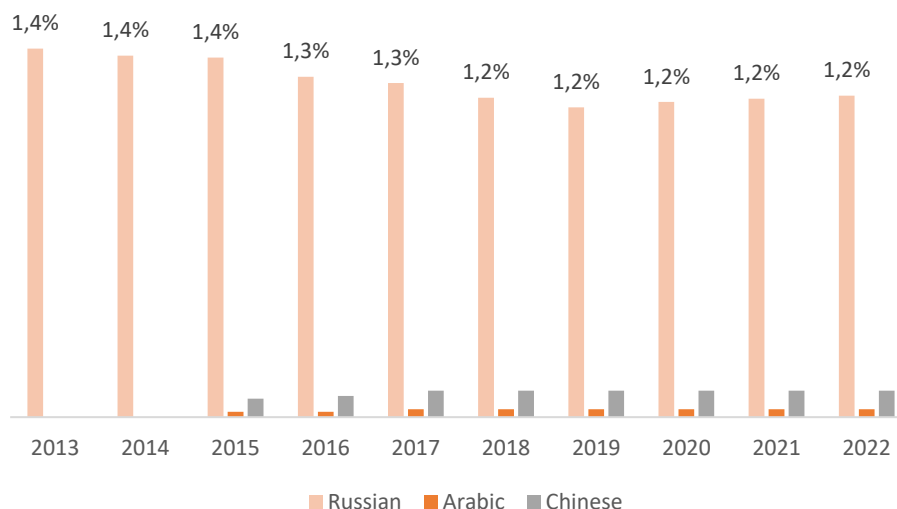
European Union. However, the decline in the number of students studying Russian since 2015 has not been fully compensated for by an increase in the number studying Chinese or Arabic. This suggests that there may also be a transfer of students from Russian to Spanish. The ongoing conflict in Ukraine, the intergenerational decline in the use of this language in Eastern European countries, and the lack of official recognition by the EU may contribute to a greater demand for Spanish as a second foreign language in educational institutions across the EU.

The number of hours per student devoted to Spanish in the EU is still very low

¹² Includes all levels of education except university.

¹³ Ministerio de Educación, Cultura y Deporte (2012).

CHART 11 | LEARNING OF NON-EU OFFICIAL LANGUAGES

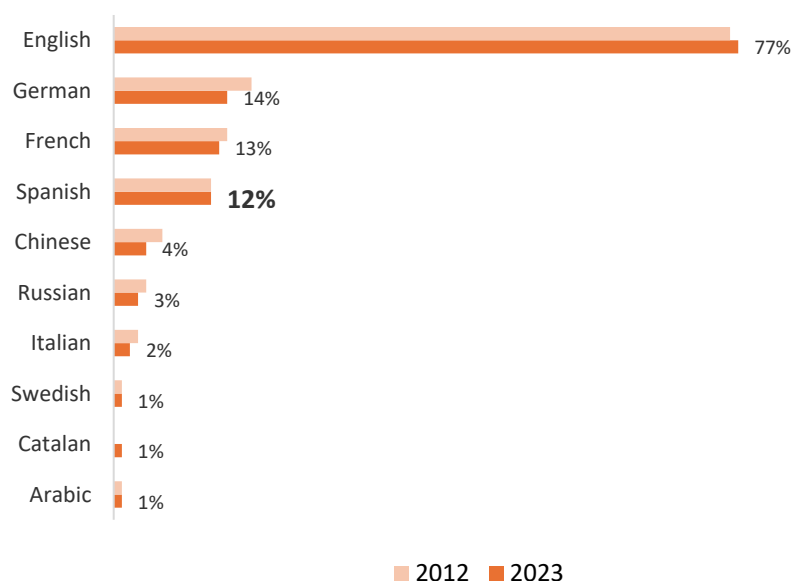


Source: own preparation based on Eurostat 2024a.

In any case, the outlook for the study of Spanish seems to be very favorable, as the perceived usefulness of this language by European citizens has not changed since 2012, while that of French, German, Chinese and Russian has declined.

The perceived usefulness of Spanish in the EU is lower than that of German or French

CHART 12 | PERCEIVED USEFULNESS OF LANGUAGES FOR EU CITIZENS OTHER THAN THEIR MOTHER TONGUE



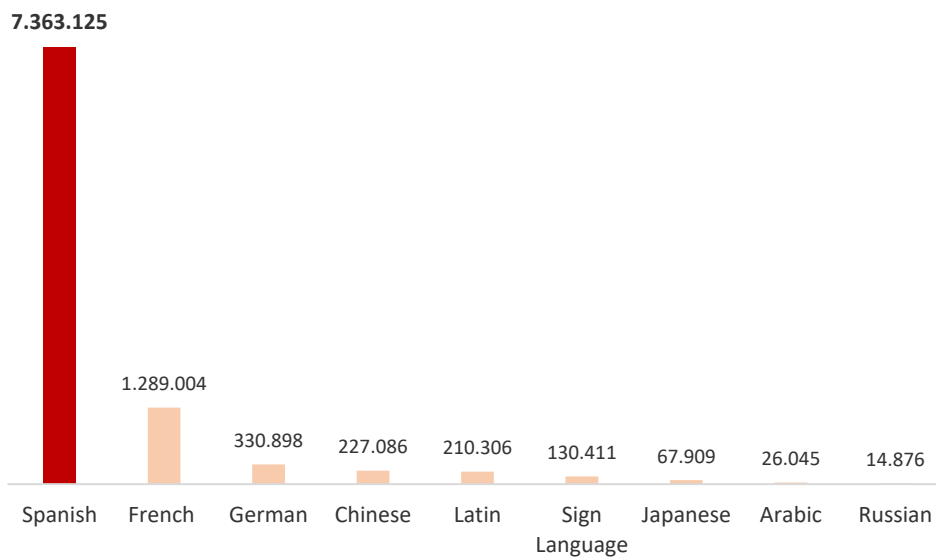
Source: Eurostat 2024, p. 55.

2.3 UNITED STATES AT IDLE SPEED

Spanish is the most studied language in U.S. schools at all levels of education, from preschool through higher education. At the elementary and secondary levels, Spanish is the most sought-after language in U.S. schools with foreign language programs. Indeed, the number of students enrolled in Spanish courses is three times the number of students enrolled in courses in other languages. Of the nearly eleven million students enrolled in U.S. elementary and secondary schools during the

2014-2015 academic year, more than seven million were enrolled in foreign language courses, with over three-quarters of these students taking Spanish courses. It is also noteworthy that only 19.7% of students in these educational stages are enrolled in this type of course, indicating a significant potential for growth in the demand for Spanish as a foreign language.

CHART 13 | NUMBER OF STUDENTS ENROLLED IN LANGUAGE COURSES IN U.S. ELEMENTARY AND SECONDARY SCHOOLS



Source: own preparation based on data from American Councils for International Education (2017: 8).

More than one-third of Americans who do not have Spanish as their native language attempt to learn it at some point.

In addition, the popularity of Spanish has increased considerably over the last thirty years. More and more schools are requesting to be able to teach Spanish as a foreign

language, especially when only one language can be offered for curricular or budgetary

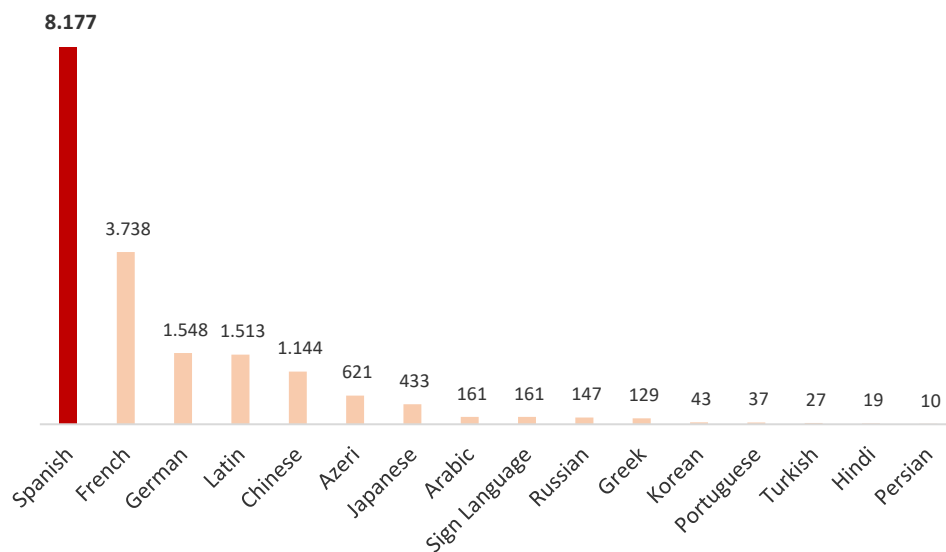
reasons.¹⁴ In 2008, 88% of primary schools with language programs taught Spanish, compared to 79% in 1997 and 68% in 1987. It was during this period that the teaching of French and German decreased. In secondary schools, 93% of schools with foreign language programs taught Spanish in 2017.

As is the case in elementary schools, both French and German language instruction has declined in high schools since 1987¹⁵. Today, the number of Spanish as a foreign language programs in U.S. high schools far exceeds that

of any other language, including French, German and Chinese. Despite this, the number of programs offered, as well as the range of opportunities for students to reach a high level of proficiency in Spanish, are still insufficient in the U.S. education system.¹⁶

*Spanish is by far the most
studied language in the
United States*

CHART 14 | NUMBER OF FOREIGN LANGUAGE PROGRAMS IN U.S. HIGH SCHOOLS



Source: own preparation based on data from American Councils for International Education (2017: 10).

Despite the privileged position that Spanish enjoys in primary and secondary education, the global studies available were carried out a decade ago and may not accurately reflect the current situation. Partial indicators referring to universities speak, in fact, of a clear

regression in the study of Spanish, something that could also be replicated at lower educational levels when these studies are updated. The study of Spanish in higher education institutions in the United States declined by 18% between 2016 and 2021 and

¹⁴ *Ibidem*.

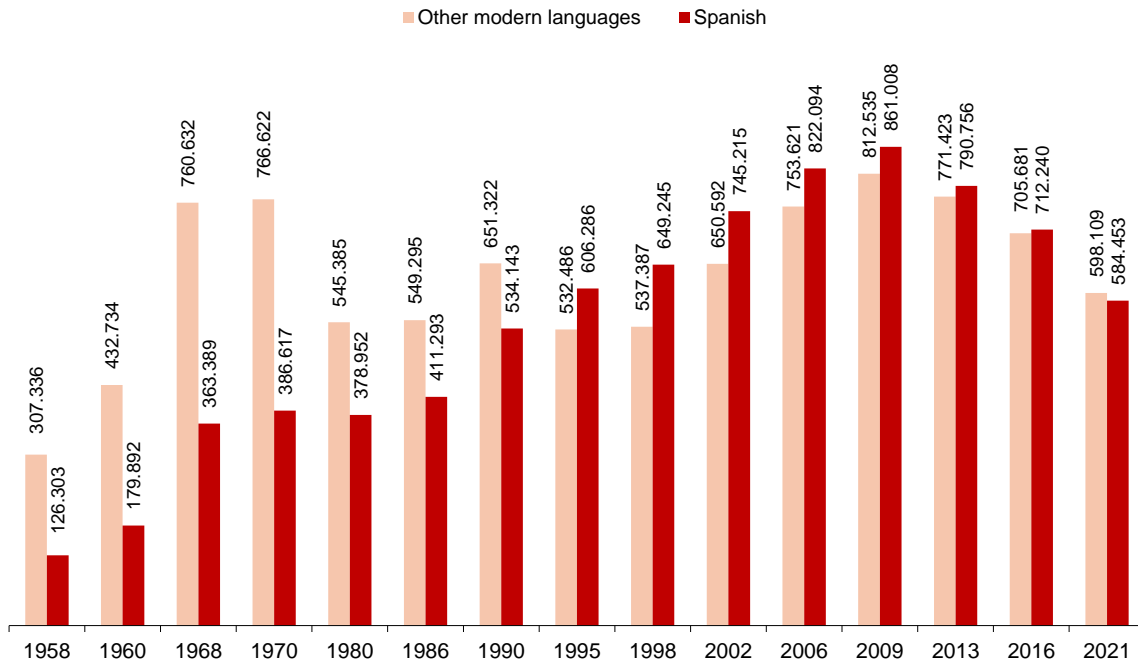
¹⁵ *Ibidem*, p. 8.

¹⁶ *Ibidem*, p. 21.

by 29% since 2006. Similarly, the percentage of Spanish study fell below 50% of foreign language enrollments for the first time in three decades.

Number of Spanish language students at U.S. universities drops 29% since 2016

CHART 15 | SPANISH ENROLLMENTS OF UNIVERSITY STUDENTS COMPARED TO OTHER LANGUAGES



Source: Lusin, Peterson, Sulewski, and Zafer (2023: 42).

Based on the data reflected in the previous graph and taking as a reference a full replacement rate of Spanish university students every four years, which is the length of the longest university cycle, in the last thirty years more than 5 million U.S. university students would have studied Spanish. Many of them can be assumed to have limited proficiency in Spanish, with varying degrees of knowledge of this language, depending on the contact they have had with the Spanish-speaking environment and the use they have made of Spanish in the workplace in the years after college.

In any case, both the voluntary nature of the university studies and their clear orientation towards the labor market seem to indicate that the students who enroll in Spanish courses do so according to a markedly instrumental criterion (either because they consider that this language is the one that provides them with greater international projection or because they see it as an asset when it comes to accessing the labor market), despite the fact that the salary premium linked to knowledge of this language is lower

than that of French and German.¹⁷ Although only 20% of Americans study any foreign language, Spanish is by far the most attractive language. According to a 2023 study, more

than one-third (36.45%) of Americans who do not have Spanish as their native language intend to learn it at some point.¹⁸

2.4 SHARP SLOWDOWN IN BRAZIL

The linguistic proximity between Portuguese and Spanish, the fact of being surrounded by Spanish-speaking countries, as well as its membership in such an important trade organization as MERCOSUR, make Brazil one of the main fishing grounds for students of Spanish as a foreign language. Although the so-called “Lei do espanhol”, in force between 2005 and 2016, resulted in a considerable increase in the number of Spanish-language enrollments, its effects are beginning to fade with the passage of time. Its repeal in 2017 meant a radical change for the situation of Spanish, since the new regulation establishes that English has to be the language of compulsory offer and Spanish will only be offered, albeit preferentially, in those schools that choose to teach a second foreign language. Thus, since, in 2018, the new regulations began to be applied, the offer of Spanish in Brazilian schools has been reduced by 23 % (1,183,387 students) and it is foreseeable that this will decrease even more in the future. To this must be added the uneven development of the implementation

of Spanish in the Brazilian educational system, even during the years in which the law was in force. In compulsory education, for example, there are currently municipalities and states with a high level of implementation of Spanish in secondary education, while in others it is practically non-existent.

The number of Spanish-language courses offered in Brazilian schools has decreased by 23% since 2018.

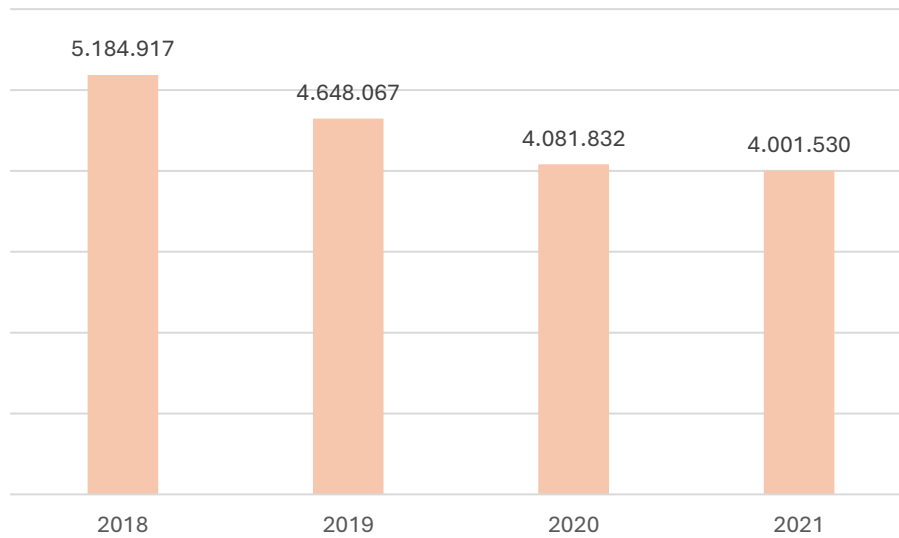
Likewise, the application of the new regulatory framework differs from one state to another. Some have decided to offer only English, without giving the option of studying other foreign languages, while others have opted to maintain the offer of Spanish, either because the schools have teachers with positions in Spanish, or because they have the possibility of offering two foreign languages, or simply because the demand for Spanish is still very high among the student body.¹⁹

¹⁷ Garza et al. (2010).

