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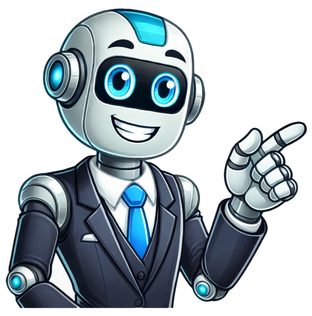

Picture a room full of beginner Spanish students. All eyes are on you, the teacher, as the first class of the term is about to start.No need to throw in a bunch of grammar terms or complicated instructions. Your students also dont need to be pros at speaking Spanish individually yet. All of this will come in time. Read on for 22 Spanish lesson plans and ideas you can use in your classroom from the first few days.ContentsSpanish Lesson PlansYouve all just met, and your students are only starting to learn a new language. Just as you arent the perfect teacher yet, they may need to fail a dozen times before they understand.Remember, as with anything, practice makes perfect. That includes both teaching and learning a language. These Spanish lesson plans for beginners will ensure youre all on the right track to success!The AlphabetLesson goal:To teach the students the Spanish alphabet and the correct pronunciation of each letter, both by itself and in a word.Lesson plan: Give your students a worksheet with the alphabet printed on it. Ideally, it will have some sample words for each letter.Read each letter out loud and ask the class to repeat after you as a group. Once youve introduced the whole alphabet, explain each of the complicated Spanish letters and sounds. Provide plenty of sample words and have students repeat each word aloud.After they know the letters and can pronounce them correctly, you can try asking individual students to read one word from the word list youve prepared to help them practice.Resources:NumbersLesson goal:To teach the Spanish numbers up to 100 and their correct pronunciation.Lesson plan: Present the numbers in Spanish to your students. Ask them to repeat after you, then read each number from one to 10 out loud. Repeat as necessary, then continue onto 11 to 20 in the same fashion.When you reach 20, ask two or three students to recite a few random numbers in Spanish. Do this until the whole group feels comfortable with the first 20 numbers.Read numbers 21 to 30. Explain that these numbers are written as a single word, but this will change after 30. Proceed to read numbers 31 to 40, then have them practice the first 40 numbers as you did before.Now read numbers 50, 60, 70, 80, 90 and 100. Tell your students that the rules that apply for numbers 31 to 39 also apply here, and ask for volunteers to tell you random numbers until youve covered them all.Resources:Greetings and FarewellsLesson goal:To teach students how to pronounce and use Spanish greetings and farewells correctly.Lesson plan:Note: You can either divide this lesson into two class periods (one for greetings and one for farewells) or do both topics together.Write all the expressions on the board, classified by the time of the day theyre used in Spanish. If theres a word or expression that can be used in more than one context, include it in each category.Read each greeting and farewell out loud and ask your students to repeat after you. Repeat each expression a couple times and explain when its used and in what contexts, as well as when it should be avoided. Pay special attention to the times of the day as well as to the formal and informal context of each.Next, have your students work in pairs to put the new vocabulary into practice by writing short, simple dialogues. Encourage them to use any other words, expressions or questions they know from other lessons.Resources:You can print out a list of greetings like this one to give students something they can read while they listen and practice.If students have access to computers or laptops, they can practice with memory games or this Spanish situation game.Days and MonthsLesson goal:To teach students the days and months, as well as questions related to this new vocabulary, such as Qu da es hoy? (What day is today?)or En qu mes estamos? (What month is it?).Lesson plan:Note: This lesson can either be divided into two separate sessions or two halves of one class period.Start by handing out some printables containing the days of the week. Bearing in mind the Spanish order (from Monday to Sunday), carefully pronounce each day and ask your students to repeat after you.This is a perfect time to mention that, except for sbado and domingo, the Spanish days end in -es and are invariable in the plural.You can also teach them what anesdrjula word is (accent on the third-to-last syllable) and use the days mircoles and sbado as examples.To practice the days of the week, you can use any of the worksheets and games included in the Resources section.The second day or second half of the lesson will cover the months of the year. Use the same class structure (printable, reading, repetition, interesting facts, exercises/games).Some fun facts for the months include: theyre all masculine in Spanish; theyre never written with a capital letter; septiembre, octubre, noviembre and diciembre derive from the ordinal numbersbecause they used to occupy these positions in the calendar.Resources:Definite and Indefinite ArticlesLesson goal:To introduce definite and indefinite articles to students for the first time.Lesson plan:Note: While this is a beginners topic, make sure you dont do this lesson the first day of class. I recommend something like the fourth lesson so students have had time to get used to the sound of Spanish first.The best approach to teaching definite and indefinite articles is to divide them into two completely separate lessons.Start with the definite articles, reading them out loud and telling your students that each Spanish word is either masculine or feminine, both in singular or plural form. As a result, Spanish has four definite articles instead of one.This is the perfect moment to introduce the topic of Spanish gender to your students, if you havent already.After youve introduced the articles, engage your students in a guessing game. Write one word for each student on the board and invite them to guess the words gender and correct article.During the next lesson, use the exact same approach to teach indefinite articles. You probably wont need to explain gender in depth again, so use that extra time to do some practice exercises instead.Resources:This site has lots of practice for definite and indefinite articles (or anything Spanish, for that matter).Further information regarding Spanish gender can be found in this post.You can help your students learn definite and indefinite articles, as well as other Spanish grammar and vocabulary, by letting them hear these terms in use.With FluentU, for example, you can incorporate authentic Spanish videos into your lessons. The videos are made by and for Spanish speakers, come at multiple difficulty levels and include interactive, expert-vetted subtitles.FluentU videos include everything from movie trailers to music videos to funny commercials and more. There are DIY flashcard decks and personalized quizzes, too, which you can assign directly to students and follow up on their progress all in the FluentU program.Spanish Lesson Activity IdeasThere are so many Spanish learning activities out there. These could fit in any number of Spanish lesson plans. See what would work best for your topic and your students, then have some fun!Create a Langspo boardFitspo is a slang term for fitness inspiration. Motivational content is all the rage these days, so spice up your typical classroom display board by turning it into a Langspo boarda board that showcases inspiration for learning Spanish!Have your students cover the board with pictures and quotes that will motivate them. They can use things like maps, pictures of Spanish-speaking countries and quotes about language learning.Better yet, have your students discuss how to translate these quotes into Spanish. Have the correct translation ready, and explain why this translation is popularly embraced. Ask them to consider how the translation captures the essence of the quote.Rearrange desks for different lessonsExperimenting with different desk arrangements can completely change the classroom and the learning experience. Change and flexibility allow for optimal student engagement.Put desks in small groups to open doors to cooperative learning lessons and project-based learning. Its also an excellent tool for differentiation, as students can be grouped based on ability. Similarly, you could arrange the desks face-to-face to allow students to work in pairs.Dont be afraid to try a classroom circle or semicircle, either! Seeing everyones faces often scares students at first, but then creates a feeling of belonging and were in this together. This setup is ideal once a week or a few times a month during conversation-based lessons to encourage full class participation and engagement.Cover a wall with real-world Spanish examplesHave students find examples of Spanish in their daily lives, and designate an area in the classroom to display the things they bring in. This is a great tie-in to a lesson on Spanish culture.The first time I tried this in my classroom, I wasnt sure how it would go over. But my students were excited to go home and see what they could find. They brought in all kinds of thingsfood labels, advertisements, beauty product packaging, pictures of signs, etc.Many students told me they had never paid attention to all the places Spanish was used, but because they were now learning, they started to notice. This activity is a great way to start off the year, especially with entry-level students, to show how prevalent Spanish is and to reinforce the benefits of learning another language.Make a Spanish hand collageTeachers are always looking for ways to display educational, fun, relevant content around the classroom that goes beyond the typical Spanish vocabulary posters. Displaying something that students made brought great success and character to my classroom walls.Have students trace their hands. On each finger, they can write or draw a personal reason for learning Spanish or something they hope to get from the class. Arrange the hands in a circle to be displayed in the classroom.For even more creativity, you can designate certain colors and arrange them in a rainbow, or make a simple stem and leaves from green construction paper and arrange the hands in a flower. This activity facilitates discussion about why we learn other languages.Have students create visual flashcardsFlashcards are extremely helpful for visual students because they encourage word association. Rather than just putting the Spanish word and English translation on the cards, have students draw pictures to illustrate terms and create a concrete association.Instead of drawing, you can also have students use an online flashcard tool such as Quizlet. Most sites like this are free and allow students to create their own set of flashcards, play games with their vocabulary and share with fellow students.Ask students to create their own Spanish videosSplit students into groups and provide each group with a topic. Students