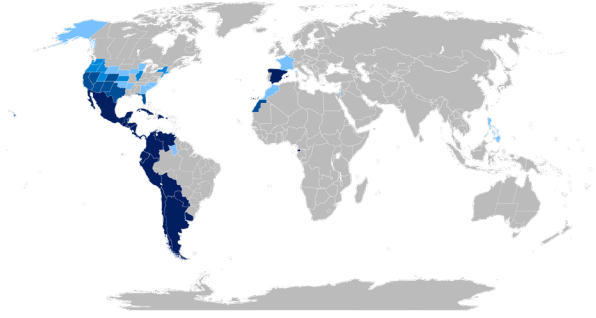


Spanish

Language Profile



Hispanophone world map

Spanish as the (or an) official language.

Unofficial, but spoken by more than 25% of the population (In Sahrawi Arab Democratic Republic, it is co-official.)

Unofficial, but spoken by 10-20% of the population

Unofficial, but spoken by 5-9% of the population.

Spanish-based creole languages spoken

Countries in which Spanish is the official language :

Spanish is the (or an) official language of 18 American countries (Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela) as well as of the Commonwealth of Puerto Rico, along with Spain in Europe and Equatorial Guinea in Africa.

History of the language

- Official language of over 330 million people
- Belongs to the Indo-European family, Romance group of languages
- Spanish dialects developed from the Vulgar Latin spoken by armies and settlers in ancient Spain
- Castile (Castilian Spanish) gradually became the standard in the 13th century
- The language spread as the Spanish colonized the Canary Islands, the Antilles, the Philippines, southern North America, most of South America, and the coast of Africa
- Many Creole languages are Spanish-based
- Etymology – Derives mostly from Latin but also includes elements of Greek, Basque, Celtic, Germanic, Spanish, French, Italian, and Native American languages
- Grammar – Shares a structure similar to other Romance languages such as French, Italian, and Portuguese
- Alphabet – consists of 27 letters – the ñ/ñ (called “enye”) in addition to the 26 used in English

Similarities between English and Spanish

There are many similarities between English and Spanish which can be leveraged to support Spanish speaking multilingual learners.

- ✓ Both use the Roman alphabet. That knowledge helps build a phonemic and phonological foundation.
- ✓ Cognates: 30% to 40% of all words in English have a related word in Spanish. With similar sound, appearance, and meaning, these cognates help students transfer that word knowledge into their second language.
- ✓ Except for a couple of word order exceptions (adjective before noun in English and noun before adjective in Spanish), sentences in both languages have the same basic structures (as compared to English and Chinese or other non-Latin derived languages).
- ✓ And fourth, learning to read and write uses the same basic processes (phonemic awareness, decoding, fluency, comprehension, writing mechanics).

When teachers and students know these basic similarities between the two languages, it saves time and guess work as students transfer their knowledge of Spanish literacy into English literacy.

Helpful Cognates for the Classroom (there are many more!)

English	Spanish
alphabet	alfabeto
calculator	calculadora
science	ciencia
copy	copiar
invent	inventar
list	lista
mathematics	matemáticas
observe	observar
opinion	opinión
organize	organizar
paint	pintar
poem	poema
problem	problema

Notable Linguistic Differences

This section is adapted from pages 90-112 of [Learner English](#) by Michael Swan and Bernard Smith, 2nd Edition.

	Spanish	English
Adjectives	<ul style="list-style-type: none"> • The most common sentence structure places adjectives after nouns, as in "<i>casa roja</i>". 	<ul style="list-style-type: none"> • Adjectives usually come before the noun, as in "red house,"
Conjugation	<ul style="list-style-type: none"> • different forms of the verb are created by removing the infinitive ending, such as -ar, -er, or -ir, and replacing it with the required ending that specifies who is performing an action depending on the used tense and mood • up to 30 different forms to conjugate a verb in Spanish, however they are not all used in everyday communication 	Adds: <ul style="list-style-type: none"> • a "-s" to the third person • an "-ed" to conjugate in past tense • an "ing" for continuous verb forms. • Irregular verbs
Contractions	<ul style="list-style-type: none"> • Verbs are not contracted, so using and learning them can be challenging 	<ul style="list-style-type: none"> • Verbs are very often contracted