¹⁸ Lopez (2023).

¹⁹ Ministerio de Educación y Formación Profesional 2018.

CHART 16 | SPANISH LANGUAGE STUDENTS IN THE BRAZILIAN EDUCATIONAL SYSTEM (2018-2021)



Source: Ministerio de Educación y Formación Profesional (2022, p. 73) and INEP 2023.

With regard to higher education, there has been a sustained expansion in the provision of Spanish studies, particularly within the public university sector, since the beginning of the century. Spanish as a Foreign Language is taught at virtually all public universities in the country, as well as at the Federal Institutes of Education, Science, and Technology. Indeed,

Spanish remains the most frequently selected foreign language in university entrance examinations, although many candidates opt for this language due to its proximity to Portuguese. Nevertheless, the availability of Spanish courses at private universities is significantly limited.

2.5 THE UNITED KINGDOM'S POST-BREXIT MOMENTUM

The international projection of Spanish, the high number of British people who travel to Spain, and the perception of Spanish as a language of the future that facilitates access to the labor market for young people and favors commercial and business activity partly explain the popularity that Spanish has acquired in recent years among the citizens of the United Kingdom.²⁰ This is the conclusion of a report published by the British Council,

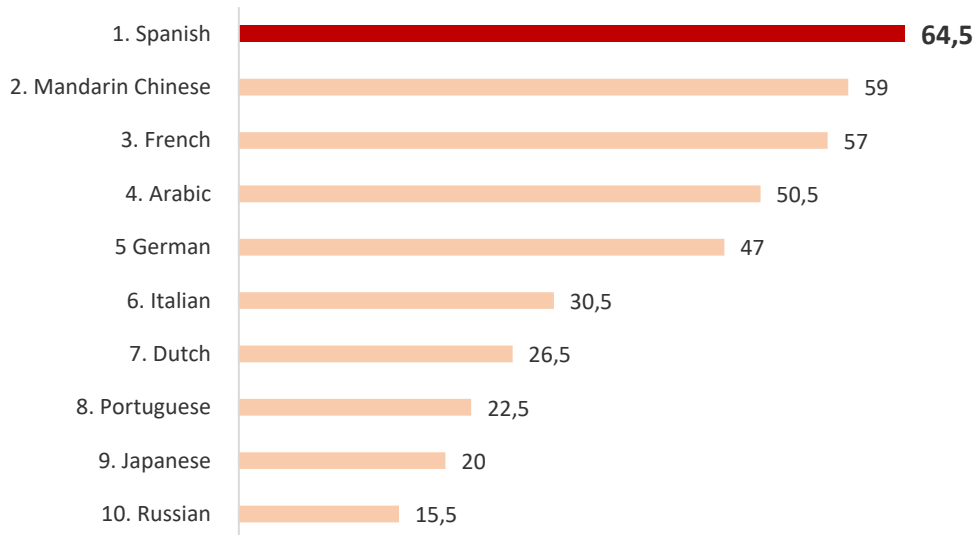
which considered the following indicators: exports, the language needs of companies, the commercial preferences of the UK government, emerging markets with high growth, diplomatic and security priorities, the linguistic interests of the public, the main tourist destinations of the British, the UK's international education strategy, the command of English in other countries, and

²⁰ Board and Tinsley (2017a: 4).

the weight of the different languages on the Internet.²¹

Spanish is perceived as the most important language for the future in the U.K.

CHART 17 | THE 10 MOST IMPORTANT LANGUAGES FOR THE UNITED KINGDOM



Fuente: Board and Tinsley (2017: 54).

The growing interest in Spanish is reflected in the country's educational system, where the number of students studying the language has been increasing steadily since the early 1990s. Two factors have contributed to the continuation of this upward trajectory. Firstly, the United Kingdom's membership in an organization such as the European Union for over four decades has underscored the importance of multilingualism. This has, to a large extent, offset the limited attention traditionally devoted to foreign language instruction in the country. Additionally, it has created a momentum for language learning that is less evident in other English-speaking

countries, such as the United States. Conversely, given that English is the native language of the majority of the population, Spanish is more likely to be selected as the first foreign language than in non-English-speaking countries in the region, which tend to choose English as their primary language of instruction. At the present time, Spanish is being studied as part of the curriculum by more than 15% of students in the United Kingdom, which represents a total of over two million students.²²

In the context of primary education, the introduction of a foreign language as a

²¹ Board and Tinsley (2017a: 4).

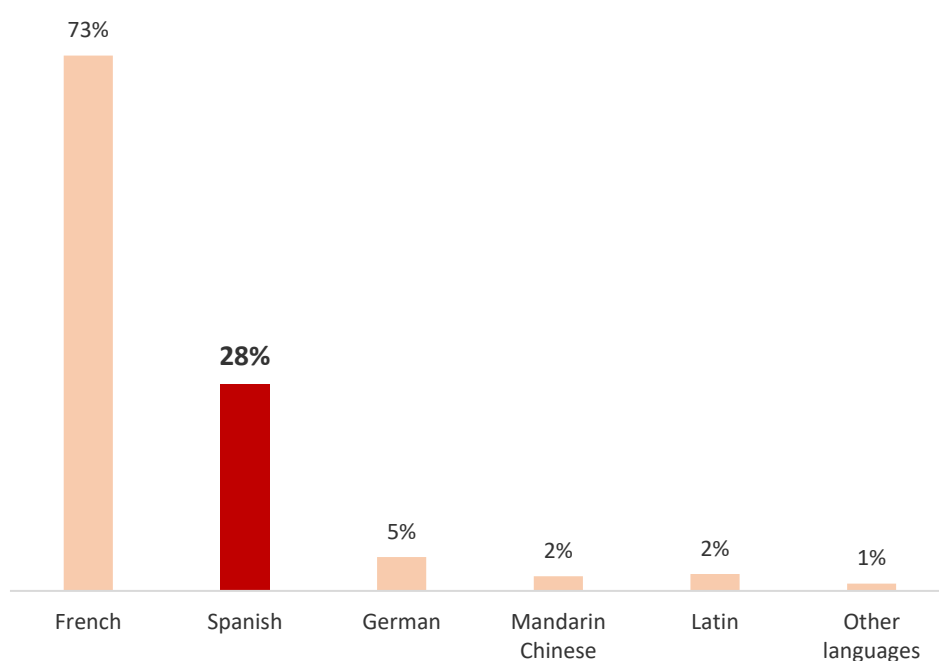
²² Estimated from Eurostat 2024a, Department of Education 2024 and Collen 2023.

compulsory subject in the 2014-15 academic year has had a markedly positive impact on the growth of Spanish and its future stability. In England, Spanish is offered as a language of instruction in 28% of primary schools, a figure that is considerably lower than the proportion of schools offering French (72.7%) but significantly higher than the proportion offering German (2.7%) or Chinese (2%). In conclusion, the availability of

Spanish has increased by over 80% since 2012, while that of French has experienced a slight decline. The remaining languages on offer are considerably less widely taught than Spanish.

*Spanish as a foreign language
continues to gain ground over
French in the UK*

CHART 18 | MOST STUDIED LANGUAGES IN PRIMARY SCHOOLS IN ENGLAND (%)

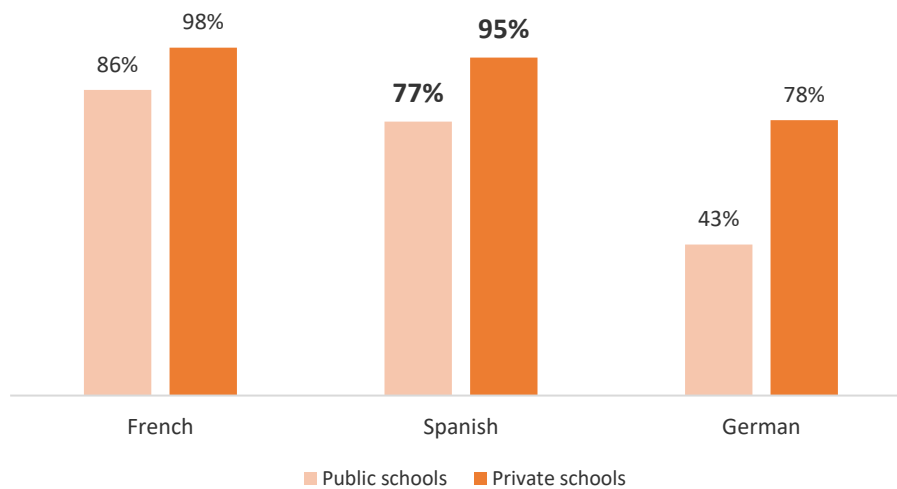


Source: Collen (2023: 9).

The sustained growth observed in the study of Spanish in primary education is even more pronounced in the secondary stage, particularly in upper secondary education, where this language is currently offered in 77% of public schools and 95% of private

schools. Moreover, the provision of Spanish has remained consistent since 2012, in contrast to the fluctuations observed in the case of French and German, which have experienced occasional declines.

CHART 19 | MOST STUDIED LANGUAGES IN SECONDARY EDUCATION IN ENGLAND (%)



Source: Collen (2023: 21-2).

Perhaps the figures that best reflect the strong progress of Spanish in secondary education are those relating to the number of enrolments in external examinations at GCSE and A-level. In the case of the former, the number of pupils registering to take the Spanish exam required to obtain the General Certificate of Secondary Education in this language increased by 35% over the period 2016-2023, surpassing German and clearly consolidating itself as a foreign language in the curricula, almost at the same level as French. In contrast, the number of pupils registering to take the exam for both French and German decreased over the same period by 9% and 31%, respectively. In fact, it is expected that, over the course of this decade, the number of Spanish learners will overtake the number of French.²³ The 125,651 students who took the exam in 2023 give a good idea of the size of the student body in

Compulsory Secondary Education, especially considering that only 40% of students taking Spanish in the final year of this stage of education take the exam.

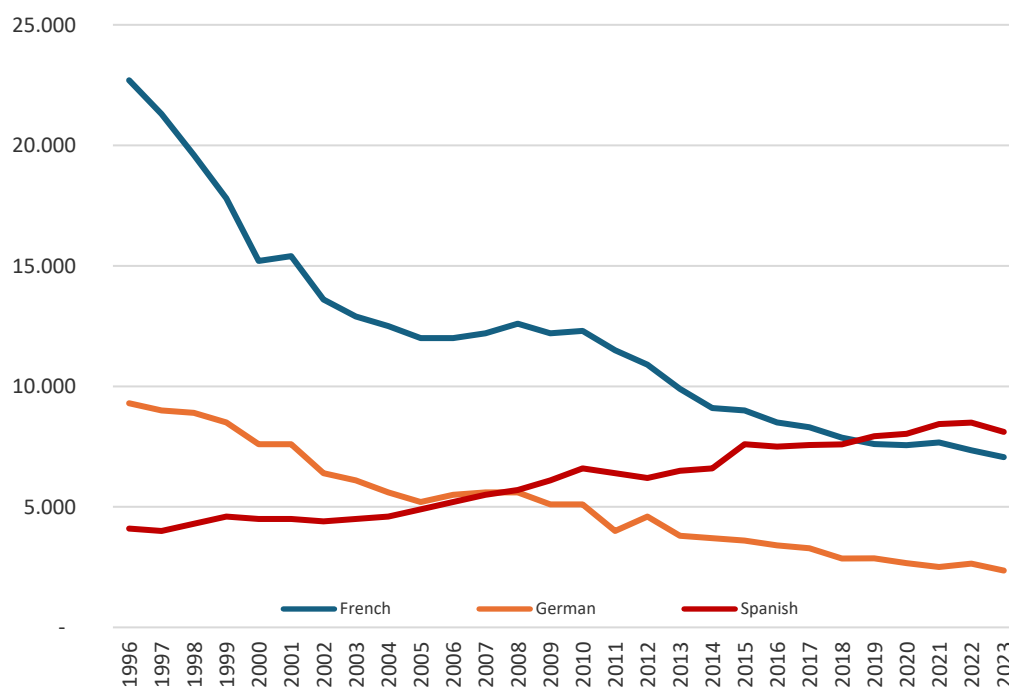
Spanish is offered as a subject in over 80% of secondary schools in the UK

It is noteworthy that a considerable number of students in England, Wales, and Northern Ireland are registering to take the Spanish A-Level exam, which is an optional qualification taken by students at the end of the last two years of secondary education. As the results of this examination have a significant impact on the offers made to students by universities, the consistent increase in registrations for the test is an indication of the UK university sector's recognition of the value of the

²³ *Ibidem*, p. 9.

Spanish language for the professional advancement of its graduates.

CHART 20 | NUMBER OF ENTRIES FOR THE SPANISH A-LEVEL EXAM IN ENGLAND (1996-2023)



Source: Department of Education (2024), Board and Tinsley (2017b: 2) and Collen (2023: 29).

As illustrated in Figure 20, the number of entries for the Spanish A-Level examination has exhibited a gradual increase since 1996, whereas the number of French A-Level

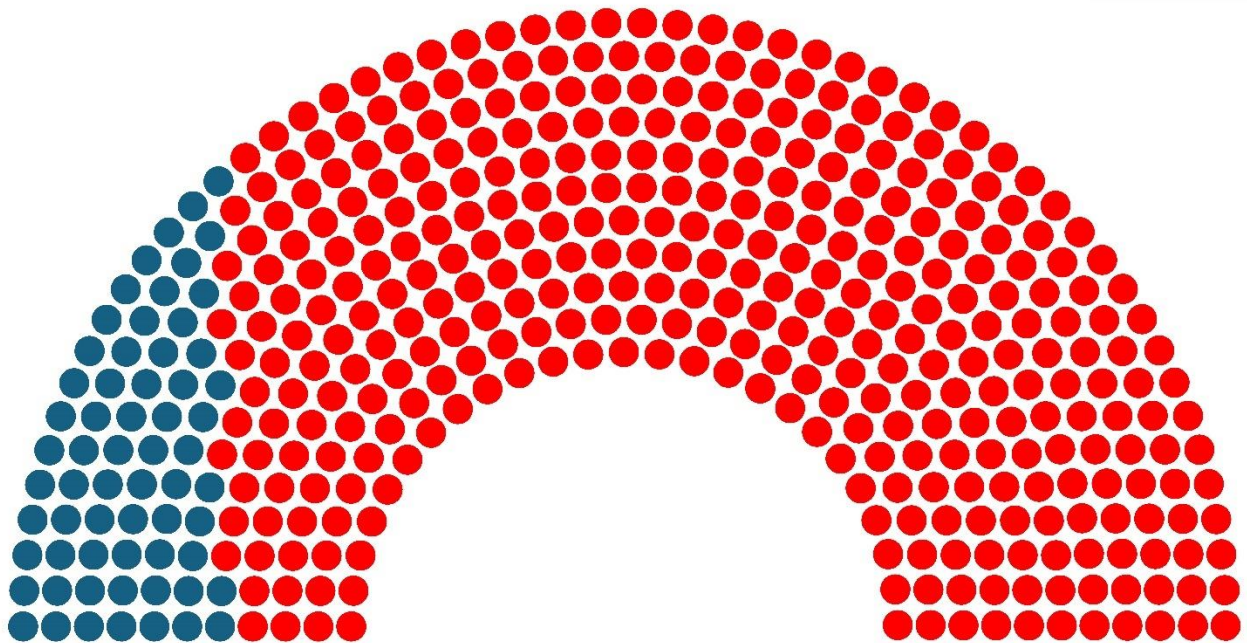
entries has demonstrated a notable decline. Indeed, in 2019, the number of applications for Spanish exceeded that of French for the first time.²⁴

²⁴ *Ibidem.*

3. SPANISH IN THE UNITED STATES AND ITS POLITICAL INFLUENCE

VOTING-ELIGIBLE POPULATION IN THE U.S.