can access many great resources for online Spanish content to learn and brainstorm ideas.Students can create video clips explaining a difficult Spanish concept, come up with a skit to practice a short dialogue or create how-to videos about completing a task in Spanish.Use art and graphic organizersGet students drawing, painting and creating to make concepts more concrete. Findcomics,cartoons, photos and posters to illustrate difficult concepts and help with student retention.Graphic organizers work great as well.These materials help learners create a mental picture of the language. Even better, implementing art into a language-learning setting is fun and extremely effective!Have students decorate their notesWriting down what they learn and rereading it is extremely beneficial for learnersso, make it fancy to increase interest!If you have a topic that lends itself well to note-taking, ask students to use highlighters, colored pens, stickers, etc. to detail their notes and make them more memorable.Color code conceptsSimple, butso effective. When teaching sentence structure, always use the same color for each noun, a different color for verbs and so on.You can even encourage students to replicate this color coding in their own notes for maximum benefit.Cut up old Spanish magazinesContinuing with sentence structure, you can have students practice by cutting out words from Spanish magazines and gluing them onto a separate sheet of paper to build a sentence or phrase.You may also choose to cut up sentences yourself and have students piece them back togetherthis works with more than just magazines, too! Either way, actively touching the words and moving them around will help students experience building a sentence in Spanish.Another option is to cut out pictures from magazines and then have students write Spanish sentences to comment on what is happening in each picture.Incorporate songs into the lessonIts no secret that songs are extremely helpful in language learning. You can use Spanish songs to make the class more enjoyable and help jog students memories.Incorporate some fun songs for your young learners, or find some more age-appropriate options for older learners.You can even have students create their own songs! For example, they can make up a rap, cheer or chant using Spanish vocabulary, or create new lyrics to an existing melody that explain a Spanish concept.Have students read and talk out loudAsk students to read stories or spell new words out loud for improved recall. It also helps to get them talking through communicative games. Pair off students and allow them to read out loud together or speak to each other in Spanish about a given topic.When conversing, encourage them to not worry about mistakes and to learn from them instead. You may opt to provide lists of words they can try to incorporate into conversations.You could also have students teach small portions of the class themselves, either in groups or (if you really want to challenge them) individually.Consider recording lessons or activitiesYou may wish to record yourself teaching or providing directions for activities in Spanish and giving it to your students so they can listen again later for additional practice or clarity. Students could also use their own devices to record specific parts of the lesson.A prime recording opportunity is introducing new vocabulary. Having a recording of you presenting the words allows students to practice correct pronunciation both in class and out.You could even ask students to record themselves speaking Spanish as homework. When they listen to themselves, they may find it easier to identify errors and correct themselves in the process.Act out words or sentencesCharades is always fun and always gets students laughing. Splitting the class into teams and having them act out new vocabulary lets them blow off a little steam and makes abstract Spanish words more concrete.Similarly, you could simply ask students to describe everyday activities aloud while they act them out.For example, letting them act out tying their shoe or getting ready for school while describing what theyre doing gets them moving and speaking.Get active with gamesFor younger students, you could have them spell out new vocabulary with magnetic letters in sand or in gel. Older students can also benefit from this and similar activities, of course.Turning learning into a game is a sure way to ensure student retention. For example, turn the game Twister into vocabulary practice for parts of the body, colors and following directions. Or allow students to play Bananagrams or Scrabble in Spanish to foster word generation.Another idea to get students up and moving around is to create a scavenger hunt by giving them a list of objects in Spanish that they must identify around the classroom.Use Total Physical Response (TPR) activitiesTPR is a language learning method that involves full-body movement and is based on the way children pick up their first language. It pairs listening and responding with action to help students internalize a foreign language.Including TPR activities in your Spanish lessons can provide students with physical connections to the language, which is good for memory. It also gets them up and moving, which means theyre more engaged with the content.Create learning stations in your classroomClassroom stations can be a great learning tool with learners of any age. All you need to do is split your room into several areas, each dedicated to a certain aspect of the lesson. Then, split your class time into sections and give students a set amount of time at each station.For example, if your lesson topic is ser andestar, your four stations could be: reading a short dialogue, highlighting each instance of the verbs and discussing why they were used; creating a graphic organizer about the differences between the words; watching a short video of native speakers using these verbs; writing a dialogue that incorporates both verbs with a partner.Teaching beginners is actually not very different than teaching intermediate or advanced students. In fact, beginnerstend to be very eager to learn.Use these lesson and activity ideas by putting them into practice as soon as you can. They dont require a lot of preparation on your part, and your students will enjoy them!If you've made it this far that means you probably enjoy learning Spanish with engaging material and will then love FluentU.Other sites use scripted content. FluentU uses a natural approach that helps you ease into the Spanish language and culture over time. Youll learn Spanish as its actually spoken by real people.FluentU has a wide variety of videos, as you can see here:FluentU brings native videos within reach with interactive transcripts. You can tap on any word to look it up instantly. Every definition has examples that have been written to help you understand how the word is used. If you see an interesting word you dont know, you can add it to a vocab list.Review a complete interactive transcript under the Dialogue tab, and find words and phrases listed under Vocab.Learn all the vocabulary in any video with FluentUs robust learning engine. Swipe left or right to see more examples of the word youre on.The best part is that FluentU keeps track of the vocabulary that youre learning, and gives you extra practice with difficult words. It'll even remind you when its time to review what youve learned. Every learner has a truly personalized experience, even if theyre learning with the same video.Start using the FluentU website on your computer or tablet or, better yet, download the FluentU app from the iTunes or Google Play store. Click here to take advantage of our current sale! (Expires at the end of this month.)Romance language"Castilian language" redirects here. For the specific variety of the language, see Castilian Spanish. For the broader branch of Ibero-Romance, see West Iberian languages.SpanishCastilianespaolcastellanoPronunciation[espaol] [kasteano] , [kasteano] SpeakersL1: 498 million(2024)[1]L2: 102 million (2024)[1]Total: 600 million (2024)[1]Language familyIndo-EuropeanItalicLatino-FaliscanLatinRomanceItalo-WesternWestern RomanceIbero-RomanceWest IberianCastilian[2][3]SpanishEarly formsVulgar LatinOld SpanishEarly Modern SpanishWriting systemLatin script (Spanish alphabet)Spanish BrailleSigned formsSigned Spanish (using signs of the local language)Official statusOfficial languagein20countriesArgentinaBoliviaChileColombiaCosta RicaCubaDominican RepublicEcuadorEl SalvadorEquatorial Guinea GuatemalaHondurasMexicoNicaraguaPanamaParaguayPeruSpainUruguayVenezuelaDependent territoriesPuerto RicoPartially recognized countrySahrawi Arab Democratic RepublicSignificant minorityAndorraBelizeGibraltarUnited StatesInternationalorganizationsAfrican UnionAndean CommunityAssociation of Caribbean StatesCaribbean CommunityCELACEuropean UnionALADILatin American ParliamentMercosurOSCEOrganization of American StatesUnited NationsUnion of South American NationsOrganization of Ibero-American StatesRegulatedbyAssociation of Spanish Language Academies(Real Academia Espaola and 22 other national Spanish language academies)Language codesISO 639-1esISO 639-2spaISO 639-3spaGlottologstan1288Linguasphere51-AAA-bOfficial majority languageCo-official or administrative language but not majority native languageSecondary language (more than 20% Spanish speakers) or culturally importantThis article contains IPA phonetic symbols. Without proper rendering support, you may see question marks, boxes, or other symbols instead of Unicode characters. For an introductory guide on IPA symbols, see Help:IPA.Spanish (espaol) or Castilian (castellano) is a Romance language of the Indo-European language family that evolved from the Vulgar Latin spoken on the Iberian Peninsula of Europe. Today, it is a global language with 497 million native speakers, mainly in the Americas and Spain, and about 600 million speakers total, including second-language speakers.[1] Spanish is the official language of 20 countries, as well as one of the six official languages of the United Nations.[4][5] Spanish is the world's second-most spoken native language after Mandarin Chinese;[6][7] the world's fourth-most spoken language overall after English, Mandarin Chinese, and Hindustani (Hindi-Urdu); and the world's most widely spoken Romance language. The country with the largest population of native speakers is Mexico.[8]Spanish is part of the Ibero-Romance language group, in which the language is also known as Castilian (castellano). The group evolved from several dialects of Vulgar Latin in Iberia after the collapse of the Western Roman Empire in the 5th century. The oldest Latin texts with traces of Spanish come from mid-northern Iberia in the 9th century,[9] and the first systematic written use of the language happened in Toledo, a prominent city of the Kingdom of Castile, in the 13th century. Spanish colonialism in the early modern period spurred the introduction of the language to overseas locations, most notably to the Americas.