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Spanish Foreign Language Communication Policy and Implications

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***Abstract**: Due to colonial history, there are more than twenty Spanish-speaking countries around the world. At present, Spanish has become the second most spoken language and the Spanish-speaking population is widely distributed across the globe. This fact is not only closely related to the history, but also to Spain's language policy of the internationalization of the Spanish language. These policies mainly include the following aspects: to maintain the official status of Spanish, to promote "Panhispanism", and to strengthen the linguistic identity so that the Spanish speakers maintain a positive attitude towards their language; to normalize orthography, lexicon, grammar rules to guarantee the unanimity of Spanish in different regions; to establish a specialized institute to promote the diffusion of the Spanish language and culture. Throughout the course of its linguistic promotion, Spanish's linguistic imperialism and postcolonialism are clearly noted. However, Spain's language policy, which for example, follows the country's development strategy and emphasizes multi-party cooperation and culture promotion, provides valuable reference for the internationalization of the Chinese language and culture.*

***Keywords**: Spanish; Language Policy; Language Promotion; Cervantes Institute; Panhispanism*

Introduction

By the end of 2018, there were more than 480 million native Spanish speakers in the world, according to the Instituto Cervantes's annual report. Spanish as a first and second language is spoken by more than 580 million people, accounting for 7.6 percent of the world's population. By 2050, Spanish will be spoken by more than 760 million people, according to 2017 United Nations demographics and projections. As a result, Spanish has become the second most spoken language in the world, after Chinese, and is spoken by people all over the world, spreading across Europe, the Americas, Africa and parts of Asia.

There is no denying that Spanish is now one of the most influential international languages in the world. Spanish language promotion policy has played an important role in the process of Spanish internationalization. The importance of language as an instrument of statehood has been recognized since the 15th century, when Europeans began to Wild China and dominate the world (Zhang & Liu, 2001). In 1492, Columbus and his fleet landed in Latin America, where the Spanish established colonies and quickly adopted Spanish as the governing language. However, until the adoption and implementation of a constitutional referendum in 1978, Spain did not form a definitive language policy. The same is true in most other Spanish-speaking countries.

After the end of the dictatorship, democratic Spain expanded its foreign trade, especially in Latin America and the United States, which were the main export targets of the developed west. Trade is conducted in languages, so exporting countries need to train language learners in their target countries. In addition, large numbers of Latin American immigrants have flocked to the United States, that made Spanish the number one "Second Language" in the United States. In this context, spanish-speaking countries began to pay attention to their own language communication, and began to develop basic guidelines for language communication, such as financial support, the establishment of language promotion agencies.

The Promotion of Spanish as a Foreign Language

There is no doubt that the spread of the Spanish language around the world has come a long way before Spain adopted a policy of promoting foreign languages. During the reign of the First Spanish Republic state, it successively established the "Spanish School of art" and the "Cultural Affairs Office" at home and abroad, and later renamed the "Cultural Affairs Office", which belonged to the "Inter-american Office". The Second Spanish Republic has inherited the agency and enacted a mechanism to regulate the overseas Spanish language (Pablo, 1998). In addition to government-level language dissemination, many individuals have contributed to the dissemination and promotion of the Spanish language out of a sense of personal responsibility. The actions of these individuals are entirely voluntary, with no institutional or governmental support (Sánchez, 1992). These private acts have not been fully documented, but some organizations continue to this day, such as a "Generation of Spaniards"set up in France and Spain, will continue to push local Spaniards recreational activities on an irregular basis.

Into the Franco's dictatorship, all policies related to the spread of language served its dictatorship. The Francisco Franco administration has a "Linguistic Imperialism" in Latin America to ensure the strong position of the Spanish language in the region. In 1940, the government established the Spanish World Commission, whose main aim was to preserve the purity of the Spanish language throughout the world. Five years later, the organization was renamed the "Spanish Academy of Culture", in the hope that the change of name would weaken the color of imperialism. But in fact, the linguistic imperialism has had a profound impact in Latin America, the spanish-speaking non-spanish countries often regard Spain as the "Mother Country" of the spanish-speaking world, and the concepts of "Similar Culture and Value System", "Similar Fate" and "Christian Catholic" are deeply rooted in the official speeches of the spanish-speaking countries and the hearts of their peoples (Sánchez, 1992).