● Non-Hispanic (85,3%) ● Hispanic (14,7%)



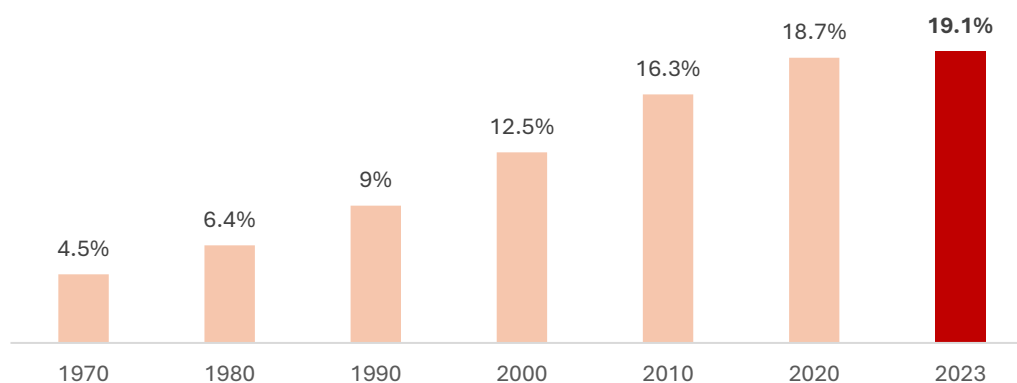
3.1 GENERAL OVERVIEW

Hispanics are by far the largest minority group in the United States. According to estimates by the U.S. Census Bureau, the U.S. population of Hispanic origin will exceed 65.1 million in July 2023. This represents an increase of nearly 15 million from 2010 and more than 56 million since 1970. In the last five decades, the Hispanic population has increased sevenfold and its relative weight has quadrupled. Currently, 19.5% of Americans define themselves ethnically as Hispanic, which places this community well above the

Asian (6.4%) and African-American (13.7%) communities, the community with the highest relative weight after Hispanics. Unlike the Hispanic community, which continues to gain relative weight, the African community has lost relative weight in recent years, while the Asian community is growing strongly.

Over 65.1 million Americans, accounting for 19.5% of the total U.S. population, are of Hispanic origin

CHART 21 | HISPANIC POPULATION IN THE U.S. (1970-2023)²⁵



Source: own preparation based on U.S. Census Bureau (2012; 2020, 2021c, 2023b, 2024^a 2024b) and Ennis, Ríos-Vargas and Albert (2011).

The Hispanic population has been a constant presence throughout the history of the United States, particularly in the Southwestern region. This growth accelerated markedly following the enactment of the Immigration and Nationality Act of 1965, which eliminated country quotas

and facilitated immigration from Latin America and the Caribbean. However, since 1970, the expansion of the Hispanic community has shown signs of deceleration. Between 2010 and 2020, the Hispanic population exhibited a 23% growth rate, a decline from the 43% growth observed in the

²⁵ The chart also includes English monolinguals, 31.8% in 2022.

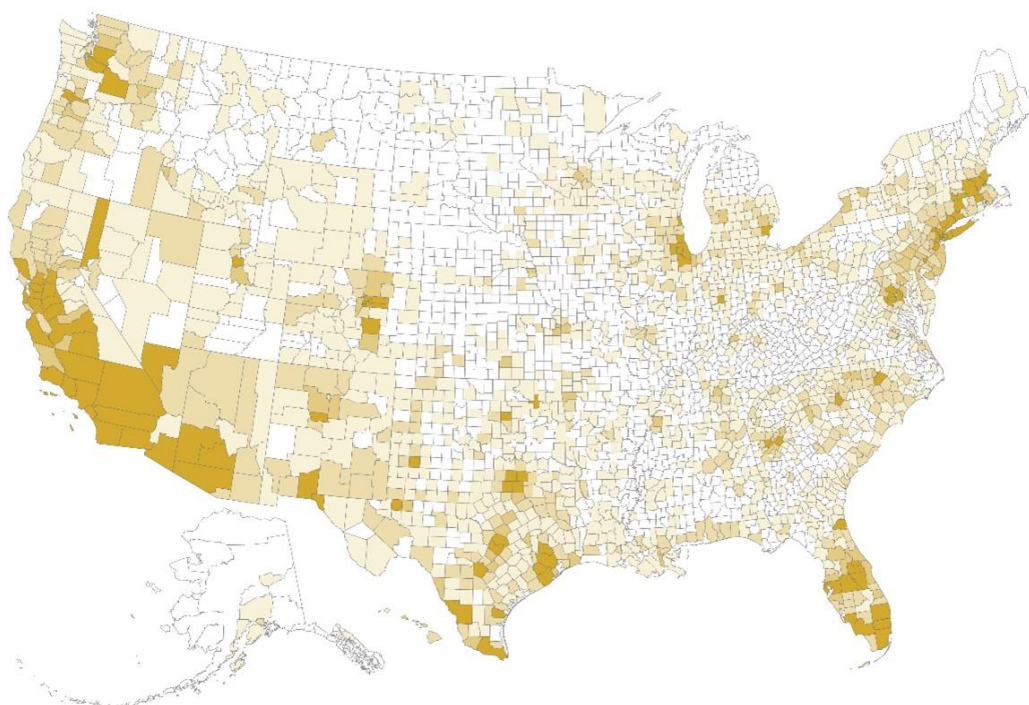
previous decade and the 74% growth recorded in the 1980s, which represented the period of greatest increase. Since 2010, the Asian population growth rate has surpassed that of the Hispanic population.

More and more Hispanics are moving to the Northwest and to large cities on the East Coast.

A further notable shift since the 1970s is the geographic distribution of the Hispanic population. While the southwestern states

continue to have the highest concentration, there has been a progressive dispersion toward the northwest and the large cities of the east coast.²⁶ In absolute terms, growth has been centered in states with significant Hispanic populations, such as Texas, California, and Florida. However, in relative terms, the greatest growth has occurred in states with smaller Hispanic populations, such as North and South Dakota, Montana, and New Hampshire²⁷. Currently, Hispanics constitute the majority ethnic group in California and Texas.

CHART 22 | GEOGRAPHIC DISTRIBUTION OF THE U.S. HISPANIC POPULATION IN 2020



Source: Pew Research Center (2022).

The geographic mobility observed in this community is also gradually altering its

traditional pattern of concentration. Historically, Hispanics of Mexican and Central

²⁶ Hernández (2018).

²⁷ Passel, López and Cohn (2022).

American origin were mainly concentrated in the states closest to Mexico, while those of Caribbean origin were primarily located in Florida, New York, and other eastern states. It is now relatively simple to find individuals of Hispanic origin in any part of the country²⁸. While Mexico (58.3% of the total) remains the predominant place of origin, followed by Puerto Rico (9%), El Salvador (4%), Cuba (3.9%), and the Dominican Republic (3.7%)²⁹, there has been a notable increase in Caribbean, Central American, and South American origins since the beginning of the century. This growth has occurred at the expense of Mexican origin, which has experienced a clear downward trend. In the

13-year period between 2010 and 2023, the proportion of the Hispanic community with Mexican origins has decreased by 6.6 percentage points. In contrast, the proportion with Central American origins has increased by 2.2%, as have those with South American and Caribbean origins, which have grown by 1.9% and 0.3%, respectively.

The Hispanic community remains the primary source of population growth in the United States, but its rate of expansion has decelerated in recent decades

TABLE 5

ORIGIN OF THE HISPANIC POPULATION OF THE U. S. (2010-2022)			
Origin	2010	2023	Difference
Mexican	64,4 %	58,3%	-6,6%
Central American	8,7%	10,9%	+2,2%
South American	6 %	7,9%	+1,9%
Caribbean	15,9%	16,6%	+0,3 %

Source: own preparation based on data from the U.S. Census Bureau (2024a).

Hispanics remain the primary source of demographic growth in the United States. The growth rate of this community in the preceding decade was more than three times the U.S. average of 7%. In 2023, the Hispanic population accounted for nearly 71% of the country's total population growth.³⁰ While this community continues to grow at a rate well above the national average, its expansion

is slowing down compared to the beginning of the century. Its yearly growth of 1.8% between 2022 and 2023 is slower than it was in previous decades: 2.0% between 2012 and 2013, and 3.7% between 2002 and 2003. This is mainly due to a decline in the population from Latin America, especially Mexico, and a lower birth rate³¹.

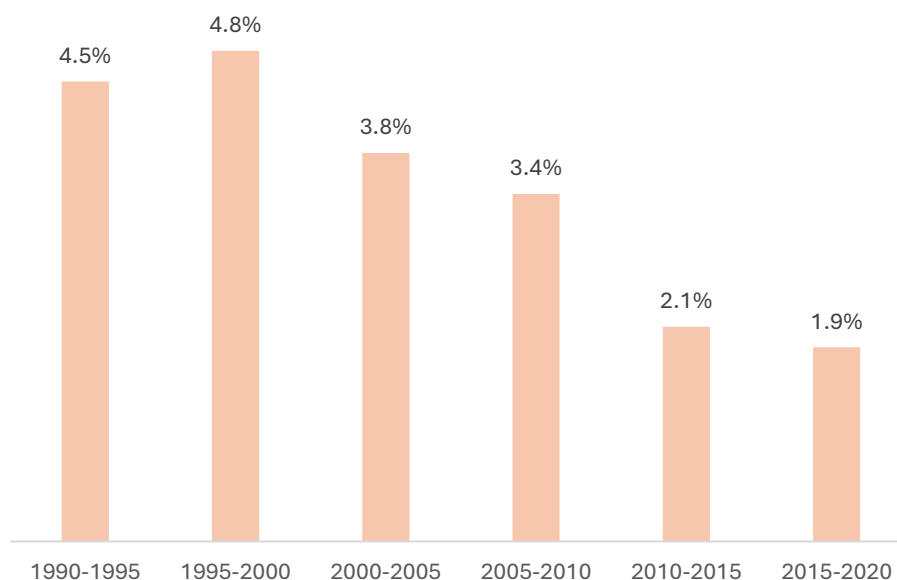
²⁸ Otheguy (2019).

²⁹ U.S. Census Bureau (2024c).

³⁰ U.S. Census Bureau (2024g).

³¹ Flores, Flores and Krogstad (2019).

CHART 23 | AVERAGE ANNUAL GROWTH RATE OF THE HISPANIC POPULATION IN THE UNITED STATES (1990-2020)



Source: Fernández Vítors, David 2023, based on annual estimates from the U.S. Census.

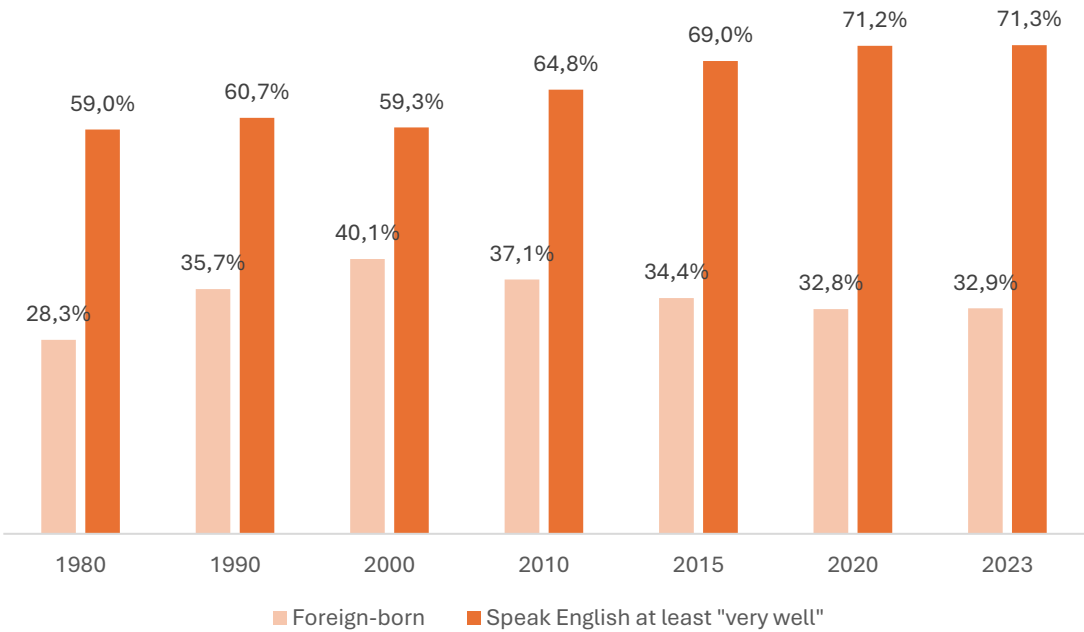
But perhaps the most important change that has occurred in the composition of this community, in terms of its members' command and use of Spanish, is the fact that the proportion of Hispanics born in the United States has continued to increase since the beginning of the century, to the detriment of those born outside the country. In 2023, only 32.9% of U.S. Hispanics were foreign-born, compared to 40.1% in 2000, the highest level since 1980. This, coupled with a gradual increase in the proportion of U.S. Hispanics reporting high proficiency in English (71.3% in 2023, up from 59.3% in 2000),

could have a negative impact on the degree to which Spanish is maintained in this community. In addition, English proficiency among Hispanics has increased slightly since 2020, even though the proportion of Hispanics born in the US has decreased by the same amount. Indeed, a growing number of Hispanics no longer view Spanish proficiency as a prerequisite for identifying as such.³² Moreover, this community is becoming increasingly multiracial. In 2022, nearly 28 million Latinos identified with more than one race, compared to only 3 million in 2010.

³² Pew Research Center (2016).

More and more Latinos do not consider it a prerequisite to speak Spanish in order to identify themselves as Hispanics

CHART 24 | HISPANIC POPULATION BY PLACE OF BIRTH AND ENGLISH PROFICIENCY LEVEL (1980-2023)³³



Source: own preparation based on data from Flores, Lopez and Radford (2017) and U.S. Census Bureau (2024h and 2024i).

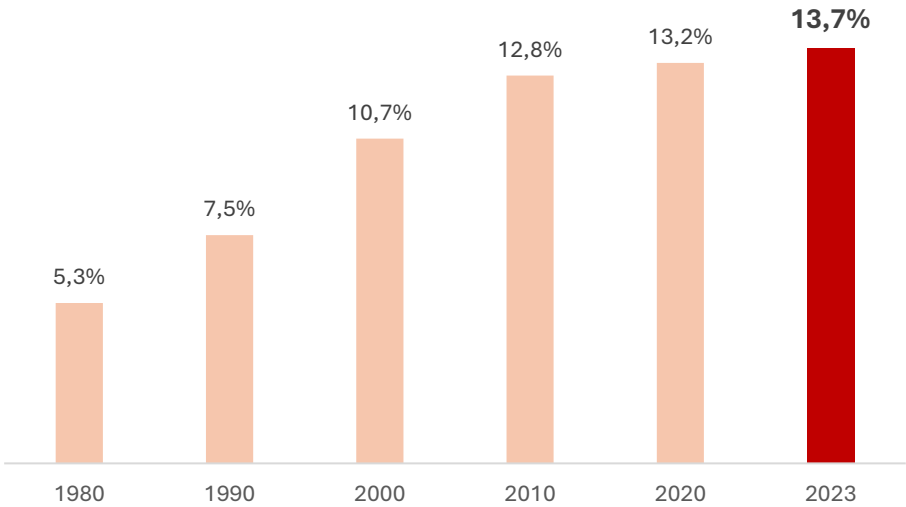
3.2. SPANISH SPEAKERS

In 2023, 43,369,734 individuals aged five and above were using Spanish at home, representing 13.7% of the country's total population. Over the past four decades, the Spanish-speaking community has grown nearly fourfold in absolute terms and more than doubled in relative terms.

13.7% of the total U.S. population speaks Spanish at home

³³ The chart also includes English monolinguals, 31.8% in 2022.

