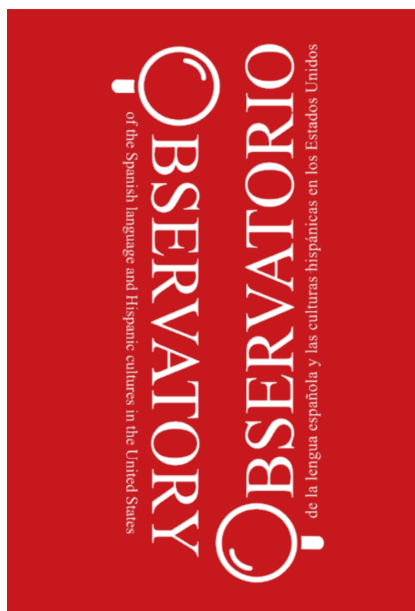


# MATERIALES DEL OBSERVATORIO

## OBSERVATORIO MATERIALS



# ***TEACHING SPANISH IN THE U.S.: FOREIGN, HERITAGE, AND MULTILINGUAL STUDENT ENGAGEMENT***

**LOURDES ORTEGA**

Georgetown University



November 3,  
2022

INSTITUTO CERVANTES AT HARVARD

Observatorio de la lengua española y las culturas hispánicas en los Estados Unidos

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Thank you:



**HARVARD**  
Faculty of Arts and Sciences



**María Luisa Parra-Velasco**

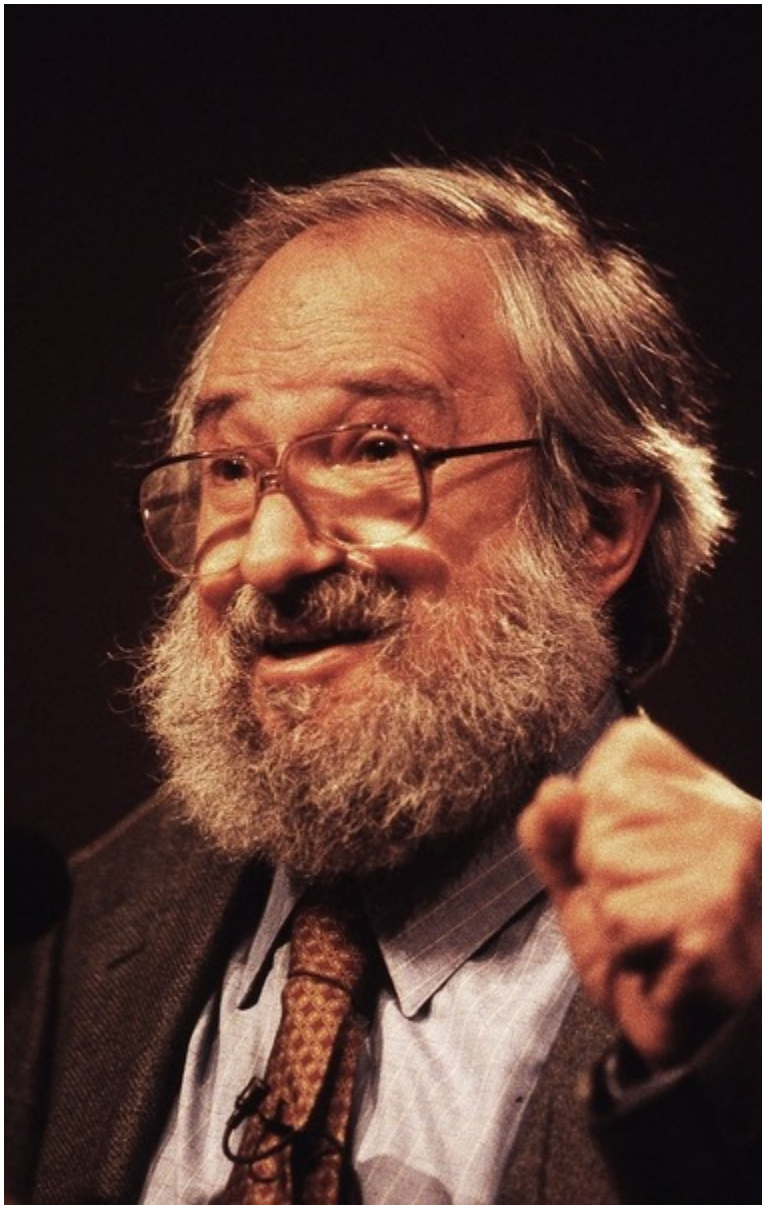


**Marta Mateo**

**Victoria Iarlori Whitney & Joseph Rager**

# 1. Student engagement?

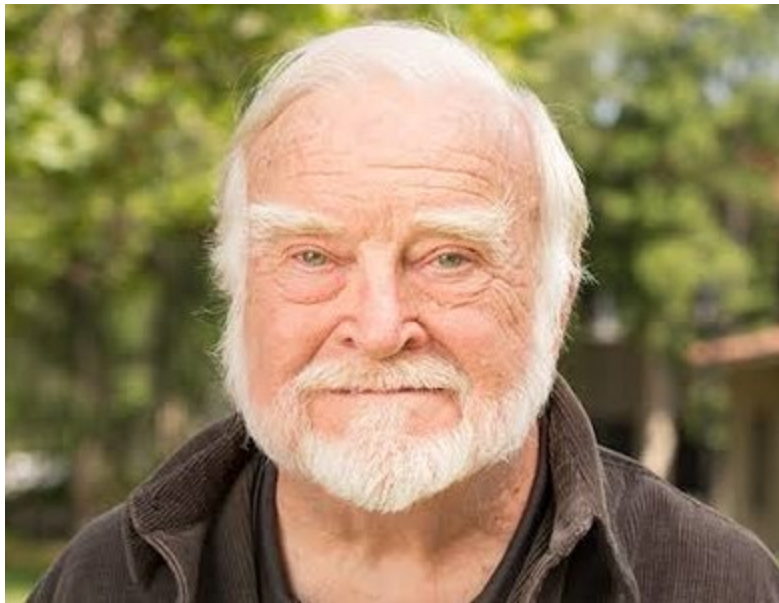




**Seymour Papert**, 1928-2016,  
South African American

founder of the constructionist movement  
in education

engagement as  
“**hard fun**” =  
students are eager  
to engage in  
challenging tasks  
under the right  
conditions



**Mihaly Csikszentmihalyi**, 1934-2021  
Hungarian American

engagement as  
“**flow**” = a state of  
intense concentration  
in interesting and  
enjoyable tasks





**Johnmarshall Reeve**

Australian Catholic University

engagement as “**agentive**” =  
“the extent to which students  
become actively involved (or  
not) in **teacher-provided  
learning opportunities**”

+ “further proactively  
(agentically) **try to enhance  
the conditions under which  
they learn**, as by making  
suggestions, offering input,  
and communicating  
preferences”

(Reeve et al., 2022, pp. 1-2)





**Gale Sinatra**

University of Southern California

engagement as four  
“**states**”

# Student Engagement is multidimensional (Sinatra et al., 2015):

interest and enjoyment:

**affective states**

visible task engagement:

concentration:

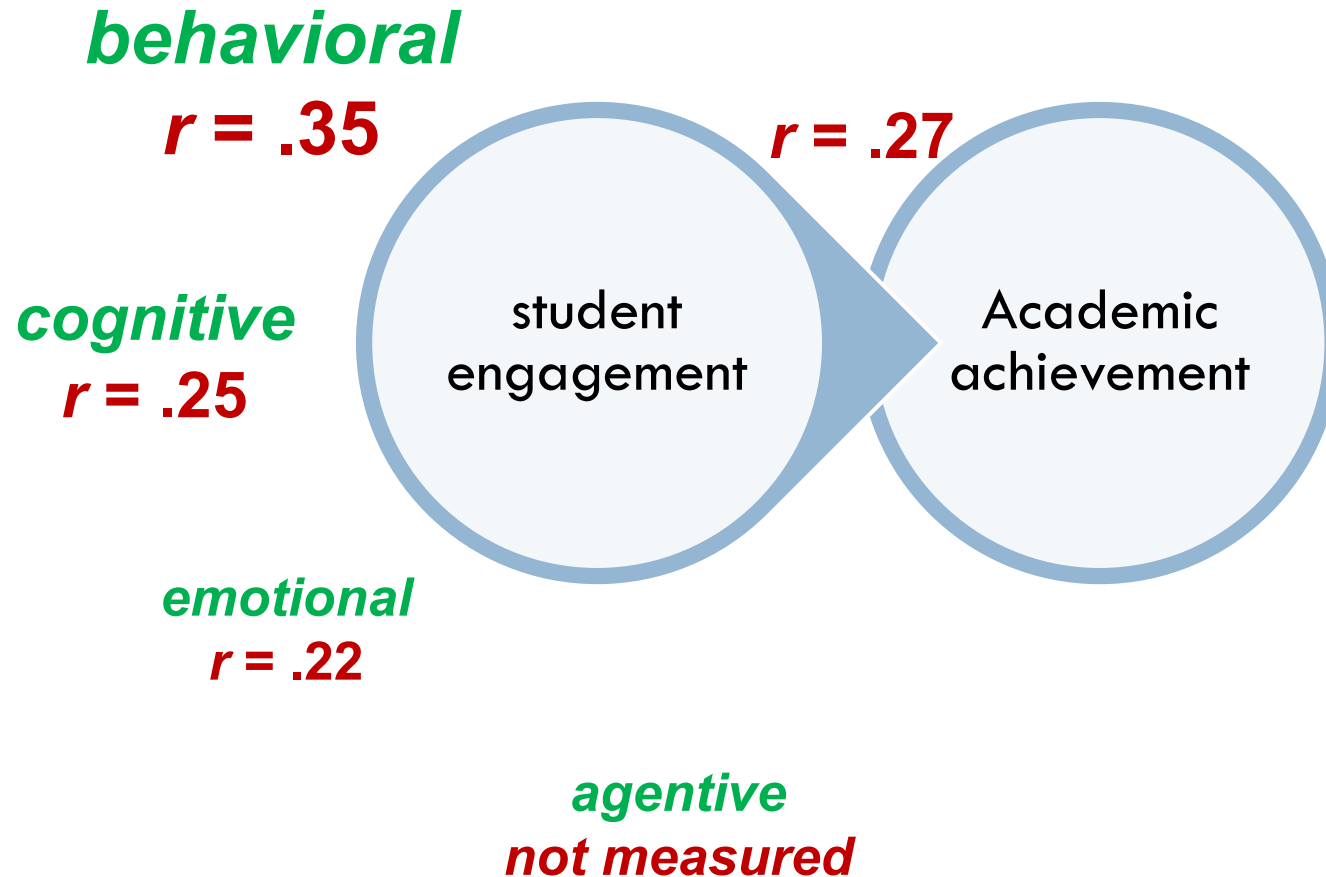
**behavioral states**

**cognitive states**

future actions:

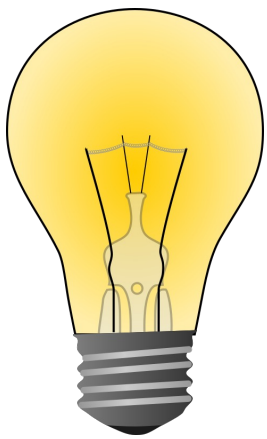
**agentive states**

Meta-analysis by Lei, Cui, & Zhou (2018) with 69 studies of Grades 1-12 (196,473 students)



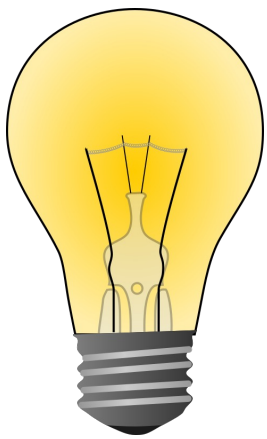
## 2. **My message today**





For students to want to engage  
(affectively, behaviorally, cognitively,  
agentively) with Spanish, they need  
to...

1. feel that their learning connects to the rest of their lives (affective states)
2. feel proud of who they are in all their languages (linguistic confidence, multilingual view of success, ideologies & agency)
3. feel they have a say over their learning (autonomy)



**For students to want to engage**  
**(affectively, behaviorally, cognitively,**  
**agentively) with Spanish, they need**  
**to...**

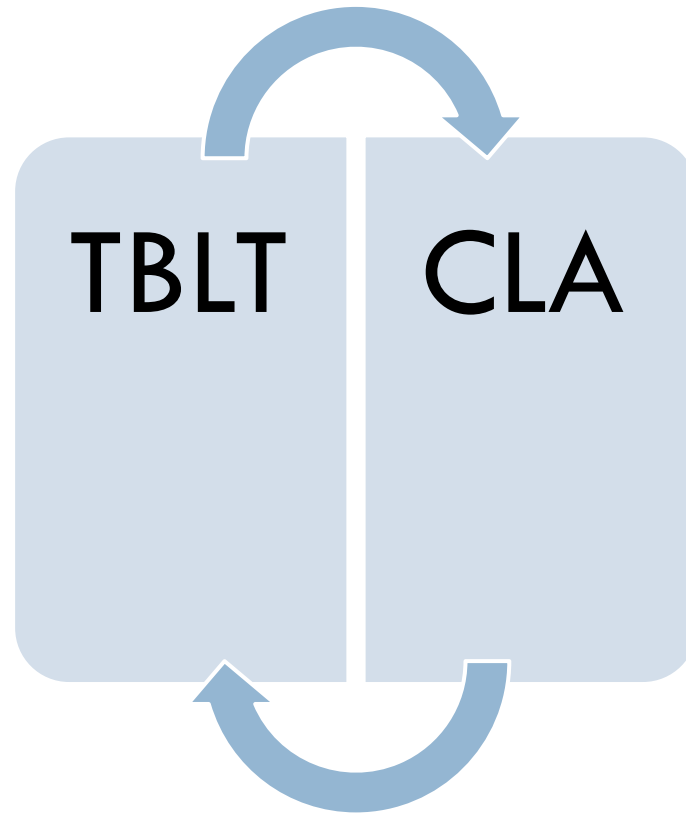
- 1. feel that their learning connects to the rest of their**  
**lives (affective states)**
2. feel proud of who they are in all their languages  
(linguistic confidence, multilingual view of success,  
agency)
3. feel they have a say over their learning (autonomy)