[10]As a Romance language, Spanish is a descendant of Latin. Around 75% of modern Spanish vocabulary is Latin in origin, including Latin borrowings from Ancient Greek.[11][12] Alongside English and French, it is also one of the most taught foreign languages throughout the world.[13] Spanish is well represented in the humanities and social sciences.[14] Spanish is also the third most used language on the internet by number of users after English and Chinese[15] and the second most used language by number of websites after English.[16]Spanish is used as an official language by many international organizations, including the United Nations, European Union, Organization of American States, Union of South American Nations, Community of Latin American and Caribbean States, African Union, and others.[4]Main article: Names given to the Spanish languageIn Spain and some other parts of the Spanish-speaking world, Spanish is called not only espaol but also castellano (Castilian), the language from the Kingdom of Castile, contrasting it with other languages spoken in Spain such as Galician, Basque, Asturian, Catalan/Valencian, Aragonese, Occitan and other minor languages.The Spanish Constitution of 1978 uses the term castellano to define the official language of the whole of Spain, in contrast to las dems lenguas espaolas (lit.'the other Spanish languages'). Article III reads as follows:El castellano es la lengua espaola oficial del Estado.... Las dems lenguas espaolas sern tambin oficiales en las respectivas Comunidades Autnomas...Castilian is the official Spanish language of the State.... The other Spanish languages shall also be official in their respective Autonomous Communities...The Royal Spanish Academy (Real Academia Espaola), on the other hand, currently uses the term espaol in its publications. However, from 1713 to 1923, it called the language castellano.[17]The Diccionario panhispnico de dudas (a language guide published by the Royal Spanish Academy) states that, although the Royal Spanish Academy prefers to use the term espaol in its publications when referring to the Spanish language, both termsespaol and castellanoare regarded as synonymous and equally valid.[18]The term castellano is related to Castile (Castilla or archaically Castiella), the kingdom where the language was originally spoken. The name Castile, in turn, is usually assumed to be derived from castillo ('castle').In the Middle Ages, the language spoken in Castile was generically referred to as Romance and later also as Lengua vulgar.[19] Later in the period, it gained geographical specification as Romance castellano (romanz castellano, romanz de Castiella), lenguaje de Castiella, and ultimately simply as castellano (noun).[19]Different etymologies have been suggested for the term espaol (Spanish). According to the Royal Spanish Academy, espaol derives from the Occitan word espaignol and that, in turn, derives from the Vulgar Latin *hispaniolus ('of Hispania').[20] Hispania was the Roman name for the entire Iberian Peninsula.There are other hypotheses apart from the one suggested by the Royal Spanish Academy. Spanish philologist Ramn Menndez Pidal suggested that the classic hispanus or hispanicus took the suffix -one from Vulgar Latin, as happened with other words such as bretn (Breton) or sajn (Saxon).Main article: History of the Spanish languageThe Visigothic Cartularies of Valpuesta, written in a late form of Latin, were declared in 2010 by the Royal Spanish Academy as the record of the earliest words written in Castilian, predating those of the Glosas Emilianenses.[21]Like the other Romance languages, the Spanish language evolved from Vulgar Latin, which was brought to the Iberian Peninsula by the Romans during the Second Punic War, beginning in 210 BC. Several pre-Roman languages (also called Paleohispanic languages)some distantly related to Latin as Indo-European languages, and some that are not related at allwere previously spoken in the Iberian Peninsula. These languages included Proto-Basque, Iberian, Lusitanian, Celtiberian and Gallaecian.The first documents to show traces of what is today regarded as the precursor of modern Spanish are from the 9th century. Throughout the Middle Ages and into the modern era, the most important influences on the Spanish lexicon came from neighboring Romance languagesMozarabic (Andalusi Romance), Navarro-Aragonese, Leonese, Catalan/Valencian, Portuguese, Galician, Occitan, and later, French and Italian. Spanish also borrowed a considerable number of words from Andalusi Arabic, as well as smaller amounts from Basque and the Germanic Gothic language through the period of Visigoth rule in Iberia. In addition, many more words were borrowed from Latin through the influence of written language and the liturgical language of the Church. The loanwords were taken from both Classical Latin and Renaissance Latin, the form of Latin in use at that time.According to the theories of Ramn Menndez Pidal, local sociolects of Vulgar Latin evolved into Spanish, in the north of Iberia, in an area centered in the city of Burgos, and this dialect was later brought to the city of Toledo, where the written standard of Spanish was first developed, in the 13th century.[22] In this formative stage, Spanish developed a strongly differing variant from its close cousin, Leonese, and, according to some authors, was distinguished by a heavy Basque influence (see Iberian Romance languages). This distinctive dialect spread to southern Spain with the advance of the Reconquista, and meanwhile gathered a sizable lexical influence from the Arabic of Al-Andalus, much of it indirectly, through the Romance Mozarabic dialects (some 4,000 Arabic-derived words, make up around 8% of the language today).[23] The written standard for this new language was developed in the cities of Toledo, in the 13th to 16th centuries, and Madrid, from the 1570s.[22]The development of the Spanish sound system from that of Vulgar Latin exhibits most of the changes that are typical of Western Romance languages, including lenition of intervocalic consonants (thus Latin vta > Spanish vida). The diphthongization of Latin stressed short e and owhich occurred in open syllables in French and Italian, but not at all in Catalan or Portugueseis found in both open and closed syllables in Spanish, as shown in the following table:LatinSpanishLadinoAragoneseAsturianGalicianPortugueseCatalanGascon / OccitanFrenchSardinianItalianRomanianEnglishpetrapiedrapedrapedra, pirapierrepedra, perdapietrapiatr'stone'terratierraterratrraterreterraar'land'moriturmueremuerremorremormorsmeurtmritmuoremoare'dies (v.)'mortemmuertemortemortmrtmortmorte, mortimortemoarte'death'Chronological map showing linguistic evolution in southwest EuropeSpanish is marked by palatalization of the Latin double consonants (geminates) nn and ll (thus Latinannum > Spanish ao, and Latin anellum > Spanishanillo).The consonant written u or v in Latin and pronounced [w] in Classical Latin had probably "fortified" to a bilabial fricative // in Vulgar Latin. In early Spanish (but not in Catalan or Portuguese) it merged with the consonant written b (a bilabial with plosive and fricative allophones). In modern Spanish, there is no difference between the pronunciation of orthographic b and v.Typical of Spanish (as also of neighboring Gascon extending as far north as the Gironde estuary, and found in a small area of Calabria), attributed by some scholars to a Basque substratum was the mutation of Latin initial f into h- whenever it was followed by a vowel that did not diphthongize. The h-, still preserved in spelling, is now silent in most varieties of the language, although in some Andalusian and Caribbean dialects, it is still aspirated in some words. Because of borrowings from Latin and neighboring Romance languages, there are many f-/h- doublets in modern Spanish: Fernando and Hernando (both Spanish for "Ferdinand"), ferrero and herrero (both Spanish for "smith"), fierro and hierro (both Spanish for "iron"), and fondo and hondo (both words pertaining to depth in Spanish, though fondo means "bottom", while hondo means "deep"); additionally, hacer ("to make") is cognate to the root word of satisfacer ("to satisfy"), and hecho ("made") is similarly cognate to the root word of satisfecho ("satisfied").Compare the examples in the following table:LatinSpanishLadinoAragoneseAsturianGalicianPortugueseCatalanGascon / OccitanFrenchSardinianItalianRomanianEnglishfiliumhijofijo (or hijo)fillofufillofilhofillfilh, hilhfilsfizu, fgiu, fillufigliofiu'son'facerehacerfazerferfacerfazerferfar, faire, har (or hr)fairefghere, fere, firifarea face'to do'febremfiebre (calentura)febrefbre, frbe, hrbe (orherbe)fivrecalenturafebbrefebr'fever'focumfuegofueufogofocfuc, fc, hucfeufogufuocofoc'fire'Some consonant clusters of Latin also produced characteristically different results in these languages, as shown in the examples in the following table:LatinSpanishLadinoAragoneseAsturianGalicianPortugueseCatalanGascon / OccitanFrenchSardinianItalianRomanianEnglishclvemllaveclaveclaullavechavechaveclauclgiae, crae, craichiavecheie'key'flammallamaflamachamachama, flamaflamaflammeframmafiammaflam'flame'plnumllenoplenoplenllenucheocheio, plenopleplenpleinprenupienoplin'plenty, full'octochogeitoocho, oitooitooito (oito)vuit, huituch, uch, uithuitootootoopt'eight'multummuchomuymunchomuymuitomuimunchumuimoitomoimuitomoltmolt(arch.)trs, beaucoup, moultmedamoltomult'much,very,many'Antonio de Nebrija, author of Gramtica de la lengua castellana, the first grammar of a modern European language[24]In the 15th and 16th centuries, Spanish underwent a dramatic change in the pronunciation of its sibilant consonants, known in Spanish as the reajuste de las sibilantes, which resulted in the distinctive velar [x] pronunciation of the letter j andin a large part of Spainthe characteristic interdental [] ("th-sound") for the letter z (and for c before e or i). See History of Spanish (Modern development of the Old Spanish sibilants) for details.The Gramtica de la lengua castellana, written in Salamanca in 1492 by Elio Antonio de Nebrija, was the first grammar written for a modern European language.[25] According to a popular anecdote, when Nebrija presented it to Queen Isabella I, she asked him what was the use of such a work, and he answered that language is the instrument of empire.[26] In his introduction to the grammar, dated 18 August 1492, Nebrija wrote that "... language was always the companion of empire."[27]From the 16th century onwards, the language was taken to the Spanish-discovered America and the Spanish East Indies via Spanish colonization of America. Miguel de Cervantes, author of Don Quixote, is such a well-known reference in the world that Spanish is often called la lengua de Cervantes ("the language of Cervantes").