CHART 25 | SPANISH-SPEAKING POPULATION IN THE UNITED STATES (1980-2023)



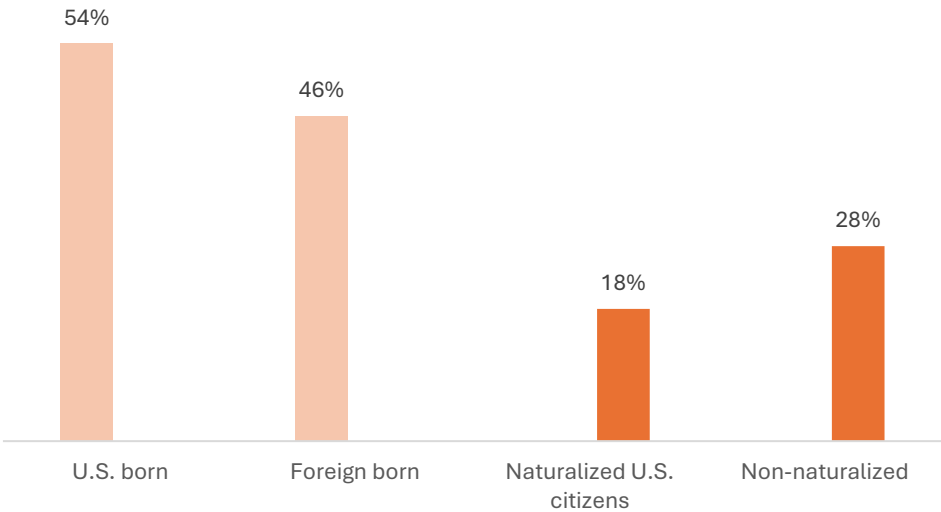
Source: Ortman and Shin (2011) and U.S. Census Bureau (2024c).

Over the past five years, the number of Spanish speakers born in the United States has surpassed those born outside the country. According to the Census Bureau, in 2023, 54% of Spanish speakers were born in the United States, up from 47% in 2015. Of those born outside the country, 39% (18% of all Spanish speakers) have acquired U.S.

citizenship, while the remaining 61 % maintain foreign status. Overall, 71,6% of Spanish speakers are full U.S. nationals.

68% of Hispanics speak Spanish at home

CHART 26 | LEGAL STATUS OF SPANISH SPEAKERS IN THE UNITED STATES (2022)

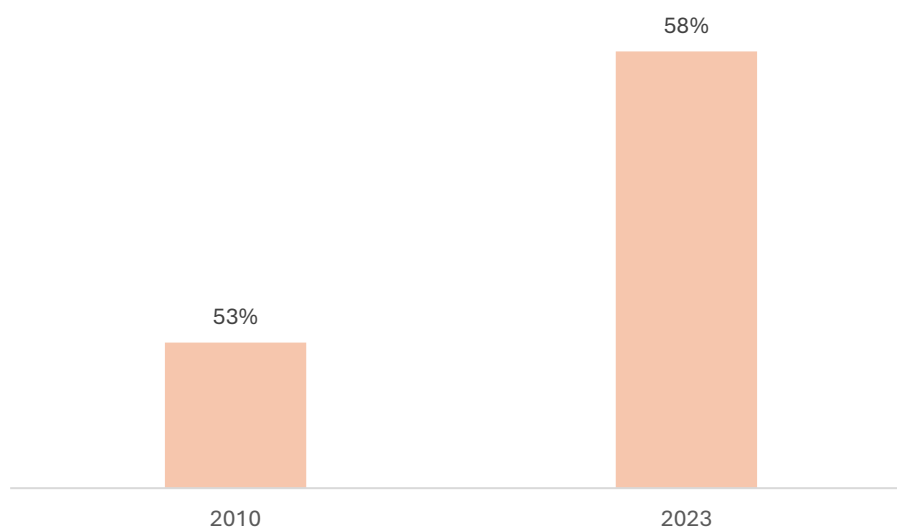


Source: U.S. Census Bureau (2024d).

One of the primary factors contributing to the expansion of the Spanish-speaking population in the United States is the extensive use of Spanish at home. Of all Spanish speakers in the country, 94.4% (41 million) are ethnically defined as Hispanic, representing the primary driver of the growth in the use of Spanish in this country. While being Hispanic does not necessarily indicate proficiency in Spanish, there is a strong correlation between the two variables. According to the data, 68% of U.S. Hispanics use Spanish to communicate with family members, while only 32% report using only

English.³⁴ Conversely, the high level of Spanish proficiency observed among different generations of Hispanics suggests that the Spanish-speaking community in the United States has reached a critical mass that allows it to thrive independently of the dominant language. However, the use of Spanish has clearly declined since the 1980s as the English proficiency of Hispanics has increased, especially among the native-born. Currently, 58% of U.S. Hispanics who use Spanish in the home environment speak English at least very well, up from 53% in 2010.

CHART 27 | SPANISH SPEAKERS AT HOME WHO SPEAK ENGLISH "AT LEAST VERY WELL" (2010-2023)



Source: own preparation based on U.S. Census Bureau (2024f).

This situation, along with the fact that the majority of U.S. Spanish speakers were born in the United States, has had a negative impact on the intergenerational maintenance rate of Spanish. Despite this, the language remains

relatively well-preserved, with 34% of third-generation Hispanics reporting that they speak Spanish "very well" or "fairly well."³⁵ although there has been a decline of more than 13 percentage points since 2012.³⁶ The

³⁴ U.S. Census Bureau (2024c).

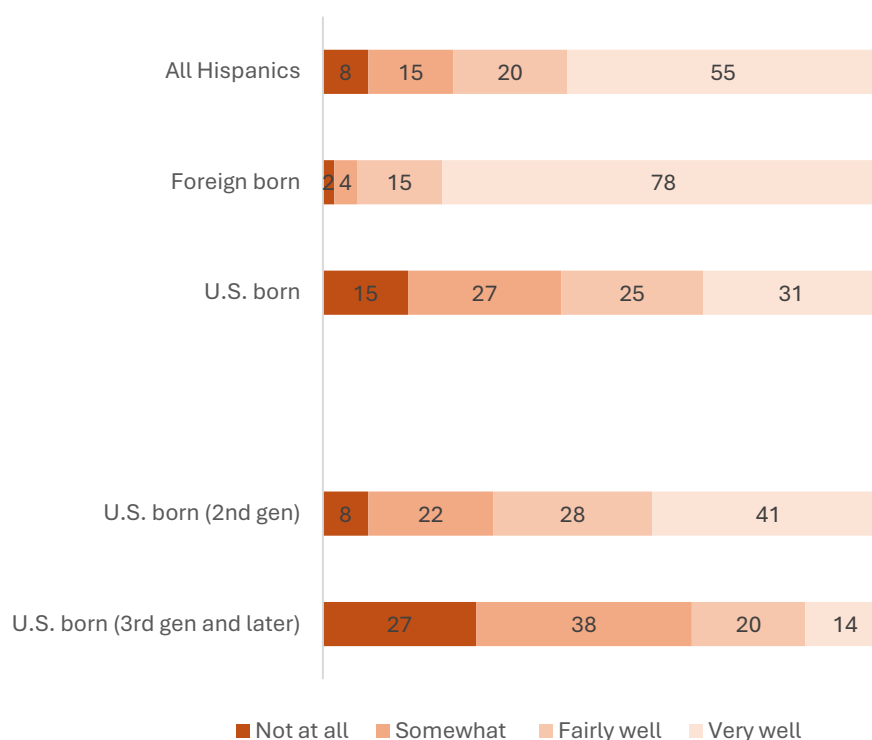
³⁵ Mora and Lopez. (2023).

³⁶ Taylor et al. (2012).

intergenerational loss of Spanish is more evident when these Hispanics are queried about their primary language. In this case, 61% of first-generation Hispanic adults report Spanish as their primary language, compared to 8% of second-generation adults and 1% of third- and subsequent-generation adults. However, this loss is significantly reduced if

the 29% of third-generation Hispanics who consider themselves bilingual are included in the calculations. Currently, only 8% of Hispanics indicate that they are unable to converse in Spanish, while another 15% report speaking the language to a very limited extent. Nevertheless, 75% of the respondents are fluent or very fluent in Spanish.

CHART 28 | LEVEL OF SPANISH LANGUAGE PROFICIENCY AMONG HISPANICS (%)



Source: Mora and Lopez. (2023).

It is important to note that the 76% of Hispanics over the age of 18 who are native or bilingual speakers of Spanish should be considered in addition to the Americans who have limited proficiency in this language. This group includes part of the Hispanic population who identify English as their primary language (24%) and who, nevertheless, can be assumed to have limited proficiency in Spanish as a result of contact

with Spanish-speaking members of this community. It also includes Americans who have learned Spanish as a second language to a greater or lesser extent.

In any case, the figures on the use of Spanish in the United States should be interpreted with caution, as the census only includes Americans who speak Spanish in the domestic environment and not those,

Hispanic or not, who, despite having a command of this language, do not use it at home. Similarly, the nearly five million Hispanics under the age of five registered in

2023, some of whom may have some degree of Spanish proficiency, are not included in the enumeration of speakers.

*75% of Hispanics say that they speak Spanish well or very well
and only 8% find it impossible to use it in conversation.*

3.3 MEDIA PRESENCE

U.S. Hispanics get their news primarily in English and through digital sources. Although two-thirds of this community say they can read a Spanish-language newspaper or book at least fairly well, only 21% consume news mostly in Spanish.³⁷ A slight majority of Hispanics (54%) consume news primarily in English, while 23% consume news in both languages almost equally. A mere 1% of respondents indicated that they receive news in a language other than English or Spanish.

*Over half of the Hispanic
population relies on English
as a primary source of
information*

Regarding their preferences when accessing the different media, 51% opt for English, while

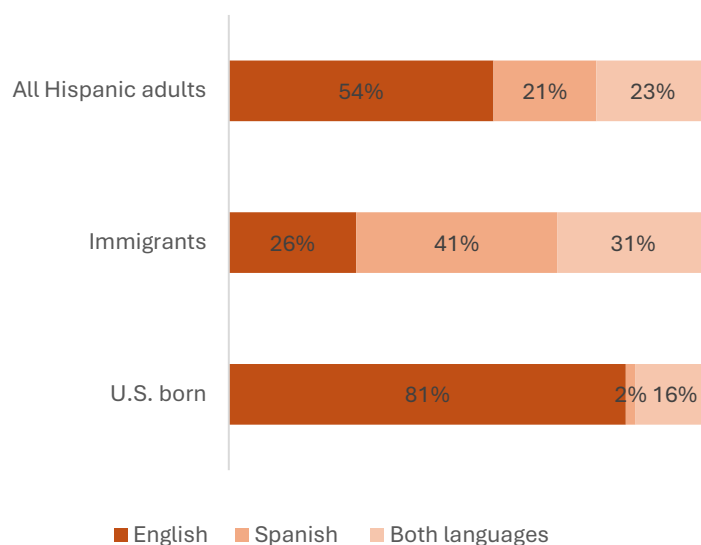
24% prefer receiving news in Spanish. Another 23%, however, are indifferent to the language in which the news is produced.

The place of birth also influences the language preferences of respondents with regard to accessing the media. While U.S.-born Latinos predominantly consume news in English and express a preference for this language, those born outside the United States demonstrate a considerably more diverse pattern of media consumption. Forty-one percent of respondents indicated that they primarily access news in Spanish, 26 percent in English, and 31 percent in both languages. Similarly, 47% of Latino immigrants indicate a preference for receiving news in Spanish, while 22% prefer English and 31% are indifferent.³⁸

³⁷ Naseer, Aubin y Lipka (2024).

³⁸ *Ibidem*.

CHART 29 | THE LANGUAGES USED BY THE HISPANIC COMMUNITY TO ACCESS INFORMATION

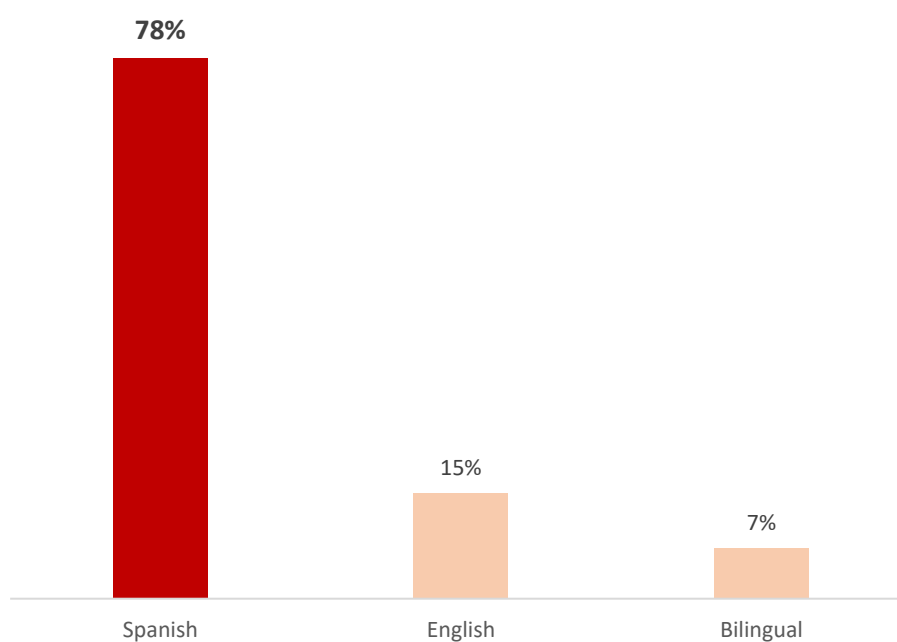


Source: Naseer, Aubin and Lipka (2024).

Despite the fact that the majority of media outlets targeting Latino audiences are owned by non-Hispanic corporations or private equity funds, the majority of these outlets

utilize Spanish in their content. In contrast, only 15% of these outlets exclusively utilize English to reach their audience.

CHART 30 | LANGUAGES USED BY THE HISPANIC MEDIA



Source: Craig Newmark Graduate School of Journalism (2019).

The geographic distribution of these media outlets generally follows a clear demographic pattern. States with the highest concentration of Hispanic populations tend to have the greatest number of media outlets, although there are numerous states with a significant proportion of Hispanics, such as Wyoming or Hawaii, where this media presence is notably absent.

Spanish has lost media clout in the U.S. at least since 2016

The progressive decline in the use of Spanish by U.S. Hispanics recorded in recent years is also reflected in the media realm. Despite an increase in audience numbers for the main news slots on the two main Spanish-language television networks in the United States, Univision and Telemundo, both networks remain below 2016 levels and have not expanded to the same extent as the number of Spanish speakers has.³⁹ This reveals a clear loss of media weight. It is evident that there is a significant deficit in the number of audiences for traditional U.S. media outlets seeking to engage with the Latino market. The Washington Post terminated its two Spanish-

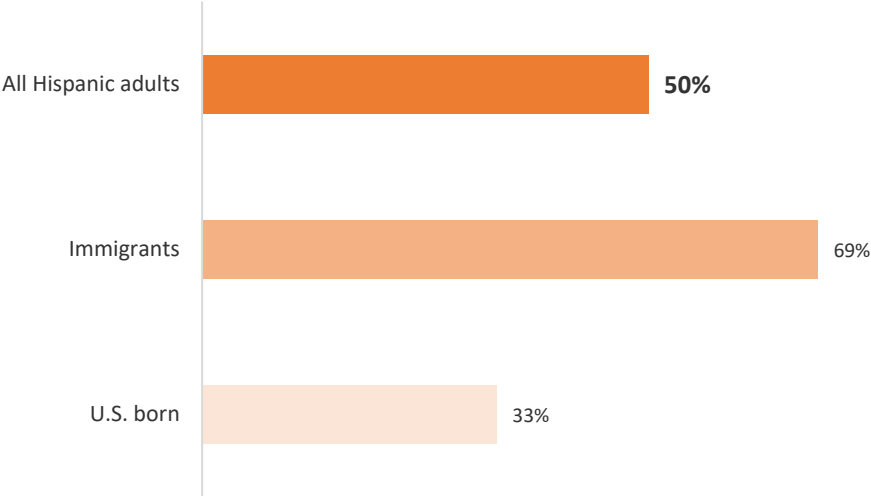
language editions (Post Opinión and podcast) in early 2023, following the example set by The New York Times, which did the same in September 2019 due to an inability to generate sufficient revenue. Other media outlets targeting the Hispanic audience with English-language content have also ceased operations or joined larger news platforms, including CNN Latino, NBC Latino, Fox News Latino, and VOXXI. Notwithstanding the aforementioned statistic, the number of Hispanics who rely on Spanish-language media for information remains relatively high. In fact, half of U.S. Hispanic adults report that they at least occasionally obtain news from Hispanic media, which are specifically designed to target Hispanic audiences. Twenty-one percent of respondents indicated that they do so at least occasionally. Slightly more than half of Hispanics (54%) access news about their or their family's country of origin, with 24% doing so frequently.⁴⁰

65% of Hispanics prefer the Internet for information and are increasingly turning less to television, radio or the press

³⁹ Pew Research Center (2021).