### **3. Connect with their lives...**

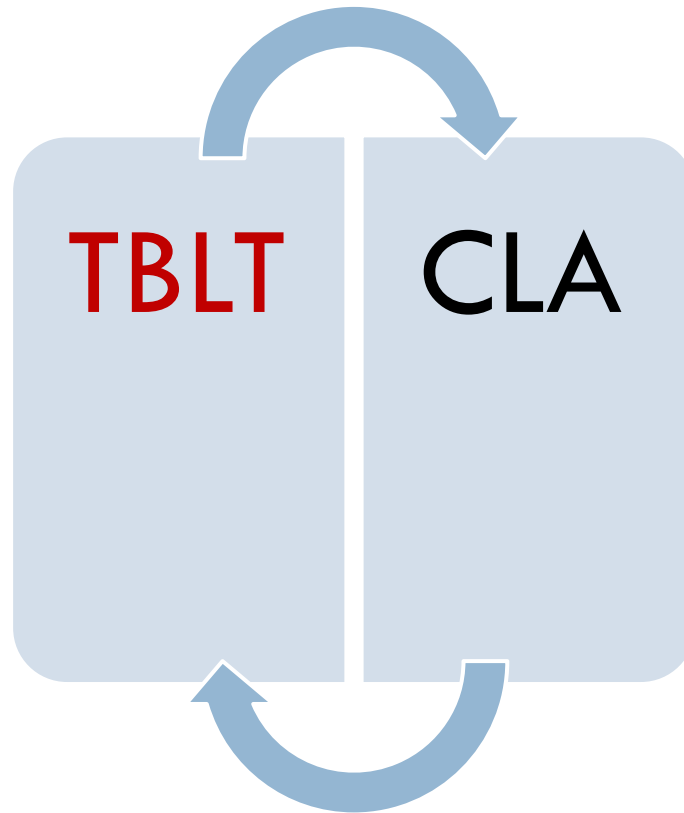




## Two approaches to student engagement through life relevance:



## Two approaches to student engagement through life relevance:



# Georgetown alumni & Spanish TBLT



Julio Torres  
UC Irvine



Laura Gurzynski-Weiss  
Indiana



Janire Zaldibea  
Temple



Missy Baralt  
Florida International U

## Some features of TBLT likely to foster engagement:

### TBLT

needs-  
analysis-  
based

peer,  
collaborative

negotiated

content-full



<https://tblt.indiana.edu/>



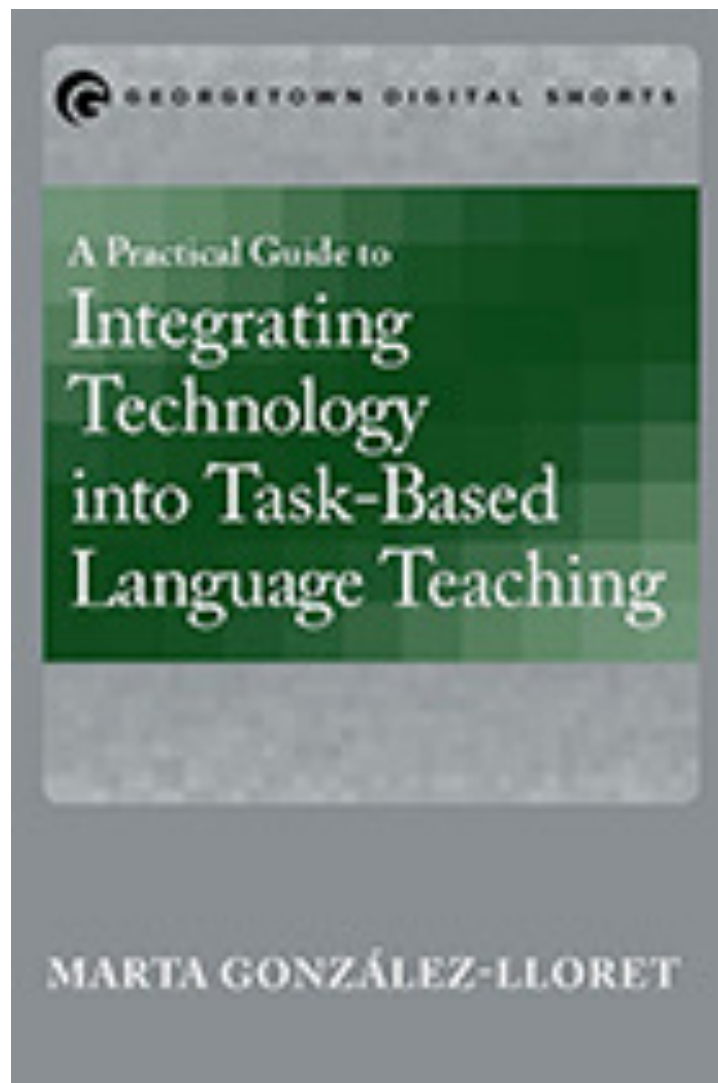
Laura Gurzynski-Weiss  
Indiana



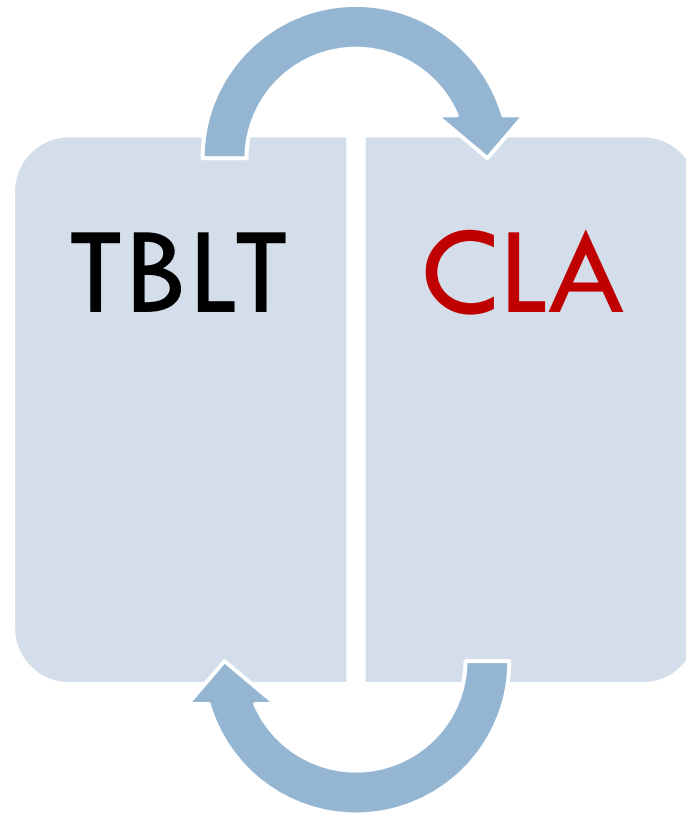
**Marta González-Lloret**

University of Hawai'i, Mānoa

González-Lloret, M. (2016). *A practical guide to integrating technology into task-based language teaching*. Georgetown University Press.



## The other approach to student engagement through life relevance:







**Sara Beaudrie**

**&**

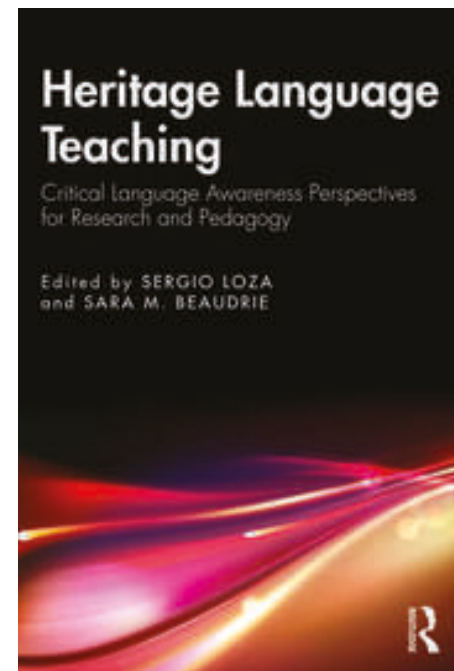
**Sergio Loza**



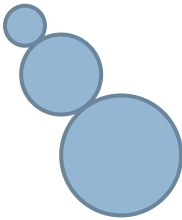
## **Critical Language Awareness approach:**

“Teach learners explicitly about language ideologies and instill agency to correct such social wrongs...”

“... by prioritizing and centering learners’ social and linguistic experiences in the classroom”



Loza & Beaudrie  
(Eds.). (2022)



What are some  
ideal designs for  
Critical Language  
Awareness?

# *sociolinguistic assignments*

Damian Vergara Wilson & Marisol Marcin

Univ of New Mexico & Binghamton Univ

in

mixed

HL-L2 classrooms



e.g., Sociolinguistic interview course assignment: Showing a turkey to speakers in the southwest, for example, will yield terms such as: *guajalote*, *guíjalo*, *cócono*, *gallina de la tierra*, *chompipe*, *torque* and *pavo*.