[28]In the 20th century, Spanish was introduced to Equatorial Guinea and the Western Sahara, and to areas of the United States that had not been part of the Spanish Empire, such as Spanish Harlem in New York City. For details on borrowed words and other external influences upon Spanish, see Influences on the Spanish language.See also: HispanophoneGeographical distribution of the Spanish language Official or co-official language Important minority (more than 25%) or majority language, but not official Notable minority language (less than 25% but more than 500,000 Spanish speakers)Spanish is the primary language in 20 countries worldwide. As of 2023, it is estimated that about 486 million people speak Spanish as a native language, making it the second most spoken language by number of native speakers.[29] An additional 75 million speak Spanish as a second or foreign language, making it the fourth most spoken language in the world overall after English, Mandarin Chinese, and Hindi with a total number of 538 million speakers.[30] Spanish is also the third most used language on the Internet, after English and Chinese.[31]Main article: Peninsular SpanishPercentage of people who self reportedly know enough Spanish to hold a conversation, in the EU, 2005 Native country More than 8.99% Between 4% and 8.99% Between 1% and 3.99% Less than 1%Spanish is the official language of Spain. Upon the emergence of the Castilian Crown as the dominant power in the Iberian Peninsula by the end of the Middle Ages, the Romance vernacular associated with this polity became increasingly used in instances of prestige and influence, and the distinction between "Castilian" and "Spanish" started to become blurred.[32] Hard policies imposing the language's hegemony in an intensely centralising Spanish state were established from the 18th century onward.[33]Other European territories in which it is also widely spoken include Gibraltar and Andorra.[34]Spanish is also spoken by immigrant communities in other European countries, such as the United Kingdom, France, Italy, and Germany.[35] Spanish is an official language of the European Union.Main article: Spanish language in the AmericasToday, the majority of the Spanish speakers live in Hispanic America. Nationally, Spanish is the official languageeither de facto or de jureof Argentina, Bolivia (co-official with 36 indigenous languages), Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico (co-official with 63 indigenous languages), Nicaragua, Panama, Paraguay (co-official with Guaran),[36] Peru (co-official with Quechua, Aymara, and "the other indigenous languages"),[37] Puerto Rico (co-official with English),[38] Uruguay, and Venezuela.Main article: Spanish language in the United StatesSee also: Spanish language in California, New Mexican Spanish, and Isleo SpanishPercentage of the U.S. population aged 5 and over who speaks Spanish at home in 2019, by statesSpanish language has a long history in the territory of the current-day United States dating back to the 16th century.[39] In the wake of the 1848 Guadalupe Hidalgo Treaty, hundreds of thousands of Spanish speakers became a minoritized community in the United States.[39] The 20th century saw further massive growth of Spanish speakers in areas where they had been hitherto scarce.[40]According to the 2020 census, over 60 million people of the U.S. population were of Hispanic or Hispanic American by origin.[41] In turn, 41.8 million people in the United States aged five or older speak Spanish at home, or about 13% of the population.[42] Spanish predominates in the unincorporated territory of Puerto Rico, where it is also an official language along with English.Spanish is by far the most common second language in the country, with over 50 million total speakers if non-native or second-language speakers are included.[43] While English is the de facto national language of the country, Spanish is often used in public services and notices at the federal and state levels. Spanish is also used in administration in the state of New Mexico.[44] The language has a strong influence in major metropolitan areas such as those of Los Angeles, Miami, San Antonio, New York, San Francisco, Dallas, Tucson and Phoenix of the Arizona Sun Corridor, as well as more recently, Chicago, Las Vegas, Boston, Denver, Houston, Indianapolis, Philadelphia, Cleveland, Salt Lake City, Atlanta, Nashville, Orlando, Tampa, Raleigh and Baltimore-Washington, D.C. due to 20th- and 21st-century immigration.Although Spanish has no official recognition in the former British colony of Belize (known until 1973 as British Honduras) where English is the sole official language, according to the 2022 census, 54% of the total population are able to speak the language.[45]Due to its proximity to Spanish-speaking countries and small existing native Spanish speaking minority, Trinidad and Tobago has implemented Spanish language teaching into its education system. The Trinidadian and Tobagonian government launched the Spanish as a First Foreign Language (SAFFL) initiative in March 2005.[46]Spanish has historically had a significant presence on the Dutch Caribbean islands of Aruba, Bonaire and Curaao (ABC Islands) throughout the centuries and in present times. The majority of the populations of each island (especially Aruba) speaking Spanish at varying although often high degrees of fluency.[47] The local language Papiamentu (Papiamento on Aruba) is heavily influenced by Venezuelan Spanish.In addition to sharing most of its borders with Spanish-speaking countries, the creation of Mercosur in the early 1990s induced a favorable situation for the promotion of Spanish language teaching in Brazil.[48][49] In 2005, the National Congress of Brazil approved a bill, signed into law by the President, making it mandatory for schools to offer Spanish as an alternative foreign language course in both public and private secondary schools in Brazil.[50] In September 2016 this law was revoked by Michel Temer after the impeachment of Dilma Rousseff.[51] In many border towns and villages along Paraguay and Uruguay, a mixed language known as Portuol is spoken.[52]See also: Equatoguinean SpanishSpanish language signage in Malabo, capital city of Equatorial GuineaEquatorial Guinea is the only Spanish-speaking country located entirely in Africa, with the language introduced during the Spanish colonial period.[53] Enshrined in the constitution as an official language (alongside French and Portuguese), Spanish features prominently in the Equatoguinean education system and is the primary language used in government and business.[54] Whereas it is not the mother tongue of virtually any of its speakers, the vast majority of the population is proficient in Spanish.[55] The Instituto Cervantes estimates that 87.7% of the population is fluent in Spanish.[56] The proportion of proficient Spanish speakers in Equatorial Guinea exceeds the proportion of proficient speakers in other West and Central African nations of their respective colonial languages.[57]Spanish is spoken by very small communities in Angola due to Cuban influence from the Cold War and in South Sudan among South Sudanese natives that relocated to Cuba during the Sudanese wars and returned for their country's independence.[58]See also: Canarian Spanish and Saharan SpanishSpanish is also spoken in the integral territories of Spain in Africa, namely the cities of Ceuta and Melilla and the Canary Islands, located in the Atlantic Ocean some 100km (62mi) off the northwest of the African mainland. The Spanish spoken in the Canary Islands traces its origins back to the Castilian conquest in the 15th century, and, in addition to a resemblance to Western Andalusian speech patterns, it also features strong influence from the Spanish varieties spoken in the Americas,[59] which in turn have also been influenced historically by Canarian Spanish.[60] The Spanish spoken in North Africa by native bilingual speakers of Arabic or Berber who also speak Spanish as a second language features characteristics involving the variability of the vowel system.[61]While far from its heyday during the Spanish protectorate in Morocco, the Spanish language has some presence in northern Morocco, stemming for example from the availability of certain Spanish-language media.[62] According to a 2012 survey by Morocco's Royal Institute for Strategic Studies (IRES), penetration of Spanish in Morocco reaches 4.6% of the population.[63] Many northern Moroccans have rudimentary knowledge of Spanish,[62] with Spanish being particularly significant in areas adjacent to Ceuta and Melilla.[64] Spanish also has a presence in the education system of the country (through either selected education centers implementing Spain's education system, primarily located in the North, or the availability of Spanish as foreign language subject in secondary education).[62]In Western Sahara, formerly Spanish Sahara, a primarily Hassaniya Arabic-speaking territory, Spanish was officially spoken as the language of the colonial administration during the late 19th and 20th centuries. Today, Spanish is present in the partially-recognized Sahrawi Arab Democratic Republic as its secondary official language,[65] and in the Sahrawi refugee camps in Tindouf (Algeria), where the Spanish language is still taught as a second language, largely by Cuban educators.[66][67][68]Spanish is also an official language of the African Union.[69]See also: Chavacano, Philippine Spanish, and Spanish language in the PhilippinesAn 1892 issue of La Solidaridad, a Spanish-language newspaper on the colonial Philippines published in Barcelona by Filipino exiles and international studentsSpanish was an official language of the Philippines from the beginning of Spanish administration in 1565 to a constitutional change in 1973. During Spanish colonization, it was the language of government, trade, and education, and was spoken as a first language by Spaniards and educated Filipinos (Ilustrados). Despite a public education system set up by the colonial government, by the end of Spanish rule in 1898, only about 10% of the population had knowledge of Spanish, mostly those of Spanish descent or elite standing.[70]Map of the Chavacano language in various provinces of the Philippines, as well as Sabah in Malaysia (where it is spoken by immigrants)Spanish continued to be official and used in Philippine literature and press during the early years of American administration after the SpanishAmerican War but was eventually replaced by English as the primary language of administration and education by the 1920s.[71] Nevertheless, despite a significant decrease in influence and speakers, Spanish remained an official language of the Philippines upon independence in 1946, alongside English and Filipino, a standardized version of Tagalog.Spanish was briefly removed from official status in 1973 but reimplemented under the administration of Ferdinand Marcos two months later.[72] It remained an official language until the ratification of the present constitution in 1987, in which it was re-designated as a voluntary and optional auxiliary language.