In the period of democratic Spain, that is, after the Spanish constitution was promulgated and implemented in 1978, the political, economic and cultural features of Spain changed greatly. At the same time, the constitution establishes the status of the official Spanish language and provides for the respect and protection of the various linguistic forms of the Spanish language. These provisions facilitated the development of foreign language promotion policies during the Spanish Democratic period, which were further developed following Spain's accession to the European Community in 1985. The promotion of the Spanish language in the new era of democracy has received support and assistance from the following state departments and institutions.

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Foreign Office

In order to ensure the spread and promotion of the Spanish language and culture abroad, the Ministry of Foreign Affairs has established a system of foreign language teaching institutions, these include schools run by Spain, schools run in cooperation between the two countries, Special Departments of European Schools, education units of Spanish embassies abroad, science and technology units, etc., as shown in the picture. Its main objectives are the dissemination of the language and culture in the teaching of the Spanish language abroad, the organization of activities for the teaching and learning of the Spanish language and the promotion of Spanish culture, and the dispatch of Spanish teachers abroad, to finance the publication of spanish-language books and to provide financial support or books and materials to foreign teaching units engaged in Spanish teaching.

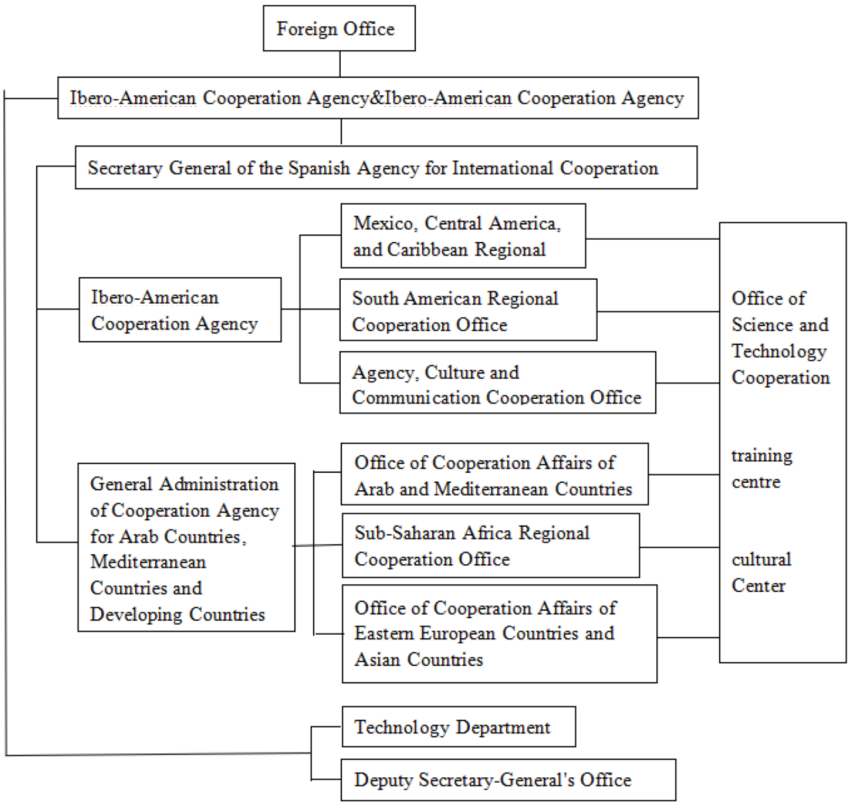


Figure 1. Atlas of the network for the promotion of Spanish language and Culture

The main functions of the cooperation agencies in the table are to carry out political, economic and cultural cooperation and exchanges with different regions and countries, and also to promote and disseminate languages. The Spanish International Cooperation Agency and the Instituto Cervantes, which are part of the Ministry of Foreign Affairs, have been instrumental in the global promotion and dissemination of the Spanish language. In addition, the Ministry of Foreign Affairs provides scholarships to foreign students and visiting scholars studying in Spain. The number of scholarships and the duration of grants vary, and the amount of funding is increasing year by year. Through the granting of scholarships, to attract more scholars to Spain for further study and research.