Wilson, D. V., & Marcin, M. (2022). Building connections and critical language awareness between learning communities collaborating across two distant states. *Languages*, 7(4), 257.

Teri (HL student in NY):

“En este curso pensé que aprendería sobre los aspectos negativos del spanglish y cómo afecta la percepción de las personas de quienes hablan spanglish. En realidad, lo que aprendí fue mucho más de lo que esperaba. Aprendí que el spanglish no es un idioma mixto que carece de la falta de comprensión o conocimiento de cualquiera de los dos idiomas, sino es un recurso que muchos hablantes utilicen para comunicarse mejor. Aprendí cómo el lenguaje afecta la identidad y cómo el spanglish es algo utilizado en los Estados Unidos” (p. 11)

Mateo (L2 student in NM):

“... sí leímos muchos artículos sobre el spanglish ummm. Y muchos, muchos, muchas perspectivas sobre las que no había pensado, por ejemplo, de cuando Donald Trump, dijo he’s a bad hombre. Y creo que, creo que dijo, y ese tipo de tonterías como examinándolos de este ... un punto, de punto de vista analítico ¿no? Porque, porque está diciendo eso, porque está empleando como despectivamente el Spanglish”  
(p. 7)

# *linguistic landscape assignments* (Elola & Prada, 2020)



self discovering translanguaging:  
“*algunas señales tienen español e inglés mezclados, pero no en forma de traducciones. Diferentes ideas son diferentes lenguas porque la gente puede leer las dos idiomas*” (p. 237)





# *working with art and poems*



Parra Velasco, M. L. (2021). *Enseñanza del español y juventud latina*. Madrid: Arco Libros/La Muralla.