[73] Additionally, the constitution, in its Article XIV, stipulates that the government shall provide the people of the Philippines with a Spanish-language translation of the country's constitution.[74] In recent years changing attitudes among non-Spanish speaking Filipinos have helped spur a revival of the language,[75][76] and starting in 2009 Spanish was reintroduced as part of the basic education curriculum in a number of public high schools, becoming the largest foreign language program offered by the public school system,[77] with over 7,000 students studying the language in the 20212022 school year alone.[78] The local business process outsourcing industry has also helped boost the language's economic prospects.[79] Today, while the actual number of proficient Spanish speakers is around 400,000, or under 0.5% of the population,[80] a new generation of Spanish speakers in the Philippines has likewise emerged, though speaker estimates vary widely.[81]Aside from standard Spanish, a Spanish-based creole language called Chavacano developed in the southern Philippines. However, it is not mutually intelligible with Spanish.[82] The number of Chavacano-speakers was estimated at 1.2 million in 1996.[83] The local languages of the Philippines also retain significant Spanish influence, with many words derived from Mexican Spanish, owing to the administration of the islands by Spain through New Spain until 1821, until direct governance from Madrid afterwards to 1898.[84][85]Announcement in Spanish on Easter Island, welcoming visitors to Rapa Nui National ParkSpanish is the official and most spoken language on Easter Island, which is geographically part of Polynesia in Oceania and politically part of Chile. However, Easter Island's traditional language is Rapa Nui, an Eastern Polynesian language.As a legacy of comprising the former Spanish East Indies, Spanish loan words are present in the local languages of Guam, Northern Mariana Islands, Palau, Marshall Islands and Micronesia.[86][87]In addition, in Australia and New Zealand, there are native Spanish communities, resulting from emigration from Spanish-speaking countries (mainly from the Southern Cone).[88]20 countries and one United States territory speak Spanish officially, and the language has a significant unofficial presence in the rest of the United States along with Andorra, Belize and the territory of Gibraltar.Worldwide Spanish fluency (grey and * signifies official language)CountryPopulation[89]Speakers of Spanish as a native language [90][91][92]Native speakers and proficient speakers as a second language [90][93]Total number of Spanish speakers (including limited competence speakers) [90][94][95]Mexico*133,367,428[96]125,098,647 (93.8%)[97]125,632,117 (94.2%)[90]132,300,489 (99.2%)[97]United States334,914,895[98]43,369,734 (13.7% of 316,581,199) [99]47,576,361 (15.0% of 316,581,199)[a]58,869,734 (17.9% of 316,581,199)[b][90][c]Colombia*53,110,609[107]52,090,885 (98.1%)[90][108]52 962 217 (99.7%)[d] [90]Spain*49,153,849[109]42,075,695 (85.6%)[110]47,187,695 (96%)[110]48,908,080 (99.5%)[110]Argentina*47,473,760[111]45,574,810 (96.0%)[112]46,856,601 (98.7%)[90]47,188,917 (99.4%)[95]Peru*34,412,393[113]28,527,874 (82.9%)[114][115]29,594,658 (86.6%)[90]30,600,340 (88.9%)[e][90]Venezuela*28,460,000 [116]27,720,040 (97.4%) [90][117]28,240,466 (99.2%)[f][90]Chile*20,206,953[118]19,317,847 (95.6%)[90][119]19,945,772 (99.6%)[g][90]Ecuador*18,013,000[120]16,877,244 (93.7%)[90]17,474,448 (97.0%)[h][90]17,642,817 (98.6%)[121]Guatemala*18,079,810[122]12,637,787 (69.9%)[123]13,722,576 (75.9%

significant number of nouns and adjectives ending with -n are also stressed on the penult (joven, virgen, mitin), the great majority of nouns and adjectives ending with -n are stressed on their last syllable (capitn, almacn, jardn, corazn).Preantepenultimate stress (stress on the fourth-to-last syllable) occurs rarely, only on verbs with clitic pronouns attached (e.g. guardndoselos 'saving them for him/her/them/you').In addition to the many exceptions to these tendencies, there are numerous minimal pairs that contrast solely on stress such as sbana ('sheet') and sabana ('savannah'); lmite ('boundary'), limite ('he/she limits') and limit ('I limited'); lquido ('liquid'), liquido ('I sell off') and liquid ('he/she sold off').The orthographic system unambiguously reflects where the stress occurs: in the absence of an accent mark, the stress falls on the last syllable unless the last letter is n, s, or a vowel, in which cases the stress falls on the next-to-last (penultimate) syllable. Exceptions to those rules are indicated by an acute accent mark over the vowel of the stressed syllable. (See Spanish orthography.)Spanish is the official, or national language in 18 countries and one territory in the Americas, Spain, and Equatorial Guinea. With a population of over 410 million, Hispanophone America accounts for the vast majority of Spanish speakers, of which Mexico is the most populous Spanish-speaking country. In the European Union, Spanish is the mother tongue of 8% of the population, with an additional 7% speaking it as a second language.[232] Additionally, Spanish is the second most spoken language in the United States and is by far the most popular foreign language among students.[233] In 2015, it was estimated that over 50 million Americans spoke Spanish, about 41 million of whom were native speakers.[234] With continued immigration and increased use of the language domestically in public spheres and media, the number of Spanish speakers in the United States is expected to continue growing over the forthcoming decades.[235]A world map attempting to identify the main dialects of SpanishMain article: Spanish dialects and varietiesWhile being mutually intelligible, there are important variations (phonological, grammatical, and lexical) in the spoken Spanish of the various regions of Spain and throughout the Spanish-speaking areas of the Americas.The national variety with the most speakers is Mexican Spanish. It is spoken by more than twenty percent of the world's Spanish speakers (more than 112million of the total of more than 500million, according to the table above). One of its main features is the reduction or loss of unstressed vowels, mainly when they are in contact with the sound /s/.[236][237]In Spain, northern dialects are popularly thought of as closer to the standard, although positive attitudes toward southern dialects have increased significantly in the last 50 years. The speech from the educated classes of Madrid is the standard variety for use on radio and television in Spain and it is indicated by many as the one that has most influenced the written standard for Spanish.[238] Central (European) Spanish speech patterns have been noted to be in the process of merging with more innovative southern varieties (including Eastern Andalusian and Murcian), as an emerging interdialectal levelled koine buffered between the Madrid's traditional national standard and the Seville speech trends.[239]See also: Phonetic change "f h" in SpanishThe four main phonological divisions are based respectively on (1) the phoneme //, (2) the debuccalization of syllable-final /s/, (3) the sound of the spelled s, (4) and the phoneme //.The phoneme // (spelled c before e or i and spelled z elsewhere), a voiceless dental fricative as in English thing, is maintained by a majority of Spain's population, especially in the northern and central parts of the country. In other areas (some parts of southern Spain, the Canary Islands, and the Americas), // does not exist and /s/ occurs instead. The maintenance of phonemic contrast is called distincin in Spanish, while the merger is generally called seseo (in reference to the usual realization of the merged phoneme as [s]) or, occasionally, ceceo (referring to its interdental realization, [], in some parts of southern Spain). In most of Hispanic America, the spelled c before e or i, and spelled z is always pronounced as a voiceless dental sibilant.The debuccalization (pronunciation as [h], or loss) of syllable-final /s/ is associated with the southern half of Spain and lowland Americas: Central America (except central Costa Rica and Guatemala), the Caribbean, coastal areas of southern Mexico, and South America except Andean highlands. Debuccalization is frequently called "aspiration" in English, and aspiracin in Spanish. When there is no debuccalization, the syllable-final /s/ is pronounced as voiceless "apico-alveolar" sibilant or as a voiceless dental sibilant in the same fashion as in the next paragraph.The sound that corresponds to the letter s is pronounced in northern and central Spain as a voiceless "apico-alveolar" sibilant [s] (also described acoustically as "grave" and articulatorily as "retracted"), with a weak "hushing" sound reminiscent of retroflex fricatives. In Andalusia, Canary Islands and most of Hispanic America (except in the Paisa region of Colombia) it is pronounced as a voiceless dental sibilant [s], much like the most frequent pronunciation of the /s/ of English.The phoneme //, spelled ll, a palatal lateral consonant that can be approximated by the sound of the lli of English million, tends to be maintained in less-urbanized areas of northern Spain and in the highland areas of South America, as well as in Paraguay and lowland Bolivia. Meanwhile, in the speech of most other Spanish speakers, it is merged with // ("curly-tail j"), a non-lateral, usually voiced, usually fricative, palatal consonant, sometimes compared to English /j/ (yod) as in yacht and spelled y in Spanish. As with other forms of allophony across world languages, the small difference of the spelled ll and the spelled y is usually not perceived (the difference is not heard) by people who do not produce them as different phonemes. Such a phonemic merger is called yesmo in Spanish. In Rioplatense Spanish, the merged phoneme is generally pronounced as a postalveolar fricative, either voiced [] (as in English measure or the French j) in the central and western parts of the dialectal region (zhesmo), or voiceless [] (as in the French ch or Portuguese x) in and around Buenos Aires and Montevideo (shesmo).[240]The main morphological variations between dialects of Spanish involve differing uses of pronouns, especially those of the second person and, to a lesser extent, the object pronouns of the third person.Main article: VoseoAn examination of the dominance and stress of the voseo feature in Hispanic America. Data generated as illustrated by the Association of Spanish Language Academies. The darker the area, the stronger its dominance.Virtually all dialects of Spanish make the distinction between a formal and a familiar register in the second-person singular and thus have two different pronouns meaning "you": usted in the formal and either t or vos in the familiar (and each of these three pronouns has its associated verb forms), with the choice of t or vos varying from one dialect to another. The use of vos and its verb forms is called voseo. In a few dialects, all three pronouns are used, with usted, t, and vos denoting respectively formality, familiarity, and intimacy.