Spanish Ministry of Education, Culture and Sports

The Spanish Ministry of Education, culture and sports was formed by the merger of the early Spanish Ministry of Education, Science and Technology and the Ministry of Culture. In the 1980s, the then Ministry of Education, Science and technology began setting up schools outside Spain (mainly in Europe, such as France and Portugal) to serve large numbers of Spanish immigrants. At the same time, the Ministry of Education, Science and technology has been active in offering spanish-language courses in foreign universities. The mother-tongue learning needs of the children of these migrants contribute to the school-running process of the Ministry of Education, Science and Technology. These schools for second-generation immigrants evolved into institutions that promoted Spanish and Spanish culture and spread among non Spanish native speakers.

In 1989, the Ministry of Education introduced the Spanish Language Proficiency Test, and based on the results awarded a Spanish Elementary Certificate, advanced Spanish certificate. The systematization, maturity and constant improvement of the development of Spanish grading test promote the evaluation mechanism of Spanish teaching to the outside world. The identification of the international level of Spanish and the corresponding knowledge of Spanish at each level has a direct impact on and even determines the content and form of teaching Spanish as a foreign language. The decision also prompted the creation of spanish-related majors in foreign universities.

In addition, the Spanish Language Centre was set up by the Ministry of Culture at the time. The most important contribution of the centre is to provide Spanish language teaching materials to Spanish teachers overseas, as well as video materials to support teaching. These initiatives also promote the reform of teaching Spanish as a foreign language, from the traditional direct approach, translation approach to listening and speaking, communicative approach, task-based approach.

Spanish National Radio and Television

Spanish national radio has a series of external radio stations which are broadcast 24 hours a day. Radio programmes can be divided into three broad categories: information, such as window on Spain, Panorama of Spain, different Spain and cooperation; and promotion, such as the Round Table of facts and music, such as soft Spanish music. These programmes not only provide Spanish advice to people in the spanish-speaking world, but also provide a learning platform for native Spanish speakers around the world. It is also worth mentioning that Spanish radio and the Instituto Cervantes have created a special language learning program, Language Without Borders: Spanish, from vocabulary, grammar, phonetics to Spanish history to Spanish literature, it provides comprehensive and systematic instruction in the Spanish language for spanish-speaking learners, accompanied by audio tapes and distributed free of charge to a number of spanish-language teaching institutions.

Spanish state television is the opening of the spanish-language international channel, for global transmission. In addition to regular television programmes, special programmes have been produced for Spanish learning and for introducing Spanish culture. A separate Ibero-America, more attention and Spanish teaching results show, the latest Spanish teaching advice and the latest teaching technology and Means. Without leaving

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home, overseas viewers can learn Spanish language and traditional culture and get real-time information about Spain by watching TV.

Spanish Language Promotion Policy

Safeguarding Language Status and Strengthening the Awareness of Spanish

The current Constitution of Spain establishes the status of the official language of Spanish, and all citizens have the right and the duty to learn and use Spanish. The country's political language, media language, education language and so on are all Spanish. Respect for the authority of Spain while recognizing the legitimacy of the existence of other national languages. As a result, a bilingual policy has been adopted in most of the regions where national languages are spoken. Most Latin American countries, as former Spanish colonies, have much in common with Spain when it comes to language policy. It establishes the official status of the Spanish language in the constitution, emphasizing the social function of the Spanish language, while respecting and recognizing the legal status of the national language. In view of the obvious superiority of its social position, the Spanish language is absolutely dominant in Latin America. Most Native Americans are more inclined to use Spanish for a variety of reasons, and have a more negative attitude toward their own language.

In addition to the constitutional provisions, mention must be made of the Spanish government's language policy of "panhispanism". Víctor García de la Concha argues that all Spanish speakers should unite to defend it, spread it, and continue to enrich it in social life so that it becomes the mother tongue of more and more people. The Ibero-America, because it speaks a common language, should be seen as a whole, as a cohesive and powerful community held together by language (Ponte, 2019). Victor's point of view is a good explanation of what is "panhispanism". That is, to strengthen the sense of mother tongue of all spanish-speaking people, to strengthen their linguistic identity and to instil this collective identity in all countries where Spanish is the official language.