Parra, M. L. (2013). Expanding language and cultural competence in advanced heritage-and foreign-language learners through community engagement and work with the arts. *Heritage Language Journal*, 10(2), 253-280.

Parra, M. L. (2021b). Strengthening writing voices and identities: creative writing, digital tools and artmaking for Spanish heritage courses. *Languages*, 6(3), 117.



A HL Mexican-American student: “Me introdujo a un artista de reggaetón de la Republica Dominicana y a un rapero de El Salvador. En particular, me interesó la música del rapero de El Salvador. La letra de una de sus canciones hablaba de la situación económica de su comunidad, de la violencia que los rodea, y en general de muchos de los problemas socioeconómicos que se encuentran en Latino América.” (2013, p. 260)

Riley, granddaughter of a Chicano family: “Me siento muy agradecida de haber conocido a tradiciones de otras culturas y estudiantes mientras exploraba la mía. Gracias a esta clase, me he conectado más con mis raíces chicanas” (Parra, 2021b, p. 11)



## *Service courses* (Showstack, 2021)

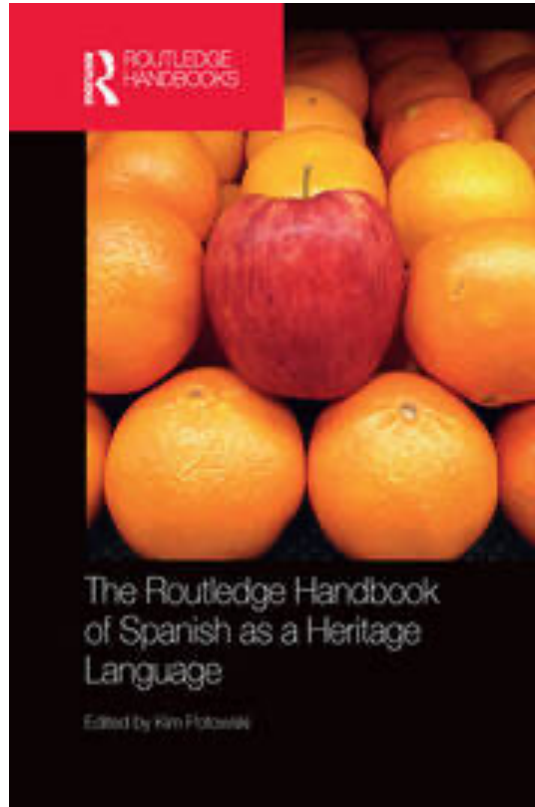
6 students, 3 HL and 3 FL,  
with diverse Spanish and  
health experiences,  
volunteering as interpreters  
in clinic for service learning  
credits

They learn about the role of interpreters to **advocate** for  
the patients, or otherwise provide assistance to them  
(**'clarifier,' 'cultural broker'**), beyond interpreting

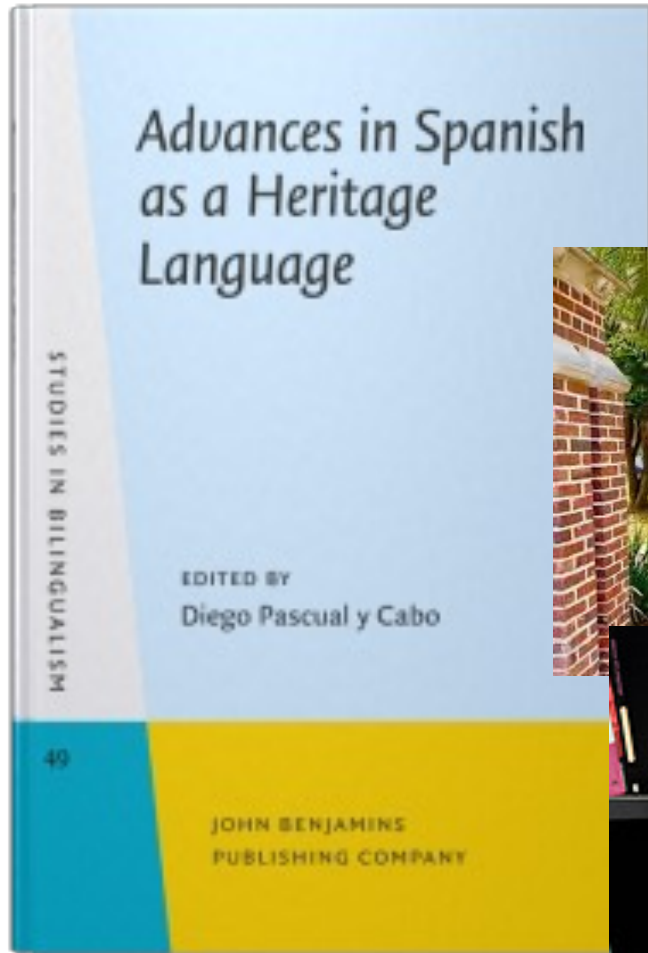


**big (although not exclusive)  
focus on heritage speakers in  
CLA**

Potowski(Ed.) (2018). *The Routledge Handbook on Spanish as a heritage/minority language.*



social, linguistic, and educational issues, including Spanish as a heritage language outside the USA



Pascual y Cabo (Ed.). (2016):

Bringing together formal/theoretical linguistics, language education, and language instruction



Pascual y Cabo & Torres (Eds.).

