SOCIAL MEDIA: NEW DIRECTIONS IN LOCALIZATION AND LANGUAGE SERVICES BETWEEN SPANISH AND ENGLISH

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Since the founding of Facebook in 2004, YouTube in 2005, and Twitter in 2006 social media have permeated communication in the United States and many other regions of the world. Social media have a huge impact on interpersonal communication and access to information and are also changing the way individuals interact with the political, social, economic, and market structures that shape the global setting. Given their ubiquity, social media must be included in any contemporary organizational outreach plan whether in the areas of non-profits and government services or for-profit publicity and marketing. In addition, university students are avid users and thoughtful critics of social media. Through their personal use, they are developing an area of expertise that can become a marketable skill. Furthermore, exploring social media in Spanish can complement their study of Spanish for Specific Purposes (SSP) by placing students in touch with a valuable body of texts and practices for analysis. The study of social media in Spanish can help to increase language proficiency and transcultural competence, providing students with opportunities to continue developing multidimensional thinking and problem solving skills as well as to analyze ethical issues about consumption and information distribution in the global setting.

After a slow start with internet access in the 1990s, the Spanish-speaking world has caught up with the technology both abroad and within the United States. Spanish-speakers in general and Spanish-speaking youth in particular have been rapid adopters of and creators with the new media. This has come into public contemplation in recent years because social media were key tools for communicating the messages of youth protest movements like 15 M in Spain and Yo Soy 132 in Mexico. This article provides an overview of key themes related to social media use for organizational and business purposes in Spanish as well as between Spanish and English. Suggestions will be made for best practices for including this topic in SSP courses.

It is important to keep in mind the distinct nature of regional usage which can be glossed over by the use of overarching terms like “Hispanic,”
“Latino,” and even simply “Spanish-speaking.” This may seem like common sense but there is a tendency in popular press and popular understanding in the United States to fuse multiple groups together under these “catch-all” terms. Thus when creating educational units about social media in the “Spanish-speaking world” it will be important to specify Latin America (and specific regional and country usage); Spain (and regional differences); and US Hispanic/Latino\(^1\) (within this group, in addition to regional differences within the United States, national and foreign born, and between countries of family origin, attention must also be paid to generational differences as well as to difference between those who prefer English or Spanish and those who give equal weight to both languages. Kuchera provides in-depth analysis of these issues). Instructors will also need to highlight different goals for and challenges faced by social media projects depending on the purposes of the project: community (activist websites, chat rooms, neighborhood information sharing); government (websites about health insurance, city services, public schools); health and community services and NGOs (hospital websites, private health services, recycle centers, youth sports leagues, international activist information sites); and small, medium and large businesses.

When one begins a search, both on-line and in academic, peer-reviewed publications, on the topic of internet and social media use in Spanish-speaking contexts two key ideas leap out immediately: 1) the rapid growth in the body of social media users and 2) the great opportunity that this growth represents for a variety of Spanish for Specific Purposes arenas such as political activism, community interaction and analysis, providing social services and promoting for-profit products and services.

There are multiple websites that provide numbers and percentages to assess internet and social media usage by region and country and others that indicate dominant languages used. In his study, “Estimating Linguistic Diversity on the Internet: A Taxonomy to Avoid Pitfalls and Paradoxes,” Peter Gerrand provides a framework for understanding the numbers, noting that different data gathering techniques can provide quite different pictures of linguistic diversity.\(^2\) In the peer-reviewed articles and marketing studies that were consulted for this article, the data sources most commonly cited are Emarketing and Internetworldstats.com. Internetworldstats in particular provides ample information about sources and compilation of data that allows one to understand the nuances pointed to by Gerrand so this article will primarily use data from this source, supplementing when necessary for areas not covered by Internetworldstats.\(^3\)

Even when allowing for variation in accordance with Gerrand’s cautions, the importance of the Spanish language on the Internet and the on-line impact of Spanish-speaking users is undeniably significant. Internetworldstats listed Spanish as the third most important language on the internet in 2010, after
English and Chinese, with 153.3 million users. By 2011, this number was up to 164.9 million which represented 7.8% of world internet users and a 39% penetration rate within the Spanish-speaking population worldwide and the numbers have continued to increase.