[241]In voseo, vos is the subject form (vos decs, "you say") and the form for the object of a preposition (voy con vos, "I am going with you"), while the direct and indirect object forms, and the possessives, are the same as those associated with t: Vos sabs que tus amigos te respetan ("You know your friends respect you").The verb forms of the general voseo are the same as those used with t except in the present tense (indicative and imperative) verbs. The forms for vos generally can be derived from those of vosotros (the traditional second-person familiar plural) by deleting the glide [i], or /d/, where it appears in the ending: vosotros pensis > vos penss; vosotros volvis > vos volvs, pensad! (vosotros) > pens! (vos), volved! (vosotros) > volv! (vos).[242]General voseo (River Plate Spanish)IndicativeSubjunctiveImperativePresentSimple pastImperfect pastFutureConditionalPresentPastpensspensastepensabaspensarspensaraspienspensaraspensasespensvolvsvolvistevolvasvolversvolverasvuelvasvolvierasvoliversesvolvdormsdormistedormasdormirsdormirasduermasdurmierasdurmiesesdormThe forms in bold coincide with standard t-conjugation.In Central American voseo, the t and vos forms differ in the present subjunctive as well:Central American voseoIndicativeSubjunctiveImperativePresentSimple pastImperfect pastFutureConditionalPresentPastpensspensastepensabaspensarspensaraspensspensaraspensasespensvolvsvolvistevolvasvolversvolverasvolvsvolvierasvoliversesvolvdormsdormistedormasdormirsdormirasdurmsdurmierasdurmiesesdormThe forms in bold coincide with standard t-conjugation.In Chilean voseo, almost all vos forms are distinct from the corresponding standard t-forms.Chilean voseoIndicativeSubjunctiveImperativePresentSimple pastImperfect pastFuture[243]ConditionalPresentPastpensi(s)pensastepensabaispensar(s)pensarispensarai(s)pens(s)pensarai(s)pensasespiensavolv(s)volvistevolvai(s)volver(s)volverisvolverai(s)volvi(s)volvierai(s)volviesesvuelvedormsdormistedormaisdormirsdormirisdormiraisdurmisdurmieraisdurmiesesduermeThe forms in bold coincide with standard t-conjugation.The use of the pronoun vos with the verb forms of t (vos piensas) is called "pronominal voseo". Conversely, the use of the verb forms of vos with the pronoun t (t penss or t pensi) is called "verbal voseo". In Chile, for example, verbal voseo is much more common than the actual use of the pronoun vos, which is usually reserved for highly informal situations.Although vos is not used in Spain, it occurs in many Spanish-speaking regions of the Americas as the primary spoken form of the second-person singular familiar pronoun, with wide differences in social consideration.[244][bettersourceneeded] Generally, it can be said that there are zones of exclusive use of tuteo (the use of t) in the following areas: almost all of Mexico, the West Indies, Panama, most of Colombia, Peru, Venezuela and coastal Ecuador.Tuteo as a cultured form alternates with voseo as a popular or rural form in Bolivia, in the north and south of Peru, in Andean Ecuador, in small zones of the Venezuelan Andes (and most notably in the Venezuelan state of Zulia), and in a large part of Colombia. Some researchers maintain that voseo can be heard in some parts of eastern Cuba, and others assert that it is absent from the island.[245]Tuteo exists as the second-person usage with an intermediate degree of formality alongside the more familiar voseo in Chile, in the Venezuelan state of Zulia, on the Caribbean coast of Colombia, in the Azuero Peninsula in Panama, in the Mexican state of Chiapas, and in parts of Guatemala.Areas of generalized voseo include Argentina, Nicaragua, eastern Bolivia, El Salvador, Guatemala, Honduras, Costa Rica, Paraguay, Uruguay and the Colombian departments of Antioquia, Caldas, Risaralda, Quindio and Valle del Cauca.[241]Ustedes functions as formal and informal second-person plural in all of Hispanic America, the Canary Islands, and parts of Andalusia. It agrees with verbs in the 3rd person plural. Most of Spain maintains the formal/familiar distinction with ustedes and vosotros respectively. The use of ustedes with the second person plural is sometimes heard in Andalusia, but it is non-standard.Usted is the usual second-person singular pronoun in a formal context, but it is used jointly with the third-person singular voice of the verb. It is used to convey respect toward someone who is a generation older or is of higher authority ("you, sir"/"you, ma'am"). It is also used in a familiar context by many speakers in Colombia and Costa Rica and in parts of Ecuador and Panama, to the exclusion of t or vos. This usage is sometimes called ustedeo in Spanish.In Central America, especially in Honduras, usted is often used as a formal pronoun to convey respect between the members of a romantic couple. Usted is also used that way between parents and children in the Andean regions of Ecuador, Colombia and Venezuela.Most speakers use (and the Real Academia Espaola prefers) the pronouns lo and la for direct objects (masculine and feminine respectively, regardless of animacy, meaning "him", "her", or "it"), and le for indirect objects (regardless of gender or animacy, meaning "to him", "to her", or "to it"). The usage is sometimes called "etymological", as these direct and indirect object pronouns are a continuation, respectively, of the accusative and dative pronouns of Latin, the ancestor language of Spanish.A number of dialects (more common in Spain than in the Americas) use additional rules for the pronouns, such as animacy, or count noun vs. mass noun, rather than just direct vs. indirect object. The ways of using the pronouns in such varieties are called "lesmo", "losmo", or "lasmo", according to which respective pronoun, le, lo, or la, covers more than just the etymological usage (le as a direct object, or lo or la as an indirect object).Some words can be significantly different in different Hispanophone countries. Most Spanish speakers can recognize other Spanish forms even in places where they are not commonly used, but Spaniards generally do not recognize specifically American usages. For example, Spanish mantequilla, aguacate and albaricoque (respectively, 'butter', 'avocado', 'apricot') correspond to manteca (word used for lard in Peninsular Spanish), palta, and damasco, respectively, in Argentina, Chile (except manteca), Paraguay, Peru (except manteca and damasco), and Uruguay. In the healthcare context, an assessment of the Spanish translation of the QWB-SA identified some regional vocabulary choices and US-specific concepts, which cannot be successfully implemented in Spain without adaptation.[246]Around 85% of everyday Spanish vocabulary is of Latin origin. Most of the core vocabulary and the most common words in Spanish comes from Latin. The Spanish words first learned by children as they learn to speak are mainly words of Latin origin. These words of Latin origin can be classified as heritage words, cultisms (learned borrowings) and semi-cultisms.Most of the Spanish lexicon is made up of heritage lexicon. Heritage or directly inherited words are those whose presence in the spoken language has been continued since before the differentiation of the Romance languages. Heritage words are characterized by having undergone all the phonetic changes experienced by the language. This differentiates it from the cultisms and semi-cultisms that were no longer used in the spoken language and were later reintroduced for restricted uses. Because of this, cultisms generally have not experienced some of the phonetic changes and present a different form than they would have if they had been transmitted with heritage words.In the philological tradition of Spanish, a cultism is a word whose morphology very strictly follows its Greek or Latin etymological origin, without undergoing the changes that the evolution of the Spanish language followed from its origin in Vulgar Latin. The same concept also exists in other Romance languages. Reintroduced into the language for cultural, literary or scientific considerations, cultism only adapts its form to the orthographic and phonological conventions derived from linguistic evolution, and ignores the transformations that the roots and morphemes underwent in the development of the Romance language.In some cases, cultisms are used to introduce technical or specialized terminology that, present in the classical language, did not appear in the Romance language due to lack of use; This is the case of many of the literary, legal and philosophical terms of classical culture, such as ataraxia (from the Greek , "dispassion") or legislar (built from the Latin legislator). In other cases, they construct neologisms, such as the name of most scientific disciplines.A semi-cultism is a word that did not evolve in the expected way, in the vernacular language (Romance language), unlike heritage words; its evolution is incomplete. Many times interrupted by cultural influences (ecclesiastical, legal, administrative, etc.). For the same reason, they maintain some features of the language of origin. Dios is a clear example of semi-cultism, where it came from the Latin Deus. It is a semi-cultism, because it maintains (without fully adapting to Castilianization, in this case) some characteristics of the Latin languagethe ending in -s, but, at the same time, it undergoes slight phonetic modifications (change of eu for io). Deus > Dios (instead of remaining cultist: Deus > *Deus, or becoming a heritage word: Deus > *Do). The Catholic Church influenced by stopping the natural evolution of this word, and, in this way, converted this word into a semi-cultism and unconsciously prevented it from becoming a heritage word.Spanish vocabulary has been influenced by several languages. As in other European languages, Classical Greek words (Hellenisms) are abundant in the terminologies of several fields, including art, science, politics, nature, etc.[247] Its vocabulary has also been influenced by Arabic, having developed during the Al-Andalus era in the Iberian Peninsula, with around 8% of its vocabulary having Arabic lexical roots.[248][249][250][251] It has also been influenced by Basque, Iberian, Celtiberian, Visigothic, and other neighboring Ibero-Romance languages.[252][251] Additionally, it has absorbed vocabulary from other languages, particularly other Romance languages such as French, Mozarabic, Portuguese, Galician, Catalan, Occitan, and Sardinian, as well as from Quechua, Nahuatl, and other indigenous languages of the Americas.