After the transition to a democratic government, Spain ended the isolation of Franco's dictatorship, and its international image and political and economic image underwent a fundamental change. At that time, the Spanish government strengthened its ties with European countries by joining the European Union organization. At the same time, the implementation of "panhispanism" made it stand out from other European Union countries, increased relations and contacts with the former colonial powers. Looking at the implementation of this language promotion policy, it is not difficult to find the important role of the association of Spanish language colleges. The association, made up of language institutes in twenty-three Spanish speaking countries, works to preserve the integrity and unity of the Spanish language, while ensuring that its development is consistent with its heritage and nature (Liu, 2015). The linguistic institutes of the spanish-speaking countries, in addition to working on the standardization of their own Spanish, are also responsible for the linguistic research and dissemination of their own languages. In terms of the composition of the institute, in addition to the national academicians, it also includes foreign correspondents, who are mostly of Spanish nationality in non-spanish countries.

It can be seen that the spanish-speaking countries follow the same language management model and are linked by language under the active promotion of Spain. To strengthen the dominance and social role of the Spanish language to strengthen the people's language awareness and language loyalty, and in this way to enhance the cohesion between different nations, different countries.

Standardizing the Use of the Language and Safeguarding the "Purity" of the Spanish Language

Before the Spanish arrived in Latin America, there were thousands of native languages spoken there, and during the process, there was an influx of immigrants from different countries. Therefore, the linguistic ecology of Latin America is extremely complex. In order to promote the use of the Spanish language, it is not enough to establish its official status, but also to prevent the misuse and abuse of the Spanish language in the process of language integration. It is for this reason that the Royal Spanish Language Institute and the spanish-speaking countries have been born. As mentioned above, the main function of these language institutes is to contribute to the standardization of the Spanish language and, through joint efforts, to ensure that the language is constantly adapted to the needs of its users, the unity of the whole and the essence can not be destroyed. To preserve the "Purity" of the Spanish language, the academy does a number of things:

1. Compilation of the dictionary, the Spanish Royal Language Institute since its inception in the preparation and continuous updating of the "Spanish Dictionary", and the establishment of a special committee of lexicography. This dictionary, which is the basis of the Spanish language, contains the definitions of all words, as well as the usages of Latin American Spanish words.

2. Spanish dictionary, the Royal College of languages has set up a "Daily Spanish" department to receive about 250 questions about Spanish vocabulary, orthography or grammar. Half of these consultations were from Spaniards, 40% from consultants from Latin American countries (mostly from Argentina, Mexico, Venezuela, Colombia, Chile and others) and the remaining 10% from around the world, most of them are from other EU countries and Brazil (Moreno-Fernández, 2005). All users can freely access the dictionary via the Internet and obtain the meaning of some of the latest derivatives.

3. To collect and organize the Spanish corpus, compile the Spanish historical dictionary, and enrich the diachronic corpus; to compile the Latin American Spanish dictionary, including the Latin American specific animal and plant, and food-related vocabulary, the vocabulary of Latin American and aboriginal languages, as well as the vocabulary of Aboriginal languages, enriches the expectation of various varieties of Spanish, compiles the Spanish special purpose dictionary, enriches the language data of different subjects.

4.Publication of the written specification and the Spanish specification. In the latest edition of the new Spanish grammar, special attention has been paid to the Spanish language in Latin America.

Thanks to the efforts of the Royal Spanish Language Institute and its collaboration with other member institutes of the Association of Spanish language institutes, there exists a standard Spanish on top of many varieties and dialects of the Spanish language, it has been widely used in the fields of politics, education,

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media and so on.

Establishment of Language Institutions to Promote the Acquisition of Spanish

On May 11,1990, the Spanish Council of Ministers approved the establishment of the Instituto Cervantes, a major milestone in the promotion of foreign languages in Spain in the new era. The main responsibility of the Instituto Cervantes is to promote the teaching, study and use of the Spanish language worldwide and to promote the spread of Spanish culture abroad. It is committed to the promotion of the linguistic and cultural heritage shared by all members and peoples of the spanish-speaking family. So far, the Instituto Cervantes has 87 campuses in 44 countries on five continents. It has set up two headquarters in Spain, the central headquarters in Madrid and the headquarters in Alcalá, Valle del Cauca Henares (Del Valle, 2011).