⁴⁰ Naseer, Aubin and Lipka (2024).

CHART 31 | HISPANICS WHO ACCESS THE NEWS IN SPANISH AT LEAST SOMETIMES



Source: Naseer, Aubin and Lipka (2024).

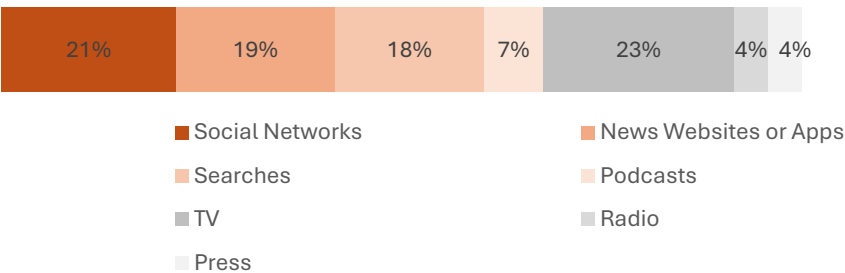
The extent to which Spanish is used to access news varies according to age and country of birth. Only 68% of Hispanics born between 1981 and 1998 say they consume at least some news in Spanish. In contrast, 89% of foreign-born Hispanics prefer to consume news in Spanish.

While television has historically been the primary source of news for U.S. Hispanics, the Internet is rapidly gaining ground. In fact, the percentage of Hispanics who obtain news through television has dropped significantly,

from 92% in 2006 to 23% in 2024. In contrast, the Internet is experiencing a different trend. Nearly nine in ten Hispanics (87%) say they access news from digital devices at least some of the time. Furthermore, 65% of this group prefers this form of information over television, radio, or print.

Approximately 1.4 million Hispanics become eligible to vote each year

CHART 32 | PREFERRED MEDIA TO ACCESS NEWS



Source: Naseer, Aubin and Lipka (2024).

3.4 THE SPANISH-SPEAKING VOTE

Hispanics represent the second largest eligible voting population in the United States and are a critical factor in determining the outcome of elections at the federal, state, and local levels. Approximately 1.4 million Hispanics come of age in the United States each year⁴¹. While there is no guarantee that these potential voters will ultimately cast their ballots, both the increase in registered voters and their pattern of participation in other elections indicate that 2024 may be the year

that the often-cited "sleeping giant" of American politics finally awakens in full force, particularly in states like Florida and Arizona, where the Hispanic vote will likely be pivotal in determining the next White House occupant⁴².

Hispanics represent the largest ethnic minority eligible to vote

The Hispanic vote will play an important role in determining the outcome of the 2024 presidential election. However, the use of Spanish on the campaign trail is not expected to be a decisive factor.

Spanish has been a major political communication tool since 1960, when the later first lady, Jackie Kennedy, used it in a television commercial in support of her husband's candidacy. In recent years, more than a few politicians have been encouraged to use Spanish in their campaigns to try to capture the Hispanic vote, which is considered decisive in those states with a greater presence of this community. It is not clear, however, to what extent the use of Spanish by the different candidates really influences the direction of the Latino vote. In a survey conducted by UnidosUS (2019), only 61 % consider it important that a candidate speaks Spanish⁴³ and this skill appeared as the last in importance in a long list⁴⁴. On the other

hand, the fact that only 13% of Hispanics registered to vote have Spanish as their primary language suggests that the use of this language by candidates is being used more as a statement of intent in support of measures that favor the political representativeness of the Hispanic community than as a communication tool per se.

The 2024 presidential election will mark the second occasion on which Hispanics will constitute the largest racial or ethnic minority eligible to vote. The percentage of the Hispanic population aged 18 and over has grown consistently since the 2000 elections, exceeding that of the African-American population, whose relative weight has only marginally increased over the same period. It

⁴¹ Krogstad, Passel, Budinan and Natarajan (2024).

⁴² UnidosUS (2024).

⁴³ UnidosUs (2022: 25)

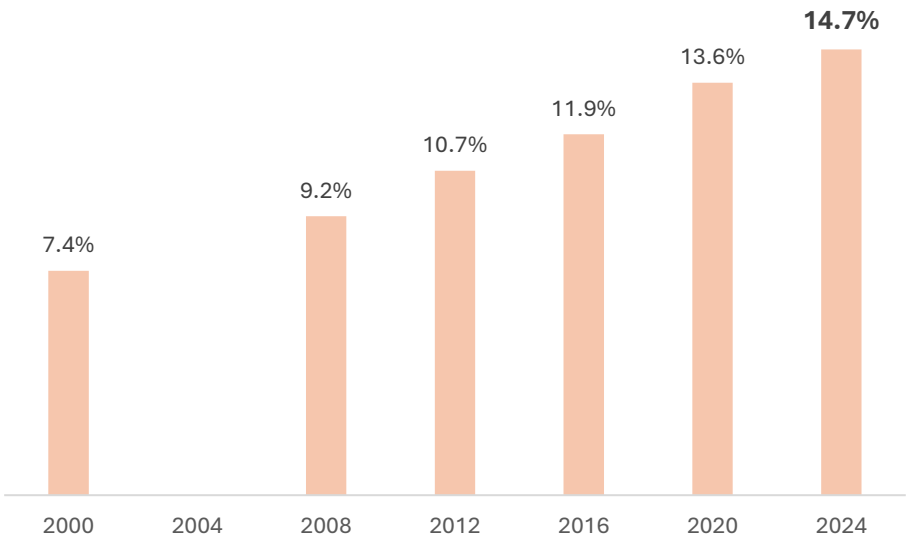
⁴⁴ UnidosUS (2019).

is estimated that 36.2 million Hispanics are eligible to vote this year, representing an increase from 32.3 million in 2020. This figure represents 50% of the total growth in eligible voters during this period. Since the 2020

election, the Hispanic electorate has experienced a 12% growth rate, compared to 7% for African Americans and 15% for Asians.⁴⁵

In 2024, 36.2 million Hispanic voters will be eligible to cast their ballots

CHART 33 | HISPANICS ELIGIBLE TO VOTE (2000-2024)



Fuente: Krogstad, Passel, Budinan and Natarajan (2024).

Despite the notable increase in the electoral influence of the Hispanic population across the United States in recent decades, it is noteworthy that only 53% of this demographic is eligible to vote, a figure that represents the lowest proportion of any ethnic group. This is due to the fact that a significant portion of the Hispanic population is comprised of minors (approximately 10 million in 2021) or non-citizen adults (11.3

million, with over half of this number comprising immigrants in irregular situations).⁴⁶ In any case, the number of Hispanics eligible to vote who actually voted has consistently been lower than the number of those who did not participate in the electoral process, at least since 1996.⁴⁷ The low level of political mobilization among the Hispanic population is particularly evident in their relatively low rate of registered voters,

⁴⁵ Krogstad, Passel, Budinan and Natarajan (2024).
⁴⁶ González-Barrera, Krogstad and Noe-Bustamante (2020).

⁴⁷ Cilluffo and Fry (2019).

which has historically remained considerably below the national average. Nevertheless, the proportion of Hispanics registered to vote has increased markedly over recent decades. Currently, 67% of registered voters are white, 13% are Hispanic, 11% are black, and 4% are Asian. However, in 1996, when President Bill Clinton was running for re-election, 85% of voters were white, 4% were Hispanic, 9% were black, and approximately 1% were Asian.

Just 53% of the Hispanic population is eligible to vote

The proportion of the Hispanic population eligible to vote also varies significantly by state. The states with the highest rates of Hispanic voting eligibility are New Mexico (45%), California (33%), Texas (32%), Arizona (25%), and Nevada (22%). Furthermore, projections indicate that the greatest increases in Hispanic voter turnout in the 2024 election compared to November 2020 will be seen primarily in battleground states, where sustained efforts have historically been made to attract and mobilize Latino voters. The projected increase in voter turnout among Latinos could have a significant impact on the outcome of the 2024 presidential election.

TABLE 6
EXPECTED HISPANIC VOTER TURNOUT IN 2024

	Hispanic turnout	% of U.S. electorate	Difference to 2020	Difference to 2016
USA	51.8%	11.1%	6.5%	38.3%
Arizona	56.6%	23.5%	5.1%	57.5%
California	52.5%	28.4%	6.1%	44.0%
Florida	54.7%	20.0%	13.8%	31.2%
Georgia	42.9%	4.0%	9.3%	20.8%
Nevada	50.9%	18.7%	15.5%	40.8%
New Jersey	61.4%	15.9%	-1.6%	79.0%
New York	56.3%	11.7%	12.4%	13.1%
Texas	47.7%	24.1%	-3.6%	47.8%

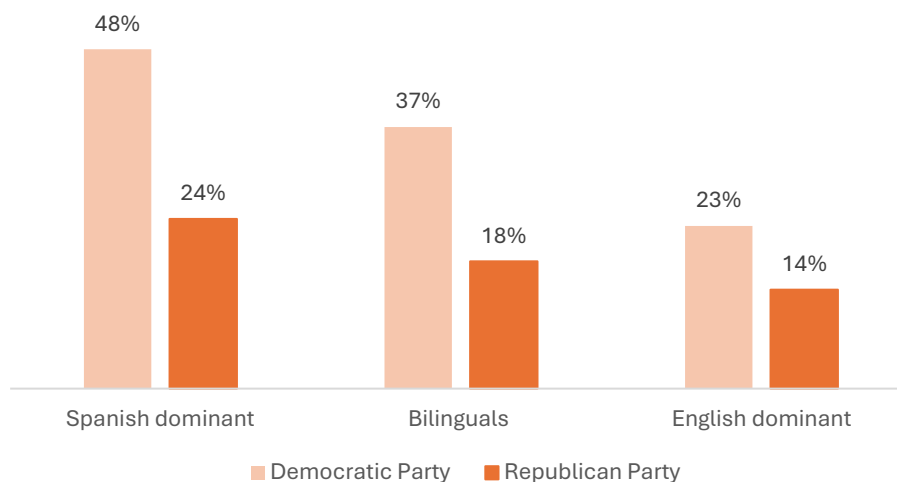
Fuente: NALEO (2024).

In terms of their political affiliations, Hispanic individuals tend to demonstrate a more favorable disposition toward the Democratic Party than the Republican Party. They

perceive the former to be more attentive to their interests and actively seeking their support. This inclination is particularly evident

among those whose primary language is Spanish.

GRÁFICO 34 LINGUISTIC PROFILE OF HISPANICS WHO STRONGLY OR STRONGLY AGREE OR STRONGLY AGREE WITH THE STATEMENT. "THE _____ IS TRYING VERY HARD TO GET THE LATINO VOTE."

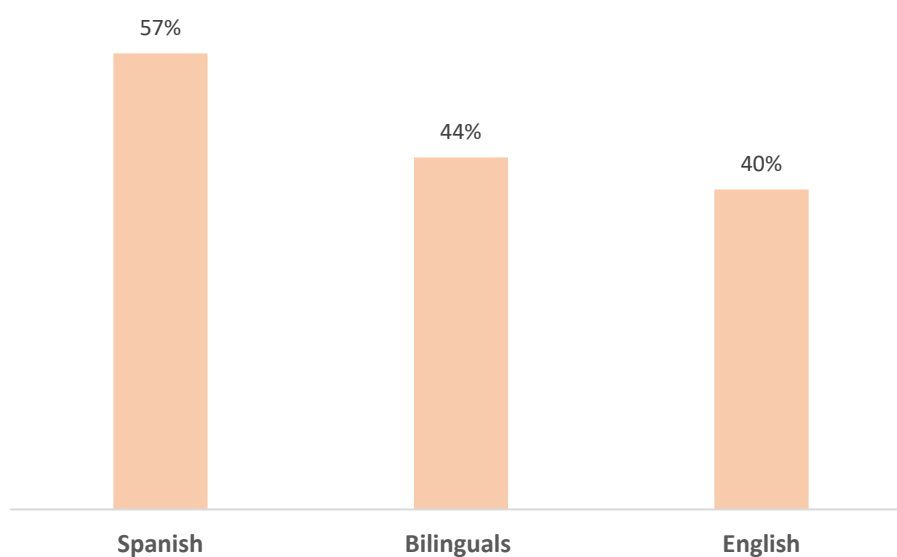


Source: Krogstad, Edwards and Lopez (2022).

The issues that Hispanics prioritize vary depending on the language they use at home, particularly on contentious matters such as

the granting of U.S. citizenship to undocumented immigrants.

CHART 35 IMPORTANCE GIVEN TO THE GRANTING OF CITIZENSHIP TO IRREGULAR IMMIGRANTS ACCORDING TO THE LANGUAGE SPOKEN AT HOME



Source: Own preparation based on UnidosUs (2024).

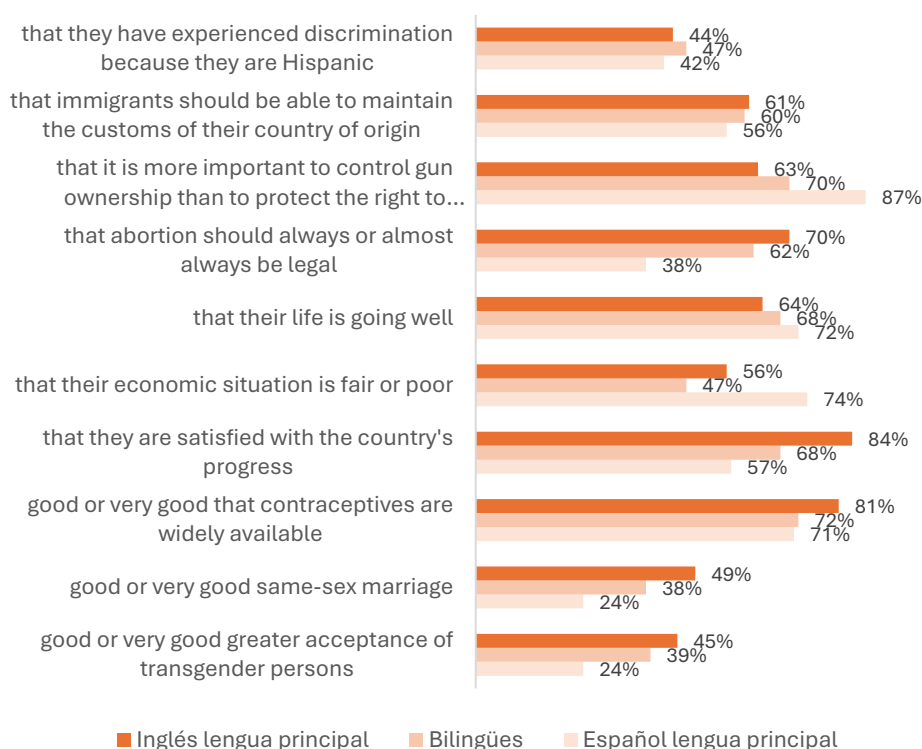
Hispanics show a more favorable attitude toward the Democratic Party than toward the Republican Party, although this inclination varies according to their social and linguistic integration

The political orientation and preferences of the Latino population are also significantly influenced by their primary language. Hispanics who primarily speak Spanish are more satisfied with their lives than those who primarily speak English, despite having a more negative perception of their economic situation than the latter. Spanish-speaking Latinos are also more inclined to support gun control or restrictions on abortion rights than English speakers and have a more negative view of the country's progress. With regard to matters such as same-sex marriage, acceptance of transgender individuals, and the

free availability of contraceptives, the views of Spanish speakers tend to be more conservative than those of English speakers. In terms of reported experiences of discrimination due to their ethnic group membership, there is minimal difference between the two groups.