[253] In the 18th century, words taken from French referring above all to fashion, cooking and bureaucracy were added to the Spanish lexicon. In the 19th century, new loanwords were incorporated, especially from English and German, but also from Italian in areas related to music, particularly opera and cooking. In the 20th century, the pressure of English in the fields of technology, computing, science and sports was greatly accentuated.In general, Hispanic America is more susceptible to loanwords from English or Anglicisms. For example: mouse (computer mouse) is used in Hispanic America, in Spain ratn is used. This happens largely due to closer contact with the United States. For its part, Spain is known by the use of Gallicisms or words taken from neighboring France (such as the Gallicism ordenador in European Spanish, in contrast to the Anglicism computador or computadora in American Spanish).Further information: Comparison of Portuguese and SpanishSpanish is closely related to the other West Iberian Romance languages, including Asturian, Aragonese, Galician, Ladino, Leonese, Mirandese and Portuguese. It is somewhat less similar, to varying degrees, from other members of the Romance language family.It is generally acknowledged that Portuguese and Spanish speakers can communicate in written form, with varying degrees of mutual intelligibility.[254][255][256][257] Mutual intelligibility of the written Spanish and Portuguese languages is high, lexically and grammatically. Ethnologue gives estimates of the lexical similarity between related languages in terms of precise percentages. For Spanish and Portuguese, that figure is 89%, although phonologically the two languages are quite dissimilar. Italian on the other hand, is phonologically similar to Spanish, while sharing lower lexical and grammatical similarity of 82%. Mutual intelligibility between Spanish and French or between Spanish and Romanian is lower still, given lexical similarity ratings of 75% and 71% respectively.[258][259] Comprehension of Spanish by French speakers who have not studied the language is much lower, at an estimated 45%. In general, thanks to the common features of the writing systems of the Romance languages, interlingual comprehension of the written word is greater than that of oral communication.The following table compares the forms of some common words in several Romance languages:LatinSpanishGalicianPortugueseAstur-LeoneseAragoneseCatalanFrenchItalianRomanianEnglishns (alters)1,2"we (others)"nosotrosns, nosoutros3ns, ns outros3ns, nosotrosnusatrosnosaltres(arch. ns)nous4noi, noialtri5noi'we'frtre(m) germnu(m)"true brother"hermanoirmnirmohermanuchirmngerm(arch. frare)6frrefratellofrate'brother'die(m)mrtis(Classical)"day of Mars"tertia(m)fria(m) (LateLatin)"third (holi)day"martesMartes, TerzaFeiraTera-FeiraMartesMartesDimartsMardiMartedMari'Tuesday'cantine(m)canticu(m)cancin7(arch. cann)cancin, canom8canocancin(also canciu)cantacanchansoncanzonecntec'song'magisplsms(arch. plus)mismaismsms(also ms)ms(arch. pus or plus)pluspimai'more'manu(m)sinistra(m)manoizquierda9(arch.manosiniestra)manesquerda9moesquerda9(arch.mosestra)manuizquierda9(oresquierda;also manzorga)mancuchamesquerra9(arch.msinistra)maingauchemanosinistramnastng'lefthand'rs, rm"thing"nlla(m)rem nta(m)"no born thing"mca(m)"crumb"nadanada(also ren and res)nada (arch. rs)nada(also un res)cosaresrien, nulniente, nullamica (negative particle)nimic, nul'nothing'cseu(m) frmticu(m)"form-cheese"quesoqueixoqueijoquesuquesoformatgefromageformaggio/cacioca10'cheese'1. In Romance etymology, Latin terms are given in the Accusative since most forms derive from this case.2. As in "us very selves", an emphatic expression.3. Also ns outros in early modern Portuguese (e.g. The Lusiads), and nosoutros in Galician.4. Alternatively nous autres in French.5. noialtri in many Southern Italian dialects and languages.6. Medieval Catalan (e.g. Llibre dels fets).7. Modified with the learned suffix -cin.8. Depending on the written norm used (see Reintegrationism).9. From Basque esku, "hand" + erdi, "half, incomplete". This negative meaning also applies for Latin sinistra(m) ("dark, unfortunate").10. Romanian ca (from Latin csevs) means a type of cheese. The universal term for cheese in Romanian is brnz (from unknown etymology).[260]Further information: Judaeo-SpanishThe Rashi script, originally used to print Judaeo-SpanishAn original letter in Haketia, written in 1832Judaeo-Spanish, also known as Ladino,[261] is a variety of Spanish which preserves many features of medieval Spanish and some old Portuguese and is spoken by descendants of the Sephardi Jews who were expelled from Spain in the 15th century.[261] While in Portugal the conversion of Jews occurred earlier and the assimilation of New Christians was overwhelming, in Spain the Jews kept their language and identity. The relationship of Ladino and Spanish is therefore comparable with that of the Yiddish language to German. Ladino speakers today are almost exclusively Sephardi Jews, with family roots in Turkey, Greece, or the Balkans, and living mostly in Israel, Turkey, and the United States, with a few communities in Hispanic America.[261] Judaeo-Spanish lacks the Native American vocabulary which was acquired by standard Spanish during the Spanish colonial period, and it retains many archaic features which have since been lost in standard Spanish. It contains, however, other vocabulary which is not found in standard Spanish, including vocabulary from Hebrew, French, Greek and Turkish, and other languages spoken where the Sephardim settled.Judaeo-Spanish is in serious danger of extinction because many native speakers today are elderly as well as elderly olim (immigrants to Israel) who have not transmitted the language to their children or grandchildren. However, it is experiencing a minor revival among Sephardi communities, especially in music. In Hispanic American communities, the danger of extinction is also due to assimilation by modern Spanish.A related dialect is Haketia, the Judaeo-Spanish of northern Morocco. This too, tended to assimilate with modern Spanish, during the Spanish occupation of the region.Main article: Spanish orthographySpanish languageA manuscript of the Cantar de mio Cid, 13th centuryOverviewPronunciationstressOrthographyNamesHistoryOldMiddleInfluencesGrammarDeterminersNounsgenderPronounspersonalobjectAdjectivesPrepositionsVerbsconjugationirregular verbsDialectsAndalusianAndeanArgentineBelizeanBolivianCanarianCaribbeanCentral AmericanChileanColombianCosta RicanCubanDominicanEcuadorianEquatoguineanGuatemalanHonduranMexicanMurcianNew MexicanNicaraguanParaguayPanamanianPeninsularPeruvianPhilippinestatusPuerto RicanRioplatenseSaharanSalvadoranStandardUruguayanVenezuelanDialectologySeseoYesmoVoseoLesmoLosmoInterlanguagesLlanitoJoparaJudaeo-SpanishPortuolSpanglishCastrapoCreolesRoquetas PidginChavacano or ChabacanoPalenquero or PalenqueTeachingHispanismRAEInstituto CervantesvteSpanish is written in the Latin script, with the addition of the character (ee, representing the phoneme //, a letter distinct from n, although typographically composed of an n with a tilde). Formerly the digraphs ch (che, representing the phoneme /t/) and ll (elle, representing the phoneme // or //), were also considered single letters. However, the digraph rr (erre fuerte, 'strong r', erre doble, 'double r', or simply erre), which also represents a distinct phoneme /r/, was not similarly regarded as a single letter. Since 1994 ch and ll have been treated as letter pairs for collation purposes, though they remained a part of the alphabet until 2010. Words with ch are now alphabetically sorted between those with cg and ci, instead of following cz as they used to. The situation is similar for ll.[262][263]Thus, the Spanish alphabet has the following 27 letters:A, B, C, D, E, F, G, H, I, J, K, L, M, N, , O, P, Q, R, S, T, U, V, W, X, Y, Z.Since 2010, none of the digraphs (ch, ll, rr, gu, qu) are considered letters by the Royal Spanish Academy.[264]The letters k and w are used only in words and names coming from foreign languages (kilo, folklore, whisky, kiwi, etc.).With the exclusion of a very small number of regional terms such as Mxico (see Toponymy of Mexico), pronunciation can be entirely determined from spelling. Under the orthographic conventions, a typical Spanish word is stressed on the syllable before the last if it ends with a vowel (not including y) or with a vowel followed by n or an s; it is stressed on the last syllable otherwise. Exceptions to this rule are indicated by placing an acute accent on the stressed vowel.The acute accent is used, in addition, to distinguish between certain homophones, especially when one of them is a stressed word and the other one is a clitic: compare el ('the', masculine singular definite article) with l ('he' or 'it'), or te ('you', object pronoun) with t ('tea'), de (preposition 'of') versus d ('give' [formal imperative/third-person present subjunctive]), and se (reflexive pronoun) versus s ('I know' or imperative 'be').The interrogative pronouns (qu, cul, dnde, quin, etc.) also receive accents in direct or indirect questions, and some demonstratives (se, ste, aqul, etc.) can be accented when used as pronouns. Accent marks used to be omitted on capital letters (a widespread practice in the days of typewriters and the early days of computers when only lowercase vowels were available with accents), although the Real Academia Espaola advises against this and the orthographic conventions taught at schools enforce the use of the accent.When u is written between g and a front vowel e or i, it indicates a "hard g" pronunciation. A diaeresis indicates that it is not silent as it normally would be (e.g., cigea, 'stork', is pronounced [iwea]; if it were written *ciguea, it would be pronounced *[iea]).Interrogative and exclamatory clauses are introduced with inverted question and exclamation marks (and , respectively) and closed by the usual question and exclamation marks.Main article: Royal Spanish AcademyThe Royal Spanish Academy (Real Academia Espaola), founded in 1713,[265] together with the 21 other national ones (see Association of Spanish Language Academies), exercises a standardizing influence through its publication of dictionaries and widely respected grammar and style guides.[266]Because of influence and for other sociohistorical reasons, a standardized form of the language (Standard Spanish) is widely acknowledged for use in literature, academic contexts and the media.Main article: Association of Spanish Language AcademiesMember states of the ASALE[267]The Association of Spanish Language Academies (Asociacin de Academias de la Lengua Espaola, or ASALE) is the entity which regulates the Spanish language. It was created in Mexico in 1951 and represents the union of all the separate academies in the Spanish-speaking world. It comprises the academies of 23 countries, ordered by date of academy foundation: Spain (1713),[268] Colombia (1871),[269] Ecuador (1874),[270] Mexico (1875),[271] El Salvador (1876),[272] Venezuela (1883),[273] Chile (1885),[274] Peru (1887),[275] Guatemala (1887),[276] Costa Rica (1923),[277] Philippines (1924),[278] Panama (1926),[279] Cuba (1926),[280]Paraguay (1927),[281] Dominican Republic (1927),[282] Bolivia (1927),[283] Nicaragua (1928),[284] Argentina (1931),[285] Uruguay (1943),[286] Honduras (1949),[287] Puerto Rico (1955),[288] United States (1973)[289] and Equatorial Guinea (2016).