(2022) in-depth pedagogical and curricular

33 explorations



**Jenny Leeman** (George Mason University)  
**Janet Fuller** (University of Groningen)

(2021). *Hablar español en Estados Unidos: la sociopolítica del lenguaje*. Multilingual Matters.



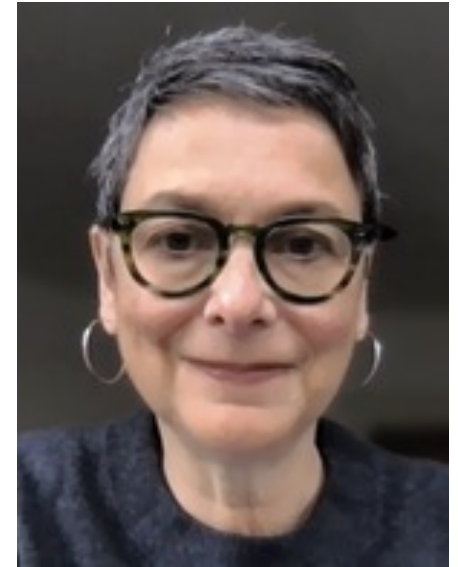




Sergio Loza  
**University of Oregon**



Damián Vergara Wilson  
**University of New Mexico**

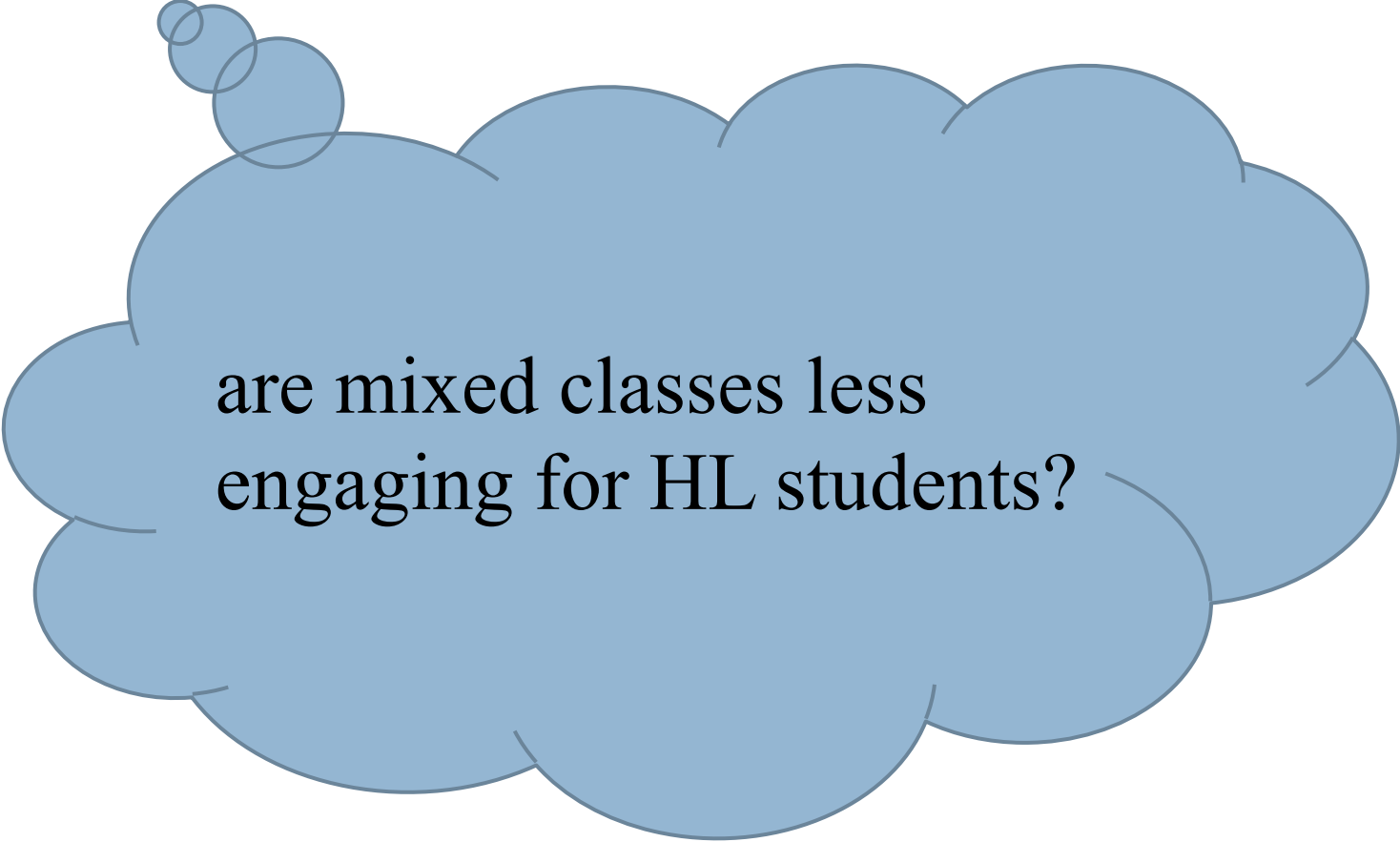


Jenny Leeman & Ellen Serafini  
**George Mason University**



Claudia Holguín Mendoza  
**University of California  
Riverside**





are mixed classes less  
engaging for HL students?