Capitalization	<ul style="list-style-type: none"> • start sentences and proper names with a capital letter • days of the week, months, headings, and titles of books and films are not capitalized 	<ul style="list-style-type: none"> • start sentences and proper names with a capital letter
Phonology	<ul style="list-style-type: none"> • Vowels look the same but have different sounds from English • Vowel sounds are stable • Consonant clusters are less common and may be harder to identify and produce when learning English 	<ul style="list-style-type: none"> • Vowel sounds are highly impacted by spelling and pronunciation rules • Consonant clusters are very common
Sentence Order	<p>The structure of sentences can be:</p> <ul style="list-style-type: none"> • subject + verb + object OR • Verb+ subject+ object OR • Object--Verb--Subject structures, such as: <p>No me importa el resultado. --- The result doesn't matter to me. Me gustan mucho las naranjas. --- Oranges are very pleasing to me. (Aka, "I really like oranges") ¿Le vas a hablar tú? --- Are you going to talk to her?</p>	<p>The structure of sentences usually is:</p> <ul style="list-style-type: none"> • subject + verb + object.
Stress and Syllables	<ul style="list-style-type: none"> • Spanish is a syllable-timed language. In general, all syllables take about the same length of time to pronounce (though extra length may be used for emphasis) 	<ul style="list-style-type: none"> • There are 3 levels of stress in English: primary, secondary, and completely unstressed syllables. • Some syllables are louder and longer, some syllables are shorter and quieter, and some syllables are in-between.
Subjects/Nouns	<ul style="list-style-type: none"> • Gendered • Do not always need to explicitly state the subject in a sentence, sometimes it's enough to include a conjugated verb which indicates who the subject is. 	<ul style="list-style-type: none"> • Non-gendered • Subject must be stated in most cases

Useful Beginning Phrases

English	Spanish
Greeting	
Hi!	¡Hola!
Good morning!	¡Buenos días!
Good afternoon!	Buenas tardes!
Good evening!	¡Buenas noches!
Welcome! (to greet someone)	¡Bienvenido/a!
Hello my friend!	¡Hola amigo/a!
How are you? (friendly)	¿Cómo estás?
How are you? (formal)	¿Cómo está?
I'm fine, thank you!	¡Muy bien, gracias!
And you? (friendly)	¿Y tú?
And you? (formal)	¿Y usted?
Good	Bien
Not so good	No muy bien
Long time no see	Tanto tiempo sin vernos
I missed you	Te extrañé
What's new?	¿Qué hay de nuevo?
Nothing new	Nada nuevo
Please	Por favor
Thank you (very much)!	¡(Muchas) gracias!
You're welcome! (for "thank you")	¡De nada!
My pleasure	Con mucho agrado
Come in! (or: Enter!) friendly/formal	¡Pasa!/Pase usted
Make yourself at home	Está en tu casa (friendly) Está usted en su casa (formal)
Farewell Expressions	
Have a nice day!	¡Que tengas un buen día! (friendly) ¡Que tenga un buen día! (formal)

Goodnight!	¡Buenas noches!
Good night and sweet dreams!	¡Buenas noches, que tengas dulces sueños!
See you later!	¡Hasta luego!
See you soon!	¡Hasta pronto!
See you tomorrow!	¡Hasta mañana!
Goodbye!	¡Adiós!
Have a good trip!	¡Buen viaje!
I have to go	Debo irme
I will be right back!	¡Ya vuelvo!
Holidays and Wishes	
Good luck!	¡Mucha suerte!
Happy birthday!	¡Feliz cumpleaños! ¡Felicidades!
Happy New Year!	¡Feliz año nuevo!
Merry Christmas!	¡Feliz navidad!
Happy Independence Day!	¡Feliz día de la independencia!
Happy Labor Day!	¡Feliz día del trabajo!
Congratulations!	¡Felicitaciones!
Enjoy! (or: bon appetit)	¡Buen provecho!
Bless you (when sneezing)	¡Salud!
Best wishes!	¡Saludos!
Cheers! (or: to your health)	¡Salud!
Accept my best wishes	Recibe mis saludos
How to Introduce Yourself	
What's your name?	¿Cómo te llamas? (friendly) ¿Cómo se llama? (formal)
My name is _____	Me llamo _____
Nice to meet you!	¡Mucho gusto!
Where are you from?	¿De dónde eres? (friendly) ¿De dónde es usted? (formal)

Resources and References:

[Hispanophone global world map language - Spanish language - Wikipedia](#)

[Mylanguages.org](#)

Swan, M., & Smith, B. (2001). Contents. In *Learner English: A Teacher's Guide to Interference and Other Problems* (Cambridge Handbooks for Language Teachers, pp. 90-112). Cambridge: Cambridge University Press.

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