Spanish-speaking Latinos are more conservative than English-speaking Latinos on issues such as abortion, same-sex marriage and transgender people

CHART 36 | PERCENTAGE OF HISPANICS WHO CONSIDER...



Source: Own preparation based on Krogstad, Edwards and Lopez (2022).

3.5 THE STRENGTH OF THE HISPANIC ECONOMY

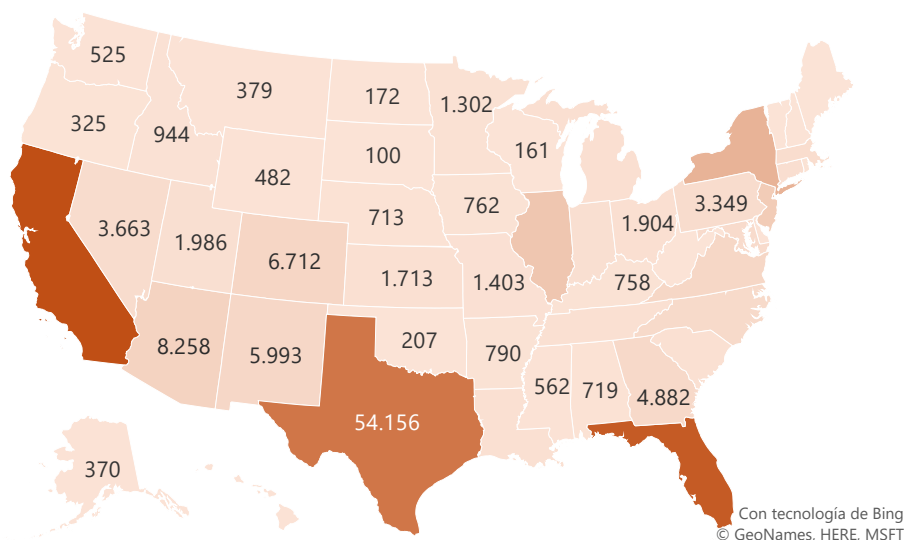
In 2022, the nominal GDP generated by U.S. Hispanics amounted to \$3.6 trillion⁴⁸. If this community were an independent country, its economy would be the fifth largest in the world, ahead of the British, Indian and French economies. Apart from the United States itself, only China, Japan, and Germany, in that order, would surpass U.S. Hispanics as engines of world economic growth. Another factor that accounts for the enormous economic vitality of this ethnic group is the growth rate of its economy, higher than that of any developed country and the rest of the United States: between 2010 and 2021, the Hispanic community's GDP grew 2.5 times faster than that generated by the non-Latino population. Of the world's ten largest

economies, only China and India's growth rate exceeds that of this community.⁴⁹

If the U.S. Hispanic community were an independent country, its economy would be the fifth largest in the world, ahead of the British, Indian and French economies

Latino economic activity is highly concentrated geographically in large Hispanic population centers. In fact, more than 70% of Hispanic-owned businesses are headquartered in just five states: California, Florida, Texas, New York and Illinois.⁵⁰

CHART 37 | GEOGRAPHIC DISTRIBUTION OF HISPANIC-OWNED BUSINESSES



Source: U.S. Census Bureau (2021e).

⁴⁸ Hoffman y Jurado (2024: 4).

⁴⁹ Hoffman y Jurado (2024: 12).

⁵⁰ Hamilton et al. (2021).

Hispanic purchasing power has increased eightfold since 1990 and is growing at nearly twice the rate of the nation as a whole

The largest component of rapid Hispanic GDP growth is personal consumption growth. Between 2010 and 2021, Latino consumption grew twice as fast as non-Latino consumption.⁵¹ In fact, the size of their consumer market is nearly identical to that of the entire Texas state economy.⁵² According to the Selig Center for Economic Growth, the Hispanic community's buying power in 2021 was \$2.1 trillion.⁵³ Currently, the purchasing power of U.S. Hispanics is greater than the GDP of Spain and Mexico at current prices⁵⁴ and double the average for Latin America⁵⁵, which gives an idea of the enormous potential of this niche market not only in the United States but worldwide⁵⁶. In absolute terms, Hispanic purchasing power has increased eightfold since 1990. Moreover, its growth rate is almost double that of the country as a whole: between 2010 and 2020, the purchasing power of the United States grew by 55%, while that of the Hispanic community increased by 87%.

Although non-Hispanic white households continue to earn the highest incomes, their economic clout in the country as a whole has declined since 2018. In contrast, Hispanic households have experienced a notable increase in their economic clout, pproaching

that of the Asian community and surpassing that of African-Americans.⁵⁷ Nevertheless, Asian business activity continues to outstrip Hispanic business activity in terms of both the number of companies and annual turnover. Only 6.9% of US companies are owned by Hispanics, compared to 11% owned by Asians.

The gradual but steady rise of certain Hispanic communities into the middle class of the world's leading economy is a fact of great importance for the future of the Spanish language. Although this phenomenon does not directly translate into the purchase of goods and services related to the language, it creates a kind of common market where Spanish is spoken and encourages the movement of people, goods, services, capital and companies.

Hispanic consumer patterns are influencing the success or failure of many products and services in the United States, especially among young people (known as Hispanennials), who are also particularly active in the use of the Internet and social networks for commercial purposes. There is also a significant presence of Hispanic-owned stores across the country, and Spanish is influential in trust-based

⁵¹ Hoffman y Jurado (2023: 11).

⁵² Hamilton et al. (2021: 10).

⁵³ Selig Center for Economic Growth (2022).

⁵⁴ Según el Banco Mundial (2024), el PIB de España en 2020 a precios actuales se situaba en 1,3 billones de dólares estadounidenses.

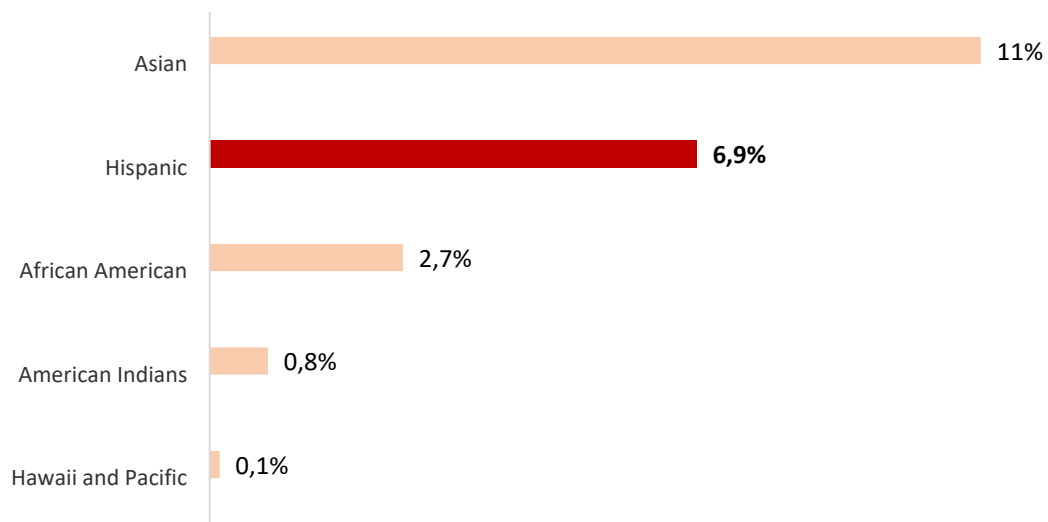
⁵⁵ García Delgado (2019: 142).

⁵⁶ Fernández Vítóres (2022a).

⁵⁷ Danziger (2022).

activities and direct customer relationships, as well as in media and communications⁵⁸.

CHART 38 | ETHNIC MINORITY-OWNED BUSINESSES



Source: U.S. Census Bureau (2023).

⁵⁸ Jiménez Jiménez y Narbona Moreno (2023).

4. SUMMARY AND OUTLOOK

The findings of this year's report serve to reinforce the demographic strength of a language that is undergoing a period of sustained growth. With nearly 590 million potential users, Spanish is currently the second most widely spoken language in the world, according to the number of native speakers. When the number of speakers who speak Spanish as a second or foreign language is included, it becomes the fourth most widely spoken language. It is estimated that 7.2% of the global population is currently able to communicate in Spanish, with varying degrees of proficiency in the language.

Nevertheless, the size of this community of speakers in 2024 is somewhat smaller than that recorded the previous year, primarily due to the implementation of minor adjustments in several of its fundamental indicators, which have enabled a more precise reflection of its evolving quantitative reality.

The aforementioned changes can be attributed to three underlying factors. The first of these changes is of a general nature and concerns an update of the percentages of native and non-native speakers in the countries that comprise the Hispanic area. This is done in order to more accurately describe their present sociolinguistic situation. This update results in a reduction in the proportion of native-dominant speakers in countries such as Spain and Bolivia, primarily due to migratory factors, while there is an increase in other countries, including Chile, Colombia, and Peru. In the case of Spain, for example, the inclusion of foreign nationals from non-Spanish-speaking countries with naturalized status in the category of limited proficiency over the past decade has resulted in a threshold of 10% or more for non-native speakers of Spanish, thereby confirming a downward trajectory in the Native Proficiency Group that commenced over two decades ago.

The second factor that has influenced this new appreciation is related to the recent publication of two major demographical studies that have significantly altered the dimensions of the different groups of speakers in two of its main sources of growth: the United States and the European Union. In the case of the United States, the publication of a comprehensive survey on the level of Spanish proficiency of the Hispanic population by the Pew Research Center at the end of 2023 has prompted a downward revision of the figure traditionally offered by the census. This figure is based on the assumption that Spanish is only used in the domestic environment, without assessing the degree of proficiency of these speakers in more formal contexts.

Similarly, the publication of the Eurobarometer survey *Europeans and their languages* after more than 12 years has enabled a reassessment of the linguistic knowledge of European citizens, which has in turn affected the position of Spanish in the Member States of the European Union, as well

as in neighboring countries. This has resulted in a downward revision of the number of native and non-native speakers in this region.

In light of the aforementioned studies, a third quantitative adjustment is necessary in this report. This entails the exclusion of a significant portion of Spanish language learners from the global calculation. It is not possible to disaggregate the global figures on the number of native and non-native speakers in the European Union and the United States to distinguish those relating to people learning Spanish, as they would already be included in the group of limited proficiency proposed for these two geographical areas.

From a demographic standpoint, the main driver of growth in the global Spanish-speaking community remains its Native Proficiency Group, which this year registered over 498 million speakers. The Limited Proficiency Group, with over 82 million members, is in second place. While the number of learners of Spanish as a foreign language exceeds 23 million, the trends observed in different geographical areas vary considerably. In Europe, the teaching of Spanish is experiencing a surge, with this language gradually displacing French as a second foreign language at almost all educational levels. However, the situation in Brazil is quite different. The elimination in 2017 of the mandatory offer of the Spanish language, introduced with the so-called *Lei do espanhol* the previous decade, has had a significant impact. Despite the success of some legislative initiatives in several Brazilian states, none has been able to reverse the decline of over one million students since the introduction of the *Lei do espanhol*. Similarly, partial indicators relating to higher education in the United States point to a considerable decline in the number of Spanish enrollments, which could be replicated in the future at other educational levels. However, the few existing studies on language learning in primary and secondary education are outdated and require updating.

It is important to note, however, that the significant increase in the number of students over the past 15 years (approximately 70%) is largely attributed to the incorporation of previously uncounted students rather than the recruitment of new students. Indeed, an analysis of the evolution of the number of Spanish students between 2013 and 2024, excluding the increases resulting from these existing students who had not yet been included in the overall count due to a lack of reliable data on their prevalence in regions with significant Spanish influence, such as the USA, Brazil, and Sub-Saharan Africa, reveals that their growth would have been only 3%. In relative terms, one might even posit a decrease, given that the global population increased by 14% over the same period.

In light of the upcoming presidential elections in the United States, which will have significant global implications, we have also chosen to examine the status of Spanish in this country, where Hispanics remain the largest demographic group. A particularly novel aspect of this section is the analysis of the political dimension of Spanish and its potential influence on the election results. Annually, one million Hispanics reach voting age, creating a potential voter pool. While there is

no guarantee that they will ultimately cast their ballots, the rising rate of registered voters and their participation in other elections indicates that 2024 may be the year that the often-cited "sleeping giant" of U.S. politics finally awakens in full force. The demographic strength of this ethnic group is such that the U.S. has already overtaken Colombia as the second largest Spanish-speaking country in the world, behind only Mexico.

Nevertheless, the fact that only 61% of Hispanic voters consider it important that their candidate speaks Spanish or that only 13% of these voters speak it fluently suggests that its use in the campaign is more a nod to this group than a political communication tool per se. Interestingly, the orientation of the Latino vote and their political preferences also depend a lot on what their primary language is. In general, Spanish-speaking Latinos tend to be more conservative than English-speakers on such crucial issues as abortion, same-sex marriage or transgender acceptance, revealing a more socially open attitude as linguistic integration increases. In any case, the greatest threat to the survival of Spanish today lies not so much in the majority English-speaking culture of which it is a part, but in the gradual change of perception that is taking place within this community, with more and more Hispanics not considering it an indispensable prerequisite to know Spanish to identify themselves as such. Closely linked to this phenomenon is, of course, the fact that, for several decades now, the number of Hispanics born in the United States has outnumbered those born outside the country.

In addition to the aforementioned changes, it is also worth noting the launch last July of the new population prospects by the United Nations. This has prompted a slight moderation in the expected growth of the group of potential users of Spanish between now and the end of the century. Furthermore, it has brought forward by five years the date on which it will reach its peak, which is now set at 2066, the year in which it will exceed 682 million speakers. Subsequently, the Spanish-speaking community will experience a gradual decline until the end of the century, with the growth of non-native Spanish speakers in the U.S. only partially offsetting this decline. By the year 2100, only 6.3% of the global population will be able to communicate in Spanish.

In addition to the standard population projections that provide insight into the future of the Spanish-speaking world, this year we have also included retrospective projections that offer a deeper understanding of its historical trends. The latter reveal a compelling and thought-provoking fact: while the Spanish-speaking community has grown by 285% over the past 75 years, it is projected to grow by only 10% over the next 75 years.

In essence, this report provides an update on the most important indicators relating to the progress of the Spanish language in the world. As in previous editions, the objective is to provide a comprehensive overview of the current state of Spanish and to identify potential future trends. The language will undoubtedly face challenges in an evolving international environment. However, understanding the global trends that affect its community of speakers will help to transform these challenges into new opportunities.

5. REFERENCES

- AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION (2017). «The National K-12 Foreign Language Enrollment Survey Report». <https://www.americancouncils.org/sites/default/files/FLE-report-June17.pdf>.
- ARUBA CENTRAL BUREAU OF STATISTICS (2022). «Mapping Census 2020: Social-Demographic Diversity in Aruba». <https://storymaps.arcgis.com/stories/0f88c5a5462e4a37906fdae232490de4>.
- AUSTRALIAN BUREAU OF STATISTICS (2023). «Census of Population and Housing 2021. Language spoken at home». <https://profile.id.com.au/australia/language>.
- BANCO MUNDIAL (2024). «Datos de libre acceso del Banco Mundial». <https://datos.bancomundial.org/>.
- BENTLEY J. (2014). «Report from TESOL 2014: 1.5 Billion English Learners Worldwide». <https://www.internationalteflacademy.com/blog/bid/205659/report-from-tesol-2014-1-5-billion-english-learners-worldwide>.
- BLOOMBERG GOVERNMENT (2022). «Voter Demographics and Redistricting. Breaking down demographic data, the diversifying U.S. population, and what it means for the 2022 elections and beyond». <https://assets.bbbhub.io/bna/sites/3/2022/07/Voter-Demographics-and-Redistricting.pdf>.
- BOARD, K. & TINSLEY, T. (2017). *Languages for the Future. The foreign languages the United Kingdom needs to become a truly global nation*. London: British Council. https://www.britishcouncil.org/sites/default/files/languages_for_the_future_2017.pdf.
- BRITISH COUNCIL (2013). *The English Effect: The impact of English, what it's worth to the UK and why it matters to the world*. London: British Council. <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>.
- CENTRAL BUREAU OF STATISTICS CURAÇAO (2011). «Most spoken language (in private households). Census 2011». <https://digitallibrary.cbs.cw/content/CB/S0/00/01/10/00001/Publication%20First%20Results%20Census%202011%20definitief.pdf>.
- CENTRO LATINOAMERICANO & CARIBEÑO DE DEMOGRAFÍA (CELADE) (2022). División de Población de la CEPAL, «América Latina & el Caribe: Estimaciones & proyecciones de población - Revisión 2022». <https://www.cepal.org/es/subtemas/proyecciones-demograficas/america-latina-caribe-estimaciones-proyecciones-poblacion>.
- COLLE, I. (2023). *Language trends 2023. Language Teaching in Primary and Secondary Schools in England*. London: British Council. https://www.britishcouncil.org/sites/default/files/language_trends_england_2023.pdf.
- COLLEN, I. (2020). *Language trends 2020: Language Teaching in Primary and Secondary Schools in England*. London: British Council. https://www.britishcouncil.org/sites/default/files/language_trends_2020_0.pdf.
- CONAPO (CONSEJO NACIONAL DE POBLACIÓN DE MÉXICO) (2023). «Proyecciones de la población de México 2020 a 2070». <https://www.gob.mx/conapo/documentos/bases-de-datos-de-la-conciliacion-demografica-1950-a-2019-y-proyecciones-de-la-poblacion-de-mexico-2020-a-2070?idiom=es>.
- CRAIG NEWMARK GRADUATE SCHOOL OF JOURNALISM (2019). «The State of the Latino News Media». <https://thelatinomediareport.journalism.cuny.edu/>.
- CRYSTAL, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge, Reino Unido: Cambridge University Press.
- DANE (DEPARTAMENTO ADMINISTRATIVO NACIONAL DE ESTADÍSTICA) (2023). «Serie nacional de población por área, para el periodo 2020-2070».