According to the most recent data available on Internetworkstats (http://www.internetworldstats.com/), between 2000-2012 internet use grew world wide by 566.4% to a population penetration rate of 34.3%. Latin America demonstrated the third largest growth rates after Africa and the Middle East. Internet use grew in Latin America by 1310.8% to total population penetration of 42.9%. As points of comparison,—we note that internet use in Africa grew the most—3606.7%—but in 2012 the region had one of the lowest penetration rates at 15.6%. The Middle East and Asia also experienced significant growth of 2163.9% with a penetration rate of 15.6% for the former and 841.9% growth and 27.5% penetration rate for the latter. During this same time period, internet use grew more slowly in Europe (393.4%) and the United States (153.3%) but the regions were among the top three for the highest penetration rate: 63.2% for Europe and 78% in the United States.

In 2012, Spain had 31,606,233 internet users which represented 67.2% penetration within the Spanish population, 6.1% of European internet users and 1.3% of world internet users. Internet users in Latin America and the Caribbean as a whole represented 10.6% of world internet users with 254,915,745 users out of a population of 593,688,638 for an overall penetration rate of 42.9% for the region. Within Latin America, the lowest penetration rate was 13.7% for Cuba, and the highest was for Argentina at 66%. The top four penetration rates were for Argentina, Chile, Colombia and Puerto Rico, while the top four countries with the largest total number of internet users were Mexico, Argentina, Colombia and Venezuela (http://www.internetworldstats.com/stats.htm).

Internetworkstats does not provide data for the Spanish-speaking population in the United States. Nevertheless, this is a significant demographic to consider since the United States is the fifth largest Spanish-speaking country in the world (http://www.census.gov/hhes/socdemo/language/data/language_map.html?eml=gd;http://nbclatino.com/2013/08/07/us-is-5th-largest-spanish-speaking-country-new-census-interactive-map/) and the US Hispanic/Latino market is one of the top ten largest economies in the world (Ray). Specifically, “the University of Georgia’s Selig Center estimates that Hispanic purchasing power [in the United States] was $1.2 trillion in 2012, and expects it to rise to $1.5 trillion by 2015” (Ray). According to a 2013 Pew Hispanic Center study on US Latinos and adoption of technology, “Latinos own smartphones, go online from mobile device and use social networking sites at similar—and sometimes higher—rates than do other groups of
Americans” and between 2009-2012 the share of Latino adults who indicated at least occasional use of the internet increased 14% from 64% to 78%, a larger increase than other target groups included in the Pew Study (Lopez, 5). A number of studies note the linguistic nuance of this demographic in which profiles include both Spanish-dominant, English-dominant and bilingual users (Kutchera, Ray). Kutchera and Ray emphasize a point made by many online articles, blogs and marketing company websites: the Spanish-dominant demographic in the United States is underserved in terms of content even though “in some verticals, such as high-tech consumer electronics and food and beverage, Spanish-speaking Hispanics spend more per transaction than their English speaking counterparts” (Ray 37).5

When considering specifically the use of social media the statistics for the Spanish-speaking world continue to be compelling. According to data compiled by Synthesio, a social media consulting firm, in 2010 82% of Latin American web users also used social media, making Latin America the second largest consumer of social media worldwide after North America with 81 million Latin Americans on Facebook alone (this number includes Brazil) (Synthesio). Internetworldstats provides more current data on Facebook use for 2012 showing a total of 185,476,200 Facebook users in Latin America (including Brazil) and 126,910,500 Facebook users in just the Spanish-speaking countries of the region. Also for 2012, Internetworldstats shows that 7,590,500 internet users in Spain were on Facebook. This number represented 3% of European Facebook Users and 0.7% of World Facebook users.