[290]Main article: Instituto CervantesThe Instituto Cervantes ('Cervantes Institute') is a worldwide nonprofit organization created by the Spanish government in 1991. This organization has branches in 45 countries, with 88 centers devoted to the Spanish and Hispanic American cultures and Spanish language.[291] The goals of the Institute are to promote universally the education, the study, and the use of Spanish as a second language, to support methods and activities that help the process of Spanish-language education, and to contribute to the advancement of the Spanish and Hispanic American cultures in non-Spanish-speaking countries. The institute's 2015 report "El espaol, una lengua viva" (Spanish, a living language) estimated that there were 559million Spanish speakers worldwide. Its latest annual report "El espaol en el mundo 2018" (Spanish in the world 2018) counts 577million Spanish speakers worldwide. Among the sources cited in the report is the U.S. Census Bureau, which estimates that the U.S. will have 138million Spanish speakers by 2050, making it the biggest Spanish-speaking nation on earth, with Spanish the mother tongue of almost a third of its citizens.[292]For a more comprehensive list, see List of countries where Spanish is an official language International organizations.Spanish is one of the official languages of the United Nations, the European Union, the World Trade Organization, the Organization of American States, the Organization of Ibero-American States, the African Union, the Union of South American Nations, the Antarctic Treaty Secretariat, the Latin Union, the Caricom, the North American Free Trade Agreement, the Inter-American Development Bank, and numerous other international organizations.Article 1 of the Universal Declaration of Human Rights in Spanish:Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como estn de razn y conciencia, deben comportarse fraternalmente los unos con los otros.[293]Article 1 of the Universal Declaration of Human Rights in English:All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.[294]Language portalCaf para todosCuentoList of EnglishSpanish interlingual homographsLongest word in SpanishMost common words in SpanishOlOl, Ol, OlSpanish profanitySpanish proverbsTertuliaVale un PerAssociation of Academies of the Spanish LanguageCountries where Spanish is an official languageHispanic cultureHispanicizationHispanidadHispanismHispanophoneFundu BBVAInstituto CervantesInternational Conference of the Spanish LanguageList of Spanish-language poetsPanhispanismRoyal Spanish AcademySpanish-language literatureSpanish-language musicArabic language influence on the Spanish languageList of Spanish words of Germanic originList of Spanish words of Philippine originAlemaolCalChamorroChavacanoCreolesFrespaolJoparaJudaeo-SpanishList of English words of Spanish originLlanitoMedia LenguaPalenqueroPapiamentoPhilippine languagesPortuolSpanglishSpanish dialects and varietiesEuropean SpanishPeninsular SpanishAndalusian SpanishAndalusian language movementCastilian SpanishCastrapo (Galician Spanish)Casto (Extremaduran Spanish)Murcian SpanishCanarian SpanishSpanish language in the AmericasNorth American SpanishMexican SpanishSpanish in the United StatesCentral American SpanishCaribbean SpanishSouth American SpanishBolivian SpanishChilean SpanishColombian SpanishEcuadorian SpanishParaguayan SpanishPeruvian SpanishUruguayan SpanishVenezuelan SpanishSpanish in AfricaEquatoguinean SpanishSaharan SpanishSpanish in AsiaSpanish in the Philippines^ a b c d Spanish language at Ethnologue (28th ed., 2025) ^ Eberhard, Simons & Fennig (2020)^ Hammarstrm, Harald; Forkel, Robert; Haspelmath, Martin; Bank, Sebastian, eds. 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There were also another 2.4 mill. non-Hispanic Spanish speakers at home older than 5 years old (5.6% of 43,369,734) as of 2023.[103] In 2011, a similar survey tells that 82% of U.S. Hispanics speak Spanish very well or pretty well, and there were another 2.8 million non Hispanics who speak Spanish at home.[104]^ 43.4million as a first language + 15.5million as a second language. To avoid double counting, the number does not include 8million Spanish students and some of the 7.7million undocumented Hispanics not accounted by the Census.^ 90% of U.S. Hispanics know how to speak at least a little Spanish (according to a 2022 survey).[100] There were 65.1 million Hispanics in the U.S.[105] of which 60,196,875 are over 5 years old,[106] as of 2023. There were also another 2.4 mill. non-Hispanic Spanish speakers at home older than 5 years old (5.6% of 43,369,734) as of 2023.[103] Total number of people who speak at least a little Spanish: 56,605,892. Non-Hispanic Spanish speakers in the U.S. are not included (except those who speak it at home).^ Indigenous population that does not speak Spanish: 148,392 (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 335,576 (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 219,534 (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 85,869 (page 44 of "Anuario del Instituto Cervantes 2024").^ People with Spanish limited competence in Ecuador: 537,552. Indigenous population that does not speak Spanish: 451,533 (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 1,638,867 (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 267,729 (page 44 of "Anuario del Instituto Cervantes 2024").^ 3% of people in France older than 12, speak Spanish very well, and 1% speak Spanish as a native language.^ Indigenous population that does not speak Spanish: 69,667. (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 19,253. Indigenous population that have limited competence: 2,456,048 (page 45, 34 of "Anuario del Instituto Cervantes 2024").^ 522,443 immigrants native speakers + 170,444 descendants of Spanish immigrants + 5,500,000 can hold a conversation (pages 52 and 54 of "Anuario del Instituto Cervantes 2024"). To avoid double counting, the number does not include 4,048,338 Spanish students in Brazil (page 59).^ 2% of people in Germany older than 12, speak Spanish very well, and 1% speak Spanish as a native language.^ Indigenous population that does not speak Spanish: 897. (page 44 of "Anuario del Instituto Cervantes 2024").^ Indigenous population that does not speak Spanish: 69,667. (page 44 of "Anuario del Instituto Cervantes 2024").^ 2% of people in Italy older than 12, speak Spanish very well, and 1% speak Spanish as a native language.^ 1% of people in Belgium older than 12, speak Spanish very well, and 1% speak Spanish as a native language.^ There are 1,149 native Spanish speakers + 173,600 Spanish speakers with limited competence + 88,679 Spanish students.^ There are 13,000 native Spanish speakers + 24,000 Spanish speakers with limited competence + 95,888 Spanish students.^ 4% of people in Italy older than 12, speak Spanish very well, and 3% speak Spanish as a native language.Real Academia Espaola (RAE), Royal Spanish Academy. Spain's official institution, with a mission to ensure the stability of the Spanish languageInstituto Cervantes, Cervantes Institute. A Spanish government agency, responsible for promoting the study and the teaching of the Spanish language and culture.FunduRAE, Foundation of Emerging Spanish. A non-profit organization with collaboration of the RAE which mission is to clarify doubts and ambiguities of Spanish.Spanish language at Wikipedia's sister projects:Definitions from WiktionaryMedia from CommonsQuotations from WikiquoteTextbooks from WikibooksPhrasebook from WikivoyageSpanish edition of WikipediaData from WikidataRetrieved from " of the Ibero-Romance languagesWest IberianWestern Iberian RomanceGeographicdistributionIberian Peninsula, Latin America, Africa, Israel, Philippines, East Timor, Easter Island, GoaLinguistic classificationIndo-EuropeanItalicLatino-FaliscanLatinicRomanceItalo-WesternWestern RomanceIberian RomanceWest IberianSubdivisionsAsturleonese Asturian Cantabrian Leonese MirandeseCastilian Spanish Judaeo-Spanish ExtremaduranGalicianPortuguese Portuguese Judaeo-Portuguese Galician FalaNavarro-Aragonese Aragonese Navarrese RiojanLanguage codesGlottologwest2838unsh1234Languages of the Iberian PeninsulaWest Iberian Romance:AragoneseAsturleonese (incl. Mirandese)GalicianPortugueseFalaExtremaduranBarranquenhoSpanishOccitano-Romance:Catalan (incl. Valencian) OccitanNon-Indo-European:Basque (language isolate)West Iberian is a branch of the Ibero-Romance languages that includes the Castilian languages (Spanish, Judaeo-Spanish), Astur-Leonese (Asturian, Leonese, Mirandese, Extremaduran (sometimes), Cantabrian),[1][2] Navarro-Aragonese and the descendants of Galician-Portuguese.Until a few centuries ago, they formed a dialect continuum covering the western, central and southern parts of the Iberian Peninsulaexcepting the Basque and Catalan-speaking territories. This is still the situation in a few regions, particularly in the northern part of the peninsula, but due to the differing sociopolitical histories of these languages (independence of Portugal since the early 12th century, unification of Spain in the late 15th century under the Catholic Monarchs, who privileged Castilian Spanish over the other Iberian languages), Spanish and Portuguese have tended to overtake and to a large extent absorb their sister languages while they kept diverging from each other.There is controversy over whether the members of the modern Galician-Portuguese and Astur-Leonese sub-groups are languages or dialects. A common, though disputed, classification is to state that Portuguese and Galician are separate languages, as are Asturian, Leonese, and Mirandese. Cantabrian and Extremaduran are considered codialects of the Leonese language for UNESCO, whereas the latter is a Castilian dialect in the ISO codes.Papiamento is a West Iberian creole language spoken in the Dutch West Indies and believed to be derived from Portuguese, Judaeo-Portuguese and Spanish.Bold indicates language families. Daggers indicate extinct languages.West IberianAsturleoneseAsturianLeoneseMirandeseExtremaduran[a]CantabrianCastilianExtremaduran[a]Judaeo-SpanishSpanishLoreto-UcayaliGalician-PortugueseGalicianGalician-AsturianPortugueseMindericoFala Judaeo-PortuguesePyreneanMozarabicAndalusi RomanceNavarro-AragoneseAragonese Judaeo-Aragonese Navarrese Old Riojan^ a b Extremaduran is sometimes considered an Asturleonese or a Castilian dialect.^ Menndez Pidal, R (2006) [1906]. El dialecto Leons. Len: El Buho Viajero. ISBN84-933781-6-X.^ UNESCO Interactive Atlas of the Worlds Languages in Danger, where Cantabrian is listed in the Astur-Leonese linguistic group.This article about Romance languages is a stub. You can help Wikipedia by expanding it.vteThis Indo-European languages-related article is a stub. You can help Wikipedia by expanding it.vteRetrieved from " leren les 21. Basic spanish books for beginners. Spanish lesson plan example. Spanish stories a2. Spanish lesson plans for beginners. Basic spanish lessons for beginners. Spanish lesson b1.