REFERENCES

- <https://www.dane.gov.co/index.php/estadisticas-por-tema/demografia-y-poblacion/proyecciones-de-poblacion>.
- DANZIGER, P. N. (2022). «Hispanic Americans Are Rapidly Accumulating Wealth: What It Means For Luxury Brands», *Forbes*, ——— (22 de septiembre de 2022). <https://www.forbes.com/sites/pamdanziger/2022/09/22/hispanic-americans-are-rapidly-accumulating-wealth-and-what-it-means-for-brands/?sh=1c35d0557b7c>.
- DEPARTMENT OF EDUCATION (2024). «Education Statistics». <https://explore-education-statistics.service.gov.uk/>.
- DIRECCIÓN GENERAL DE ESTADÍSTICA. INCUESTAS & CENSOS DE PARAGUAY (DGEEC). (2015). «Paraguay. Proyección de la Población Nacional, Áreas Urbana & Rural por Sexo & Edad, 2000-2025». <https://www.ine.gov.py/publicacion/2/poblacion>.
- EBERHARD, D. M., SIMONS, G. F. & FENNING, C. D. (eds.) (2022). *Ethnologue. Languages of the World*. 25.^a ed. Dallas: SIL International. <http://www.ethnologue.com/>.
- EDMISTON, W. F. & DUMENIL, A. (2015). *La France contemporaine*. 5.^a ed. Boston: Cengage Learning.
- ENNIS, S. R., RÍOS-VARGAS, M. & ALBERT, N. G. (2011). «The Hispanic Population 2010. 2010 Census Brief». U.S. Census Bureau. <https://www.census.gov/history/pdf/c2010br-04-092020.pdf>.
- EUROSTAT (2006). «Europeans and their Languages. Special Eurobarometer 243». https://data.europa.eu/data/datasets/s518_64_3_ebs243?locale=en.
- (2024). «Europeans and their Languages. Special Eurobarometer 540». <https://europa.eu/eurobarometer/surveys/detail/2979>.
- (2024a). «Pupils by education level and modern foreign language studied». https://ec.europa.eu/eurostat/web/products-datasets/-/educ_uoe_lang01.
- FERNÁNDEZ GONZÁLEZ, J., FERNÁNDEZ VÍTORES, D., GUTIÉRREZ RIVILLA, R. & SERRANO AVILÉS, J. (2023). «Por una estrategia global de difusión del español», Observatorio Nebrija del Español. <https://www.nebrija.com/catedras/observatorio-nebrija-espanol/pdf/estrategia-global-de-difusion.pdf>.
- FERNÁNDEZ VÍTORES, DAVID (2024). *Panhispania. Visita guiada por un país que nunca existió*. Madrid: Catarata.
- FERNÁNDEZ VÍTORES, DAVID (2023). «El español: una lengua viva». In *El español en el mundo. Anuario 2023*. Madrid: Instituto Cervantes, pp. 23-142. https://cvc.cervantes.es/lengua/anuario/anuario_23/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2022). «El español: una lengua viva». In *El español en el mundo. Anuario 2022*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_22/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2022a). *Las afueras del español. El viaje de una lengua con escala en tres continentes*. Berlín: Peter Lang.
- FERNÁNDEZ VÍTORES, DAVID (2022b). «The social influence of foreign languages in the Spanish-speaking countries: a quantitative analysis through international trade». In C. Balbuena Torezano & M. Á. García Peinado (eds.). *Formas & variedades tradicionales de la traducción especializada: literaria, jurídico-económica, científico-técnica*. Madrid: Peter Lang, pp. 71-88.
- FERNÁNDEZ VÍTORES, DAVID (2021). «Ante un nuevo tiempo: el español en la comunicación científica & en la Red». In J. L. García Delgado (ed.). *El español, lengua internacional: Proyección & economía*. Madrid: Thomson Reuters, pp. 147-159.
- FERNÁNDEZ VÍTORES, DAVID (2021a). «El español: una lengua viva». In *El español en el mundo. Anuario 2021*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_21/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2020). «El español como lengua de comunicación internacional». In L. Antero Reto & R. Gutiérrez Rivilla (coords.). *La proyección internacional del español & el portugués: el potencial de la proximidad lingüística / Projeção mundial do espanhol e do português: o potencial da proximidade lingüística*. Lisboa: INCM, Instituto Cervantes e Instituto Camões, pp. 199-216.

REFERENCES

- FERNÁNDEZ VÍTORES, DAVID (2020a). «El español: una lengua viva». In *El español en el mundo. Anuario 2020*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_20/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2019). «El español: una lengua viva». In *El español en el mundo. Anuario 2019*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_19/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2019a). «El idioma español crece & se multiplica». In J. M. Merino & Á. Grijelmo (eds.). *Más de 555 millones podemos leer este libro sin traducción*. Madrid: Taurus, pp. 71-88.
- FERNÁNDEZ VÍTORES, DAVID (2019b). «El Magreb hispano: de la frontera al espacio de intercambio», *Archiletras científica*, 2, pp. 45-63.
- FERNÁNDEZ VÍTORES, DAVID (2018). «El español: una lengua viva». In *El español en el mundo. Anuario 2018*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_18/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2017). «El español: una lengua viva». In *El español en el mundo. Anuario 2017*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_17/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2016). «El español: una lengua viva». In *El español en el mundo. Anuario 2016*. Madrid: Instituto Cervantes. <https://www.cervantes.es/imagenes/File/prensa/EspanolLenguaViva16.pdf>.
- FERNÁNDEZ VÍTORES, DAVID (2015). «El español: una lengua viva». In *El español en el mundo. Anuario 2015*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_15/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2014). «El español en el sistema de las Naciones Unidas». Instituto Cervantes at FAS-Harvard University. http://cervantesobservatorio.fas.harvard.edu/sites/default/files/004_informes_dfv_espanol_sistema-nu.pdf.
- FERNÁNDEZ VÍTORES, DAVID (2014a). «El español: una lengua viva». In *El español en el mundo. Anuario 2014*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_14/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2013). «El español: una lengua viva». In *El español en el mundo. Anuario 2013*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_13/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2012). «El español: una lengua viva». In *El español en el mundo. Anuario 2012*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_12/default.htm.
- FERNÁNDEZ VÍTORES, DAVID (2011). *La Europa de Babel*. Granada: Comares.
- FERNÁNDEZ VÍTORES, DAVID (2010). *La Europa multilingüe: problemas & perspectivas en una Unión ampliada*. Madrid: Fundamentos.
- FERNÁNDEZ VÍTORES, DAVID (2010). «El español: una lengua viva». In *El español en el mundo. Anuario 2010*. Madrid: Instituto Cervantes. https://cvc.cervantes.es/lengua/espanol_lengua_viva/pdf/espanol_lengua_viva_2010.pdf.
- FUNDACIÓN SIGLO PARA EL TURISMO & LAS ARTES DE CASTILLA & LEÓN (2006). *Plan de Castilla & León. Español para extranjeros 2006-2009*. Valladolid: Junta de Castilla & León.
- (2013). *II Plan del Español como Lengua Extranjera de la Comunidad de Castilla & León 2013-2016*. Valladolid: Junta de Castilla & León.
- GARCÍA DELGADO, J. L. (2019). «El español da dinero. Sobre la economía del español». In J. M. Merino & Á. Grijelmo (eds.). *Más de 555 millones podemos leer este libro sin traducción*. Madrid: Taurus, pp. 135-148.
- GARZA, R. O. DE LA, CORTINA, J. & PINTO, P. M. (2010). «Los efectos del bilingüismo en los salarios de los hispanos en EE. UU.». In J. A. Alonso Lera & R. Gutiérrez Palacios, (eds.). *Emigración & lengua. El papel del español en las migraciones internacionales*. Barcelona: Ariel; Madrid: Fundación Telefónica, pp. 229-259.
- GOETHE-INSTITUT (2015). «Deutsch als Fremdsprache weltweit. Datenerhebung 2015». Berlín: Goethe-Institut. https://www.goethe.de/resources/files/pdf37/Bro_Deutschlernerhebung_final3.pdf.

REFERENCES

- GONZÁLEZ-BARRERA, A., KROGSTAD, J. M. & NOE-BUSTAMANTE, L. (2020). «Path to legal status for the unauthorized is top immigration policy goal for Hispanics in U.S.», Pew Research Center (11 de febrero de 2020). <https://www.pewresearch.org/fact-tank/2020/02/11/path-to-legal-status-for-the-unauthorized-is-top-immigration-policy-goal-for-hispanics-in-u-s/>.
- GONZÁLEZ PUY, I. (2018). «El español, un valor en alza en China». In VV. AA., *El español en el mundo. Anuario del Instituto Cervantes 2018*. Madrid: Instituto Cervantes & AEBOE, pp. 287-303. https://cvc.cervantes.es/lengua/anuario/anuario_18/gonzalez/p01.htm.
- GOVERN D'ANDORRA (2023). «Coneixements i usos lingüístics de la població d'Andorra. Situació actual i evolució 1995-2022». Andorra La Vella: Andorra Recerca + Innovació. https://www.cultura.ad/images/stories/Llengua/Documents/Presentaci%C3%B3_Indicador2022_10-11-2022_compressed.pdf.
- GRAU PEREJOAN, M. & GEA MONERA, M. P. (2006). «El español en Trinidad & Tobago». In VV. AA., *Incidencia del español en el mundo. Anuario del Instituto Cervantes 2006-2007*. Madrid: Instituto Cervantes; Barcelona: Plaza & Janés, Círculo de Lectores, pp. 209-211. http://cvc.cervantes.es/lengua/anuario/anuario_06-07/pdf/paises_41.pdf.
- HAMILTON, D., FINEUP, M., HAYES-BAUTISTA, D. & HSU, P. (2021). «2021 LDC U.S. Latino GDP Report». Beverly Hills: Latino Donor Collaborative (LDC). <https://www.latinodonorcollaborative.org/original-research/2021-ldc-u-s-latino-gdp-report>.
- (2022). «2022 LDC U.S. Latino GDP Report». Beverly Hills: Latino Donor Collaborative (LDC). <https://www.latinodonorcollaborative.org/original-research/2022-ldc-u-s-latino-gdp-report>.
- HARTON, M. E., MARCOUX R., WOLFF A. & JACOB-WAGNER, S. (2014). «Estimation des francophones dans le monde en 2015». Québec: Observatoire démographique et statistique de l'espace francophonie. https://www.odsef.fss.ulaval.ca/sites/odsef.fss.ulaval.ca/files/odsef_nr_lfdm_2015_finalweb-elp.pdf.
- HOFFMAN, D. & JURADO, J. A. (2023). «2023 LDC U.S. Latino GDP Report». Beverly Hills: Latino Donor Collaborative (LDC). <https://latitude.net/wp-content/uploads/2023/09/LDC%20GDP%20REPORT%202023.pdf>.
- INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE) (2018). <http://www.ibge.gov.br/home/default.php>.
- INSTITUTO NACIONAL DE ESTADÍSTICA (INE) (2024a). «Estadística Continua de Población (ECP) 1 de abril de 2024. Datos provisionales». <https://www.ine.es/dyngs/Prensa/ECP1T24.htm>.
- INSTITUTO NACIONAL DE ESTADÍSTICA (INE) (2024b). «Población Española residente en el extranjero por país de residencia, sexo & año de referencia». <https://www.ine.es/jaxi/Tabla.htm?path=t20/p85001/serie/I0/&file=01001.px&L=0>.
- INSTITUTO NACIONAL DE ESTADÍSTICA DE BOLIVIA (2020). «Población total, por sexo, según año calendario, 2000-2050». <https://www.ine.gob.bo/index.php/censos-y-proyecciones-de-poblacion-sociales/>.
- INSTITUTO NACIONAL DE ESTADÍSTICA DE GUATEMALA (2019). «Estimaciones & proyecciones de población a largo plazo (1950-2050)». <https://www.censopoblacion.gt/proyecciones>.
- INSTITUTO NACIONAL DE ESTADÍSTICA DE HONDURAS (2024). «XVII Censo de población & VI Censo de vivienda: Proyecciones 2014-2030». <https://www.ine.gob.hn/V3/>.
- INSTITUTO NACIONAL DE ESTADÍSTICA DE LA REPÚBLICA BOLIVARIANA DE VENEZUELA (2024). «Proyecciones de población con base al censo 2011». <http://www.ine.gob.ve/>.
- INSTITUTO NACIONAL DE ESTADÍSTICA DE PARAGUAY (INE). (2023). «21 de febrero, Día Internacional de la Lengua Materna». <https://www.ine.gov.py/news/news-contenido.php?cod-news=1484>.
- INSTITUTO NACIONAL DE ESTADÍSTICA DE PARAGUAY (INE). (2015). «Paraguay. Proyección de la Población Nacional, Áreas Urbana & Rural por Sexo & Edad, 2000-2025». <https://www.ine.gov.py/publicacion/2/poblacion>.