The Pew Hispanic Center report on Latino use of technology in the United State provides the following insights about social media use in this demographic:

- Fully 84% of Latino internet users ages 18 to 29 say they use social networking sites such as Facebook and Twitter, the highest rate among Latinos.
- Just 27% of Hispanic internet users ages 65 and older say they use social networking sites.
- Some 54% of Latinos who use social media are U.S. born. By contrast, foreign-born Latinos make up the majority (57%) of Latino internet users who do not use social media.
- Among Latinos who use social networking sites, 60% say they do so mostly or only in English, 29% say they do so mostly or only in Spanish and 11% say they use both English and Spanish equally.
- Among native-born Latinos who use social networking sites, 86% do so mostly or only in English. By contrast, among immigrant Latinos who use social networking sites, more than half (55%) do so mostly or only in Spanish. (López 11)
Facebook is a leading social media platform in all the groups examined here. Twitter and YouTube are also widely used. Depending on the region, other local platforms also have significant users, for example, in Spain, the local platform Tuenti surpasses Facebook (http://businessculture.org/southern-europe/business-culture-in-spain/social-media-guide-for-spain/). The Synthesio study shows the top 4 social media networks in Latin America to be Facebook, Windows Live Profile, Orkut and H15, with Twitter coming in fifth.

In light of these compelling numbers, and confronted by the regional and professional sector differences of internet and social media use, what are the body of knowledge and best practices that will enable students to understand and interact with internet and social media practices in Spanish? How can course work in this area help students develop linguistic proficiency, cross-cultural communicative competence and cultural intelligence while also giving them pragmatic skills to create and maintain social media necessary for their professional responsibilities?

The first major phenomenon to be considered in relation to social media are the dynamic changes that the Web 2.0 environment has brought to the internet and the implications for an organization or company seeking to build a relationship with users. Web 2.0 is the term given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online. Web 2.0 basically refers to the transition from static HTML Web pages to a more dynamic Web that is more organized and is based on serving Web applications to users. http://www.webopedia.com/TERM/W/Web_2_point_0.html june 6 2014

If in the Web 1.0 environment, web developers needed to work primarily toward creating compelling content, they now must take into account the desire of users to not only consume but also to be creators of content and actively participate in exchanges. In addition, social media users today have an ever-increasing desire to incorporate their awareness of the ties between language and culture, and the centrality of concepts of self and community into their on-line presence. These changes enrich and complicate the work of those in charge of an organization or company’s on-line presence. They must now incorporate methods for tracking, listening to, interpreting, and responding to user input and at the same time they must continue to create content that is both “in-language” and “in-culture” (Kutchera). As Grensing-Pophal notes,

Social media has provided us with a world with no boundaries and has allowed small companies to dream of having a global reach. But, along with opportunities come challenges—chief among them is navigating
the tricky terrain of communication and social differences in diverse geographies. (22)

Specifically, the large companies surveyed by Grensing-Pophal list the following areas as particularly challenging when using social media on an international basis to reach customers in local geographic markets: “tracking or measuring success (48%), managing and maintaining information (45%), engaging audiences (42%), identifying influencers who can carry the brand message (39%), and keeping regional and country-specific content fresh (32%)” (Grensing-Pophal 22).

The last three categories seem particularly suited for topics in SSP classes. Quoting Becky Carroll, Grensing-Pophal points to important caveats related to language barriers, time zones and global trends that can help define the approach to the topic of global social media campaigns in SSP classes: Students need to understand that simple translation is not enough and that companies will need to build strong in-country teams since “effective social media campaigns operate in real time [and] this means having the communication lines open all day, every day” (Grensing-Pophal 22). According to Carroll, best practices include hiring in-country teams and partnering with language service providers in order to ensure not only real time communication but also proper language use as well as an awareness of “cultural sensitivities and nuances in socially shared text and images” (Grensing-Pophal 22). The issues related to cultural sensitivities also apply when providing content for the U.S. Spanish-speaking context.

Though initially the emphasis on “in-country” or “in-culture,” “native” teams might seem to discourage the idea that second language learners can make meaningful contributions to social media projects, they can in fact fill roles that are quite important and this will be discussed further below. But first it is useful to consider another layer of areas that are just as important as content creation for social media: conversational tracking or listening and analysis of consumer/user input.