The governing body of the Instituto Cervantes is composed of a board of directors, a board of directors and a president. The honorary chairman of the board of directors is the King of Spain and the executive chairman is the Prime Minister of Spain. The board of directors also includes the Minister for Foreign Affairs, the Minister for Education and Culture, the president of the council, the president of the Instituto Cervantes, the president of the Spanish Academy, and the Secretary General of the Spanish Academic Council, the author of the Cervantes Prize for Literature. It also includes twenty-two members appointed by the government: seven on behalf of the Spanish language and culture, seven on behalf of the Hispanic America and five on behalf of other sociocultural institutions. The members of the council include the President of the Council, who is generally a minister in the cabinet of the Prime Minister or an official in the Ministry of Foreign Affairs and is primarily responsible for international cooperation; the vice-president of the council, who is generally appointed by the Ministry of Education and Culture; and the two members appointed by the government of the cabinet, the board of directors is represented directly for a term of two years, and the other five members represent the Ministry of Foreign Affairs, the Ministry of Education and Culture, the Ministry of Economy and Finance, etc. Generally speaking, the board of directors is responsible for setting the working guidelines of the Instituto Cervantes, and the board is responsible for reviewing and voting on the working guidelines. The president, as the legal representative, is responsible for the day-to-day management and administration of the Instituto Cervantes.

The global geography of the Instituto Cervantes is characterized by the fact that half of its centres have been established in Spanish protected areas or former colonies for a considerable period of time; Most of the new college centers are in areas where the Spanish language is thriving, such as the United States and Brazil. Thus, the establishment of the Instituto Cervantes depends entirely on the political needs of Spain's global development. On the other hand, there is no Instituto Cervantes in Spanish speaking Latin America, which means it is still aimed at people whose official language is not Spanish, but a group of people who speak Spanish as their mother tongue or "First Foreign Language".

Today, the main functions of the Instituto Cervantes include: organizing daily Spanish courses, special purpose Spanish courses and preparation courses for the Spanish language proficiency test; organization and certification of the diplomas of the international Spanish proficiency examination (Diplomas Oficiales de Español como Lengua Extranjera) ; organization of training of Spanish teachers, updating of teaching methods, organization of the selection and dispatch of Spanish teachers to the various branches; to organize

and participate in the dissemination of the Spanish language to the outside world; to organize and participate in the dissemination of Spanish culture; to set up physical and online libraries; to organize the study of Spanish linguistics and language teaching; to organize activities related to the dissemination of culture or language with universities or other public or private institutions; support or research with spanish-speaking scholars. To sum up, its main functions can be grouped into the following four aspects: teaching, cultural activities, library, administration (De Cock, 2008).

In addition, the Instituto Cervantes established a virtual center, or online center, in 1997, which has since been accessible to any Spanish speaking scholar regardless of time or place, browse Spanish language and culture related content, Spanish learning materials and so on. The virtual online center has the characteristics of free access and fast content updating, which greatly increases the timeliness of Spanish learning.

In general, the Instituto Cervantes has been tasked with the dissemination of Spanish culture and the teaching of the Spanish language since its inception. To attract an audience interested in the culture of the Spanish language, especially those who do not attend language courses, through a wide range of cultural activities aimed at the general public, and thereby to inspire more people to learn Spanish, a close encounter with Spanish culture. It can be seen that cultural activities and teaching activities complement and promote each other.

It is worth mentioning that the culture and teaching activities of the Instituto Cervantes are also integrated with the languages and cultures of other non Spanish native speakers, in the process of dissemination, the entire Latin American world's cultural and teaching activities as a whole, thoroughly implement the "panhispanism".

Characteristics of the Promotion of the Spanish Language

The Government Attaches Great Importance

From the establishment of the Instituto Cervantes, the Royal Spanish Language Institute, to the active promotion of "panhispanism", it can be seen that the Spanish government will promote the global promotion of Spanish to a national strategic height for planning and deployment. Use the same mother tongue as an opportunity to strengthen ties with the spanish-speaking world of Latin America. On the one hand, by strengthening political, economic and cultural contacts with spanishspeaking countries and strengthening the important role of the Spanish language in social life, in order to consolidate the positive attitude of different Latin American peoples towards the Spanish language, in turn, it will enhance its linguistic identity and stimulate its collective consciousness. On the other hand, it will vigorously disseminate its language and culture and establish its national image through the deployment of Instituto Cervantes in key areas. Instituto Cervantes, for example, has eight campuses in Latin America, all of them in Brazil. Since Brazil's neighbours are all spanishspeaking countries, from the willingness of countries to integrate into the regional culture to the need for people to learn the language in order to seek more opportunities, there is good ground for the promotion of Spanish in Brazil. The Instituto Cervantes has also set up a training centre for Spanish teachers in Brazil, which exports a large number of Spanish teachers each year, effectively promoting the teaching of

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the Brazilian language.