REFERENCES

- INSTITUTO NACIONAL DE ESTADÍSTICA E INFORMÁTICA DE PERÚ (INEI) (2019). «Perú: Estimaciones & Proyecciones de Población Departamental, por Años Calendario & Edad Simple, 1995-2030». https://www.inei.gob.pe/media/MenuRecursivo/publicaciones_digitales/Est/Lib1702/libro.pdf.
- INSTITUTO NACIONAL DE ESTADÍSTICA & CENSOS DE COSTA RICA (INEC) (2013). *Estimaciones & Proyecciones de Población por Sexo & Edad 1950 – 2050*. <http://ccp.ucr.ac.cr/observa/CRnacional/pdf/Metodologia%20estimaciones%20y%20proyecciones%20resumida.pdf>.
- INSTITUTO NACIONAL DE ESTADÍSTICA & CENSOS DE LA REPÚBLICA ARGENTINA (INDEC) (2013). «Estimaciones & proyecciones de población 2010-2040. Total del país». https://www.indec.gob.ar/ftp/cuadros/publicaciones/proyeccionesyestimaciones_nac_2010_2040.pdf.
- INSTITUTO NACIONAL DE ESTADÍSTICAS DE CHILE (2024). «Proyecciones de población / Proyección base 2017. Estimaciones & proyecciones de la población de Chile 1992-2050 total país». <https://www.inec.cl/estadisticas/sociales/demografia-y-vitales/proyecciones-de-poblacion>.
- INSTITUTO NACIONAL DE ESTADÍSTICAS & CENSO DE ECUADOR (2023). «Censo de Ecuador 2022». <https://www.censoecuador.gob.ec/resultados-censo/>.
- INSTITUTO NACIONAL DE ESTADÍSTICAS DE GUINEA ECUATORIAL (INEGE) (2024). <https://inege.org/>.
- INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP) (2023). «Censo da Educação Superior 2022». <https://www.gov.br/inep/pt-br/acesso-a-informacao/dados-abertos/microdados/censo-da-educacao-superior>.
- INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP) (2023). <https://www.gov.br/inep/pt-br>.
- ISRAEL CENTRAL BUREAU OF STATISTICS (2022). «Selected Data from the 2021 Social Survey on Languages». <https://www.cbs.gov.il/en/mediarelease/Pages/2022/Selected-Data-from-the-2021-Social-Survey%20on%20Languages.aspx>.
- JAPAN FOUNDATION (s. a.). «Japanese-Language Education, by Country». https://www.jpf.go.jp/e/project/japanese/survey/result/img/2006_03.pdf.
- JAPANESE GOVERNMENT STATISTICS (2024). «Statistics of Japan». https://www.e-stat.go.jp/en/stat-search/database?page=1&layout=datalist&stat_infid=000032142402.
- (2023). «El español en los flujos de comercio internacional: horizonte 2030-2050», Observatorio Nebrija del Español [Documento de trabajo]. <https://www.nebrija.com/catedras/observatorio-nebrija-espanol/pdf/espanol-flujos-comercio-intern.pdf>.
- KABATEK, J. (2022). «El español en Suiza, con un apunte sobre su presencia en Liechtenstein». In VV. AA., *El español en el mundo 2022. Anuario del Instituto Cervantes*. Madrid: Instituto Cervantes & McGraw-Hill, pp. 245-266. https://cvc.cervantes.es/lengua/anuario/anuario_22/.
- KROGSTAD, J. M., PASSEL, J., BUDINAN, & NATARAJAN. A. (2024). «Key facts about Hispanic eligible voters in 2024». Pew Research Center (10 de enero de 2024). <https://www.pewresearch.org/short-reads/2024/01/10/key-facts-about-hispanic-eligible-voters-in-2024/>.
- KROGSTAD, J. M., EDWARDS, K. & LOPEZ, M. H. (2022). «Hispanics' views of the U.S. political parties». Pew Research Center (29 de septiembre de 2022). <https://www.pewresearch.org/race-ethnicity/2022/09/29/hispanics-views-of-the-u-s-political-parties/>.
- LEWIS, M. P., SIMONS, G. F. & FENNING, C. D. (eds.) (2016). *Ethnologue. Languages of the World*. 19.^a ed. Dallas: SIL International. <https://www.ethnologue.com/>.
- LOPEZ, D. S. (2023). «Spanish Language Statistics 2023», Test Prep Insight (21 de diciembre de 2023). <https://testprepinsight.com/resources/spanish-language-statistics/>.
- LUSIN, N., PETERSON, T., SULEWSKI, C. & ZAFER, R. (2023). *Inrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2021: Final Report*. Nueva York: MLA.

REFERENCES

- <https://www.mla.org/content/download/191324/file/Enrollments-in-Languages-Other-Than-English-in-US-Institutions-of-Higher-Education-Fall-2021.pdf>.
- LOUREDA LAMAS Ó., MORENO FERNÁNDEZ F., ÁLVAREZ MELLA, H. & SCHEFFLER, D. (2020). «Alemania & sus hablantes de español». In VV. AA., *El español en el mundo 2020. Anuario del Instituto Cervantes*, pp. 321-354. Madrid: Instituto Cervantes & Bala Perdida S. L. https://cvc.cervantes.es/lengua/anuario/anuario_20/loureda_moreno/p01.htm.
- MADRID ÁLVAREZ-PIÑER, C. (2018). «La evolución de la lengua & la cultura en español en Filipinas». In VV. AA., *El español en el mundo. Anuario del Instituto Cervantes 2018*. Madrid: Instituto Cervantes & AEBOE, pp. 305-312. https://cvc.cervantes.es/lengua/anuario/anuario_18/madrid/p01.htm.
- MENDEZ, C., GAZZOLA, M., CLÉMENT-WILZ, L., TRIGA, V., MENDEZ, F., DJOUVAS, C., CHARAMBOULOS, A. & BACHTLER, J. (2022). *The European Union's approach to multilingualism in its own communications policy*. Bruselas: Parlamento Europeo, Departamento Temático de Políticas Estructurales & de Cohesión. <https://bit.ly/3Tpj8e>.
- MINISTERIO DE EDUCACIÓN & FORMACIÓN PROFESIONAL (2012). *El mundo estudia español 2012*. Madrid: Secretaría General Técnica del MECD. <http://www.mecd.gob.es/redele/el-mundo-estudia-espanol/2012.html>.
- (2016). *El mundo estudia español 2016*. Secretaría General Técnica del Ministerio de Educación. <https://www.educacionyfp.gob.es/mc/redele/el-mundo-estudia-espanol/2016.html>.
- (2018). *El mundo estudia español 2018*. Madrid: Secretaría General Técnica del Ministerio de Educación. <https://sede.educacion.gob.es/publiventa/el-mundo-estudia-espanol-2018/ensenanza-lengua-espanola/22602>.
- (2020). *El mundo estudia español 2020*. Madrid: Secretaría General Técnica del Ministerio de Educación. <http://www.educacionyfp.gob.es/mc/redele/el-mundo-estudia-espanol/2020.html>.
- (2022). *El mundo estudia español 2022*. Madrid: Secretaría General Técnica del Ministerio de Educación. <https://sede.educacion.gob.es/publiventa/el-mundo-estudia-espanol-2022/ensenanza-espanol/26650>.
- (2023). «Oficinas de Educación». Madrid: Ministerio de Educación & Formación Profesional. <https://www.educacionyfp.gob.es/contenidos/ba/actividad-internacional/oficinas-centro-exterior/oficinas-educacion.html>.
- MINISTERO DEGLI AFFARI ESTERI E DELLA COOPERAZIONE INTERNAZIONALE (2017). *L'italiano nel mondo che cambia - 2017*. Roma: Ministero degli Affari Esteri e della Cooperazione Internazionale. https://www.esteri.it/mae/resource/doc/2017/10/libro_bianco_2017.pdf.
- MORA, L., LOPEZ, M. H. (2023). «Latinos' Views of and Experiences With the Spanish Language». Pew Research Center. <https://www.pewresearch.org/race-and-ethnicity/2023/09/20/latinos-views-of-and-experiences-with-the-spanish-language/>.
- MORENO FERNÁNDEZ, F. (2019). «Los otros mundos del español». In J. M. Merino & Á. Grijelmo (eds.). *Más de 555 millones podemos leer este libro sin traducción*. Madrid: Taurus, pp. 211-230.
- MORENO FERNÁNDEZ F. & OTERO ROTH, J. (2006). *Demografía de la lengua española*. Madrid: Instituto Complutense de Estudios Internacionales & Fundación Telefónica. <https://eprints.ucm.es/8936/1/DT03-06.pdf>.
- (2016). *Atlas de la lengua española en el mundo*. 3.^a ed. Barcelona: Ariel; Madrid: Fundación Telefónica. https://www.academia.edu/30865192/Atlas_de_la_lengua_espa%C3%B1ola_en_el_mundo_3a_ed_ampliada_y_actualizada_2016.
- NALEO (2024). «The latino vote in election 2024». https://naleo.org/COMMS/PRA/2024/NEF_Election_2024_Latino-Vote_Projections_FINAL.pdf.

REFERENCES

- NASEER, S, AUBIN, CH. & LIPKA, M. (2024). «How Hispanic Americans Get Their News». Pew Research Center. <https://www.pewresearch.org/race-and-ethnicity/2024/03/19/how-hispanic-americans-get-their-news/>.
- NOAK, R. & GAMIO, L. (2015). «The world's languages, in 7 maps and charts», *The Washington Post*, 15/4/2015. https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-maps-and-charts/?utm_term=.53f81a9ff3a7.
- OFFICE FOR NATIONAL STATISTICS (2022). «Language. Inland and Wales: Census 2021». <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/language/bulletins/languageenglandandwales/census2021>.
- OFICINA ESTADÍSTICA DE FILIPINAS (2010). «Population and Annual Growth Rates for the Philippines and its Regions, Provinces, and Highly Urbanized Cities Based on 1990, 2000, and 2010 Censuses». <https://psa.gov.ph/content/population-and-annual-growth-rates-philippines>.
- OFICINA NACIONAL DE ESTADÍSTICAS DE LA REPÚBLICA DOMINICANA (2015). «Estimaciones & proyecciones de la población total por sexo, según año calendario, 2000-2030». <https://www.one.gob.do/datos-y-estadisticas/temas/estadisticas-demograficas/estimaciones-y-proyecciones-demograficas/>.
- ORGANIZACION INTERNACIONAL DE LA FRANCOFONIA (OIF) (2019). *La langue française dans le monde 2015-2018*. París: Gallimard. https://www.francophonie.org/sites/default/files/2020-02/Edition%202019%20La%20langue%20francaise%20dans%20le%20monde_VF%202020%20.pdf.
- ORTMAN, J. M. & SHIN, H. B. (2011). «Language Projection 2010 to 2020». U.S. Census Bureau. <https://www.census.gov/library/working-papers/2011/demo/2011-Ortman-Shin.html>.
- OTHEGUY, R. (2019). «El español en los Estados Unidos», *Tribuna Norteamericana*, 31. https://institutofranklin.net/sites/default/files/revistas/%5B2020-11/tn31_2_RO.pdf.
- PASSEL, J. S., LOPEZ, M. H. & COHN, D. (2022). «U.S. Hispanic population continued its geographic spread in the 2010s», Pew Research Center (3 de febrero de 2022). <https://www.pewresearch.org/fact-tank/2022/02/03/u-s-hispanic-population-continued-its-geographic-spread-in-the-2010s/>.
- PASSEL, J. S. & KROGSTAD, J. M. (2023). «What we know about unauthorized immigrants living in the U.S.», Pew Research Center (17 de noviembre de 2023). <https://www.pewresearch.org/short-reads/2023/11/16/what-we-know-about-unauthorized-immigrants-living-in-the-us/>.
- PEW RESEARCH CENTER (2022). «Hispanic Population Growth and Dispersion Across U.S. Counties, 1980-2020» (3 de febrero de 2022). <https://www.pewresearch.org/hispanic/interactives/hispanic-population-by-county/>.
- PEW RESEARCH CENTER (2023). «Latinos' Views of and Experiences With the Spanish Language» (20 de septiembre de 2023). <https://www.pewresearch.org/race-and-ethnicity/2023/09/20/latinos-views-of-and-experiences-with-the-spanish-language/>.
- PUJOL RIEMBAU, Ò. (2020). «El español en la India: una lengua favorecida». In VV. AA., *El español en el mundo 2020. Anuario del Instituto Cervantes*. Madrid: Instituto Cervantes & Bala Perdida S. L., pp. 389-424. https://cvc.cervantes.es/lengua/anuario/anuario_20/pujol/p01.htm.
- RHODES N. & PUFAHL I. (2014). «An Overview of Spanish Teaching in U.S. Schools: National Survey Results». Instituto Cervantes at FAS-Harvard University. http://cervantesobservatorio.fas.harvard.edu/sites/default/files/002_informes_nr_spteaching.pdf.
- RUPÉREZ RUBIO, J. & FERNÁNDEZ VÍTORES, D. (2012). *El español en las relaciones internacionales*. Barcelona: Ariel; Madrid: Fundación Telefónica. https://www.fiile.org.ar/uploadsarchivos/el_espanol_relaciones_internacionales_hn.pdf.
- SANTOS ROVIRA, J. M. & SERRANO LUCAS, C. M. (2022). *Demolingüística del español en Portugal*. Madrid: Instituto Cervantes, Universidad de Heidelberg & Universidad de Zúrich. Disponible en https://cvc.cervantes.es/lengua/espanol_europa/.

REFERENCES

- SELIG CENTER FOR ECONOMIC GROWTH (2022). *The Multicultural Economy 2022*. Atenas: Terry College of Business. Universidad de Georgia. <https://www.terry.uga.edu/americas-economy-continued-grow-and-diversify-while-recovering-covid-19/>.
- SERRANO AVILÉS, J. (2014). «La enseñanza del español en África Subsahariana: documentación & propuestas». In J. Serrano Avilés (ed.). *La enseñanza del español en el África Subsahariana*. Madrid: Embajada de España en Kenia, AECID, Instituto Cervantes, Casa África & Los Libros de la Catarata, pp. 15-92. <https://cvc.cervantes.es/lengua/eeas/capitulo1.htm>.
- STATISTICAL INSTITUTE OF BELIZE (SIB) (2016). «Belize Population and Housing Census 2010». <https://sib.org.bz/census-data/>.
- STATISTICS CANADA (2022). «Mother tongue by single and multiple mother tongue responses: Canada, provinces and territories, census divisions and census subdivisions». <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810018001>.
- TAYLOR, P., LOPEZ, M. H., MARTÍNEZ J. & VELASCO, G. (2012). «When Labels Don't Fit: Hispanics and Their Views of Identity». Pew Research Center. <https://www.pewresearch.org/hispanic/2012/04/04/when-labels-dont-fit-hispanics-and-their-views-of-identity/>.
- UNIDOSUS (2024). «Voting and political empowerment». <https://unidosus.org/issues/voting-and-political-empowerment/#about-latino-voters>.
- UNIDOSUS (2022). «National Survey of Latino Voters». https://unidosus.org/wp-content/uploads/2022/08/unidosus_mifamiliavota_nationalsurveyoflatinovoters_81022.pdf.
- (2019). «The 2020 national latino electorate survey», *UnidosUS* (25 de junio de 2019). http://publications.unidosus.org/bitstream/handle/123456789/1958/UnidosUS_2020latinoelectoratesurvey_june2019.pdf?sequence=7&isAllowed=y.
- UNITED NATIONS (UN) (2020). «Multilingualism in the United Nations system». Ginebra: ONU. https://www.unjui.org/sites/www.unjui.org/files/jiu_rep_2020_6_english.pdf.
- (2022). «World Population Prospects 2022». <https://population.un.org/wpp/>.
- (2024). «World Population Prospects 2022». <https://population.un.org/wpp/>.
- U. S. CENSUS BUREAU (2012). «Who is Hispanic in America?». https://www.census.gov/newsroom/cspan/hispanic/2012.06.22_cspan_hispanics.pdf.
- (2020). «2020 Decennial Census Datasets». <https://www.census.gov/programs-surveys/decennial-census/decade/2020/2020-datasets.html>.
- (2024c). «S1601. Language spoken at home», American Community Survey. <https://data.census.gov/table?q=S1601:%20LANGUAGE%20SPOKEN%20AT%20HOME&t=Language%20Spoken%20at%20Home&g=010XX00US>.
- (2024a). «B03001. Hispanic or latino origin by specific origin», American Community Survey. <https://data.census.gov/table/ACSDT1Y2022.B03001?q=Hispanic%20or%20Latino>.
- (2024b). «The Hispanic Population in the United States: 2023». <https://www.census.gov/data/tables/2023/demo/hispanic-origin/2023-cps.html>.
- (2024e). «B16006. Language spoken at home by ability to speak English for the population 5 years and over (hispanic or latino)», American Community Survey. <https://data.census.gov/table/ACSDT1Y2022.B16006?q=Language%20Spoken%20at%20Home%20latino&t=Hispanic%20or%20Latino:Language%20Spoken%20at%20Home>.
- (2024d). «B16008. Citizenship status by age by language spoken at home and ability to speak English for the population 5 years and over», American Community Survey. <https://data.census.gov/table/ACSDT1Y2022.B16008?q=Language%20Spoken%20at%20Home&t=Language%20Spoken%20at%20Home>.
- (2024f). «B16001. Language spoken at home by ability to speak English for the population 5 years and over», American Community Survey.

REFERENCES

- <https://data.census.gov/table/ACSDT1Y2010.B16001?q=Language%20Spoken%20at%20Home&t=Language%20Spoken%20at%20Home>.
- (2021e). «Annual Survey of Entrepreneurs (ASE)». <https://www.census.gov/programs-surveys/ase/data/tables.html>.
- (2024b). «QuickFacts». <https://www.census.gov/quickfacts/fact/table/US/PST045222#PST045222>.
- XINHUANET.COM (2023). http://www.xinhuanet.com/english/2021-06/02/c_139984835.htm.