Leon Wittenburg, a founding member, in 1996, of the social media consultancy firm Soho, provides useful insights about these issues as well as the ties between the roles of static websites and interactive social media in the interview “Using Social Media to Build a Global Market” (Moon). While his focus is on business, many of the insights he provides are valuable for any organization seeking to interact with clients or supporters. The interview first covers his experience in developing social media campaigns from the beginning of the social media era. Then it moves into two main areas of social media, marketing and customer service, and covers both text-based and video-based (YouTube) venues.

Social media marketing does not exist in isolation from traditional forms of marketing and PR. Rather it adds new dimensions, in particular the element
of word-of-mouth. According to Wittenberg, a good way to understand the power of word-of-mouth marketing for creating brand or organization awareness, is to look at how new musical groups attract a fan base and then how through word-of-mouth advertising (i.e. video and song sharing) the fan base “becomes bigger and bigger” (Moon 275). In order to stimulate a similar pattern of shared information about your brand or message, “you need to have an understanding of what content is appealing and interesting enough to be distributed through viral mechanisms” (i.e. the process through which the wave of individuals sharing with other individuals escalates to a level where millions of people have seen the information, video, picture etc.) (275). Businesses or organizations have to “forget about mass marketing” (284) and realize that they will win an audience one by one through communication with individuals. If they do it correctly, they will “win a friend for life” (284). Thus effective social media marketing starts with monitoring, then listening, then understanding.

Wittenberg emphasizes the importance of “conversational tracking” to gain insights about consumer views of the brand (information that used to come from market research). This sort of information is different because tracking conversations about customer requirements and brand use leads to a “response of known customer requirements” in contrast to previous marketing procedures which were not in response to anything specific but instead hoped to elicit a response. Conversational tracking allows for a company to see how consumers respond to their product as well as to their other marketing efforts (like ads on TV) and can also allow for adjustments in strategies if problems are discovered about the perception of some aspect of the product. Thus, any social media analysis must start with gaining insight through conversational tracking.

Even though much of this information is initially extracted and organized by machines, there is still a need for human intervention in order to interpret the content. That is to say, a human being must take the data provided and “listen” to what is being said, analyzing in order to identify specific issues that need to be addressed (282). Conversational tracking, or listening, also allows companies or organizations to identify “influentials,” individuals with a large number of followers or extensive sharing networks. Understanding the interests, likes and dislikes of these individuals provides insights into the larger body of users and successfully connecting with “influentials” can stimulate their support of any given product or cause.

The interview also includes extensive discussion of the use of YouTube and the potential positive effects of having a video go viral. Wittenberg observes that video sharing adds important nuances to traditional video ads. When users share videos (and it is the process of individuals sharing that make videos go viral) the video changes from an ad to “a way of communicating
or sharing something with another person” (248). Wittenberg also notes that in creating a viral advertisement or video it is “incredibly important that the content be authentic” (248). He observes that when advertisements are created “to go viral” they are usually not authentic and will usually fail. Amateur’s create better viral videos because they are moved by something and make an authentic reflection on it. The appeal of these videos is tied to trends that the creators are sensitive to and engaging with in an authentic way. Wittenberg emphasizes the importance of the emotional aspect of this process and its importance in the process of brand creation if “a brand can identify with certain values that are similar to the authentic approach of creating viral video content” (248).

Wittenberg does not reflect extensively in this interview about the idea that attempting to create campaigns that appear to be “authentic” and “amateur” may be excessively manipulative and duplicitous. Nevertheless, the ethical and societal issues related to the strategic creation of apparently “authentic” video as well as the pursuit of “influentials” (also called “connectors”) by for-profit companies is an important topic to include when discussing social media marketing. Students themselves are eager to discuss the moral and ethical implications of how knowledge about the power of emotional authenticity should best be used on-line, in general, and specifically by for-profit enterprises. There are videos, articles and case studies that can provide frameworks for such discussions. For example, there is the recent Front Line program “Generation Like,” that explores United States teen’s willingness to promote products and movies in return for different forms of on-line recognition, or the story of an Argentine teen “connector,” Agustina Vivero, known on-line as Cumbio, who became Argentina’s first internet celebrity through her blog on Fotolog and the events that she organized through it. As Kuchera explains in the chapter “What if Your Customers Take You to Latin America?,” Cumbio was offered (and accepted) a promotional contract with Nike and was also offered (but declined) both a reality TV show and a run for political office. Another angle for approaching the ethical considerations could come from studying the recent controversy related to research that Facebook conducted on emotional impact of news feeds on users. The study has become controversial because it was carried out without informing the subjects of the study and this lack of informed consent is a clear violation of the standard protocols for research on human subject (Goel).