Diversity of Communication Subjects

As can be seen from the composition of the Instituto Cervantes, the Spanish language promotion agency does not exist independently, but collaborates in the Ministries of Foreign Affairs, Education and culture, and economy and finance to plan language communication strategies, and execute from the top down. Such a working mechanism makes the Instituto Cervantes's work plan more in line with the national will. In addition to the use of official power, the Instituto Cervantes has actively cooperated with civil institutions and universities in the country itself or in the target country to promote the transition from a single subject to a diversified one through extensive civil exchanges. The success of the Instituto Cervantes in Brazil is partly due to the recognition, approval and even policy support of the local government. This shows that the success of language promotion can not be achieved by a single agency or department, in addition to domestic funds, policy support, the role of local government, private institutions can not be underestimated.

Diversified Channels of Transmission

The language of the Instituto Cervantes is spread in a variety of ways. The first is the traditional face-to-face courses, covering different language levels and uses, while organizing lectures, conducting academic seminars, setting up libraries and providing materials for learning Spanish. The second is the establishment of a virtual teaching centre using a web-based platform, to develop distance education to fill the gaps in teaching in the field, as well as to open online libraries and problem desks to meet the needs of Spanish learners in different regions; and, the Instituto Cervantes attaches great importance to the development of information-based teaching methods and multimedia teaching platforms in the internet age, and has mobilized existing TV, radio and publications to break through the limitation of time and space, to meet the learning needs of more Spanish lovers. For example, you can receive Spanish course information, study materials and Spanish registration and examination guides from the wechat account of Beijing Cervantes College. The Instituto Cervantes has fully practiced the adaptation to local conditions in its communication channels, using multiple platforms to ensure the timeliness and effectiveness of language communication.

Promoting Language Learning through Cultural Activities

Spain has long history and splendid culture, as well as the rich diversity of Latin America, provide rich material for the cultural activities of the Instituto Cervantes. In 2019 alone, more than 80 cultural events, one or two a week, were held, according to the Instituto Cervantes's Beijing website. Activities include film screenings, workshops, round tables, subject talks, festivals, concerts, performances and exhibitions. Each activity is conducted in both Spanish and Chinese. In addition, the college also actively organized or participated in various domestic Spanish competitions, such as "National Spanish Contest", "Spanish Speech Contest", "Spanish Singing Contest", "Spanish Dubbing Contest" and so on. Through high-density, multi-content cultural activities, more people are attracted to the Spanish language and feel the charm of the Spanish world culture, thus stimulating their interest in language learning.

Conclusion

Despite the postcolonialism and linguistic imperialism of the Spanish language, there is no denying the worldwide influence of the Spanish language and the success of its promotion strategy. As we actively advocate cultural self-confidence and push Chinese culture to the world, the successful experience of Spanish language promotion also provides new enlightenment for Chinese international communication. To include the international promotion of the Chinese language in national development strategies, to formulate policies and guidelines for the promotion of the Chinese language at the national level, to expand the influence of the Chinese language, and thereby to enhance the soft power and international voice of the country; to attach importance to overseas Chinese organizations and the strength of the Chinese people, we will strengthen non governmental cooperation and international cooperation to promote the formation of the Chinese Language Circle, give full play to Confucius's language promotion function and strengthen the building of a contingent of teachers of Chinese as a foreign language, and coordinate the work of Confucius with other departments to clearly define the division of roles, we should rationally allocate and use resources to establish a scientific international promotion system for the Chinese language, make full use of multi-media platforms and information technology to widen the channels for the dissemination of the Chinese language, and finally carry out a wide range of activities to promote the Chinese culture with a variety of contents, tell a good Chinese story, spread a good Chinese voice, improve the appeal and credibility of the Chinese language and Chinese culture, so as to drive the global Chinese learning boom.

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