In spite of these problems, there are, nevertheless, many occasions when on-line authenticity can provide valuable, straightforward services to consumers. The issue of authenticity comes up again in Wittenberg’s discussion of interaction with consumers through WebCare centers because the customer support, on-line representative must be able to interact with customers in a natural, spontaneous and authentic way that makes the
customers feel that the representative’s whole purpose is to “make their life easier” (281). In addition, WebCare centers must deal with customer complaints in a more public forum since social media provides people tools to complain “more loudly and more publically” (281). So customer complaint representatives who respond to social media posts must be trained “in the art of argumentation and rhetoric” so that they can present “to others in the public square in a persuasive way” (281).

This interview is pertinent to thinking about links between the skills needed to create and maintain social media campaigns and the skills traditionally taught in the second-language classroom because of the emphasis on “listening” (or conversational tracking, which requires reading and textual analysis), argumentation, rhetoric, and the ability to create authentic written texts which are key skills that we teach, use, and evaluate in language, literature, culture and special purpose courses.

The technological strategies used for tracking conversations and finding influencers are most likely outside the core content for SSP classes, though it is worth noting that a knowledge of basic Computer Science concepts and web programming is a desirable skill for those who also have the ability to provide language services. What does fall well within the core content of SSP classes is the fact that once the technology has extracted the information, advanced language skills and deep cultural knowledge are key to understanding what has been written. This point is explicitly stated in the blog “Social Media Listening: Understanding Your Latin American and Hispanic Customers” from the website for the company Sales Force Exact Marketing Cloud (Hoyos). After explaining the regional, generational and linguistic differences that must be taken into account as well as the fact that it is not always possible to determine the exact location of Spanish-language users, the blog offers a variety of strategies for “listening to” and understanding the multiple differences that are coded within the language used even if one customer is a “Colombian living in Australia and Tweeting in Spanish and English” and another is “a local blogger in Argentina using a WordPress blog hosted in the United States (but with the configuration still set in English)” (Hoyos). At the bottom of the list of these suggested strategies, there is a footnote which is what most interests us here. It states: “Note: All of the above implies that you understand the nuances of the local Spanish and Spanglish language such as Puerto Ricans in NYC vs. Orlando vs. Puerto Rico or Mexicans in Mexico City vs. Monterrey vs. Chicago” (Hoyos).

How can all these variables be incorporated into a unit on social media in a SSP class? Are there any common principles that can be established as the baseline for all social media projects, whether they be for commercial, non-profit, or governmental ends? Throughout the articles, books, blogs and websites consulted for this present study, two areas have stood out as the basis
for all social media creation and management: (1) effective “listening” (i.e. textual interpretation of written posts) combined with thoughtful response and (2) the creation of appropriate content through a process of transcreation (in which the desired message is communicated in a linguistically and culturally appropriate manner) rather than simple non-localized translation.

This leads to another consideration for SSP educators: both areas listed above require a High Advanced and even a Superior level of linguistic and cultural competence. And some of the tasks frankly seem to call for Native proficiency. So is this even a realistic and productive unit for an undergraduate upper division course? Should such activities be saved for graduate level courses? This study proposes that due to the pervasive nature of social media and the amount of time required to develop High Advanced and Superior levels of proficiency, and considering also that an increasing number of students in upper division SSP courses will have some level of “heritage” language ability, it is important to incorporate considerations of the issues related to social medias as early as possible in the SSP curriculum, provided that the activities are scaffolded appropriately.

It is important that SSP classes not commit the same errors that many businesses do when first seeking to reach out to the Spanish-speaking client or consumer: namely to give priority to the message they wish to communicate and place only secondary interest on understanding the reader or user of that message. That is, businesses often commit the error of focusing first on “what do I want to say to you” instead of on “what do I need to understand about you.” The blog by Hoyos indicates the direction social media class units should take. First students must strive to understand different Spanish usage as an a priori in order to later be able to understand and use the technology to gather, interpret and respond to the on-line comments. This process will simultaneously give them a basis for beginning to consider the best way to “transcreate” desired content. Thus a unit on social media for specific purposes should not start with “content creation,” transcreation nor translation but rather with exploration, interpretation and analysis of existing sites in the specific purpose of interest (i.e. medical, business, government). Students should create vocabulary lists and write analyses of the language, images, content, and overall “feeling” of websites, then explore related customer/user chat rooms and search for Tweets, YouTube videos, FaceBook pages in Spanish on related products or services. At this stage they should also be guided to familiarize themselves with professional organizations related to the field, for example the Globalization and Localization Association and the American Translators Association. There are a number of studies that shed light on linguistic and socio-linguistic issues to be considered, for example perceptions of code-switching in advertising, or perceptions created by variations in spelling on website chat pages that would complement this stage of the course (Bishop, Back).
While “listening” to posts in Spanish, students can simultaneously begin to experiment with transcreation by exploring the growing demand from companies in Latin America and Spain to have their websites and social media presented in English in order to reach a broader consumer base. In these cases, students in the U.S. academy occupy the position of the “in-country” team and can fully assess the success of the transcreation from Spanish into English. Finally, students can begin to experiment with creating simple, basic content by “transcreating” social media messages and websites from their (the students’) weaker or second language into their dominant or native language and eventually they can practice a few basic translations from dominant to weaker language in order, primarily, to identify the pitfalls that might arise when translating or transcreating in this direction. During this two-stage exploration of transcreation and translation, students would benefit also from learning about non-commercial translation projects, such as Facebook crowdsourcing translations (Jiménez-Crespo), amateur subtitling in digital media culture (Pérez-González), and humanitarian translation organizations such as The Rosetta Foundation and Translators without Borders.

It is important to frame activities, thus, in a correct way that follows the ethics of directionality (second language or weaker language into dominant language) yet to do it in a way that does not discourage second language learners by making them feel that they will never be good enough to compete, and thus cause them to give up language study all together. Even if they are not initially ready to produce “in-culture” content in Spanish, second language learners of Spanish can carry out very valuable roles in social media projects in Spanish with a Bachelor’s degree in Spanish for Specific Purposes (or a combination of Spanish and other fields as seen in the job description listed in the notes) as project managers, company liaisons with in-country teams, supervisors of translation projects with language service providers, etc. In smaller, local companies, graduates can advise and support early translation/transcreation of website information and provide valuable on-line and phone customer support (as several of this author’s students have done). Of course, if students go on for a Masters in Translation/Transcreation, they can aspire to even more expanded roles in this sector. In regards to these long term possibilities then, our task is to establish the learning principles and map out future learning goals thus providing students with the skills to continue to grow and develop as social media experts and continue to acquire translingual and transcultural competence that will reinforce best practices in the field.
WORKS CITED


López, Mark Hugo, Ana González-Barrera and Eileen Patten. “Closing the Digital Divide: Latinos & Technology Adoption.” *Pew Hispanic Center*


“Web 2.0” http://www.webopedia.com/TERM/W/Web_2_point_0.html june 6 2014
NOTES

1 In relation to the US community, the terms Hispanic and Latino will be used interchangeably, reflecting the trend in the sources used for this article. It is important to note, however, that the term “Hispanic” and the concept of Spain as the foundational culture for the regions of the Americas that it colonized is increasingly questioned as an accurate term for designating the rich cultural heritage of Latin America which has many cultural elements that did not originate in Spain and which successfully resisted the colonizing impulse to erase them. The use of the term made by the United State census bureau also has political undertones that are often debated in the United States.

2 Gerrand proposes a taxonomy that distinguishes between user profile, user activity, web presence, and diversity index as separate indicators of language diversity on the Internet. He also cautions that data created for the purpose of marketing may skew our understanding since there may be advantages to emphasizing certain languages over others (he focuses on the overestimation of English presence). His explanations are useful for researchers seeking to extract exact numbers from the data that is available.

3 This data source is free and was deemed sufficient for the purposes of the overview presented here. Much more detailed information and market studies are available for purchase from a variety of sources, both business oriented and academic (for example Synthesio Social Media Monitoring and Engagement http://synthesio.com/corporate/en or the University of Georgia’s Selig Center for Economic Growth which produces reports like the “2013 Multicultural Economy Report” for purchase http://www.terry.uga.edu/about/centers-institutes/selig/publications ) and instructors should indicate this to students so that they are aware of these resources for future professional use.

4 “Of the 60.6 million people who spoke a language other than English at home in 2011, almost two-thirds (37.6 million) spoke Spanish. This places the U.S. as the fifth largest Spanish-speaking country in the world—not the second one, as it is usually said—after Mexico (117 million), Spain (47.2 million), Colombia (47 million) and Argentina (41 million)” (http://nbclatino.com/2013/08/07/us-is-5th-largest-spanish-speaking-country-new-census-interactive-map/; http://www.census.gov/hhes/socdemo/language/)
The number of reported Spanish speakers in the U.S. is different from and not to be confused with the reported demographic number of U.S. Hispanics, as is often done. The US Census site reports that as of April 1, 2010 the number of people reporting Hispanic origin was 50.5 million. (Facts for Features: https://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb11-ff18.html).

The lack of content is not limited to the commercial world analyzed by Ray. For example, Gallant, Linda, Cynthia Irizarry, et. al. reviewed 121 hospital websites and concluded that there is insufficient presence of culturally and linguistically appropriate content in Spanish on the websites of the hospitals reviewed. The authors acknowledge that creation of appropriate content can present a challenge for institutions that may have limited human and financial resources but suggest that lack of content can also be the result of insufficient knowledge about available resources and point out that there are a large number of resource websites with excellent Spanish language content that hospitals could link to or use for free.

For example, see Bob, Clifford. *The Marketing of Rebellion: Insurgents, Media and International Activism* for a detailed analysis of the role of marketing for NGOs seeking international support for their causes or St. Germaine, Nicole. “The Hispanic Social Media Revolution: Spanish Language Healthcare Pages on Facebook Introduction” for an analysis of social media’s role in providing healthcare information to Spanish-preference population in the United States. And Briceno, Carla. “How Government Agencies can use Facebook to Connect with Spanish Speakers in the U.S. Part I”

As seen in this job announcement from Kaplan International English:

**Job description:** As the Spanish speaking Content and Social Media Marketing Assistant, you will work within the Marketing Department providing support to the team managers in driving qualified traffic to Kaplan International English’ website and building the brand within relevant communities in country.

**Duties and responsibilities** Reporting to the Marketing Manager, your duties will include: Coordinating and creating website content, including the KIE Spanish blog; Maintaining social media platforms daily; Translating materials from English to Spanish and Spanish to English; Supporting the marketing managers in B2B and offline marketing creative requirements; Any other adhoc requests as required from time to time by senior management.
Desired Skills and Experience: Essential: Relevant marketing knowledge: Fluency in English and preferably Spanish: Good writing skills: Excellent interpersonal and communication skills: Experience in social media management or content creation; Interest in online trends, technology, social media and blogs; Interest in travelling abroad and foreign languages;

Desirable: A Bachelor’s degree, preferably related to marketing, business or computing; Basic knowledge of HTML; Basic knowledge of search engine optimization, social media and content writing for web; Knowledge of marketing for consumers in Spain and Latin America; Highly energetic and self-motivated, self-aware, innovative and team worker; Ability to handle multiple tasks and work well under pressure

See for example Sabo, Eric “Hecho en Nicaragua” for a discussion of social media campaign by Flor de Caña Rum to reach out to U.S. consumers. It is also enlightening to explore the site of the marketing and language services company that developed the campaign: http://pluralandpartners.com. Also of interest is this website in Spanish which offers an overview of how to sell in the United States https://eventioz.com.ar/e/como-vender-en-estados-unidos