Are mixed classes less engaging for HL students? (2020, p. 106):

“HSs experience[e] more enjoyment in the HL classroom than in the L2 classroom”



**Josh Prada** (Indiana University–Purdue University Indianapolis)

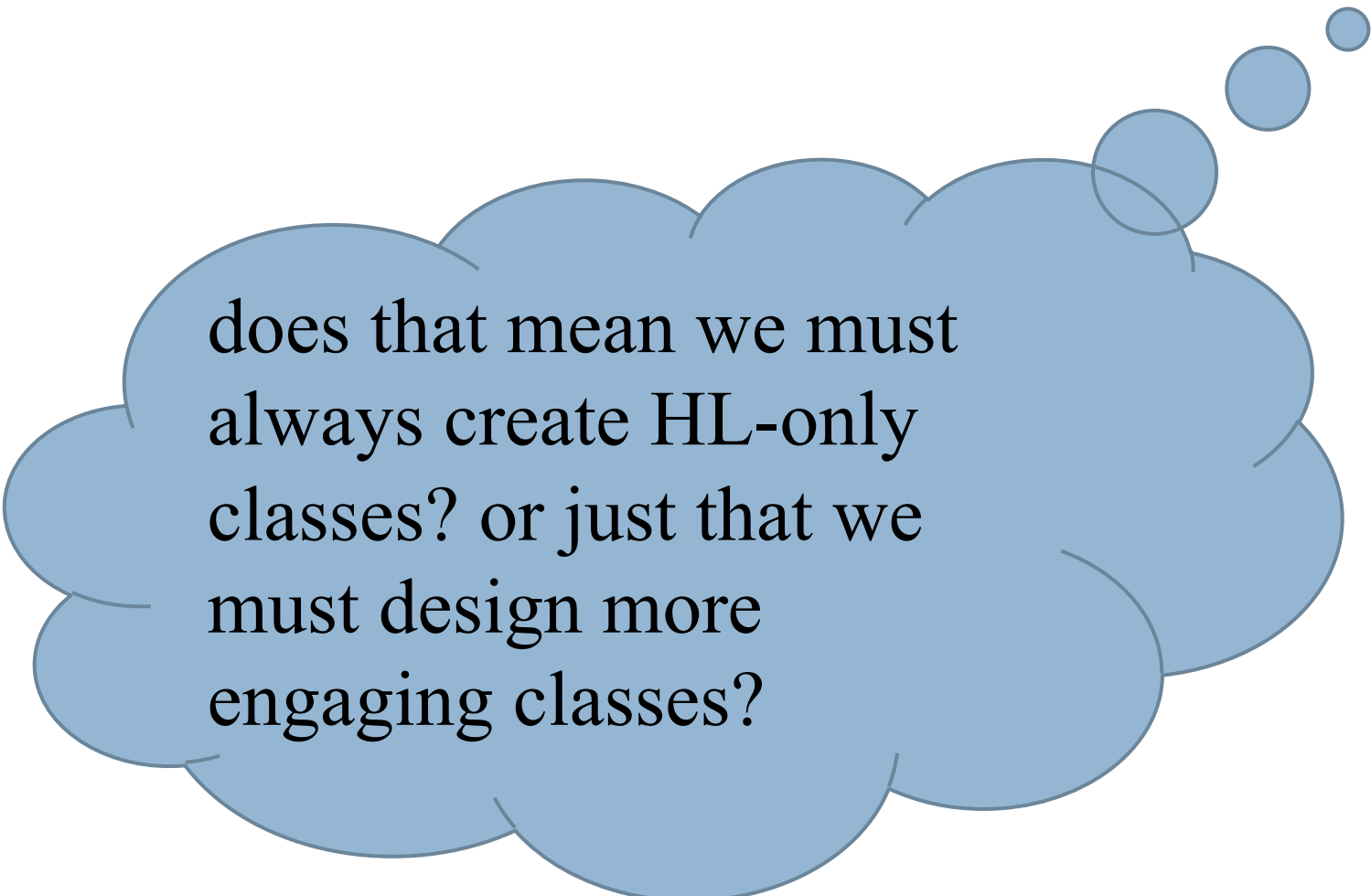
**Paola Guerrero Rodriguez** (Texas Tech University)

**Diego Pascual y Cabo** (University of Florida)

Spanish heritage student in a HL classroom:

**“I have never really taken a Spanish class that was about me...**[but in this class] we spoke about Cuba and Mexico, but there are people in class that come from Cuba and Mexico, or their parents come from there...**it’s more like we were talking about ourselves rather than about other countries...that was nice.** When we spoke about Puerto Rico, I could talk about my granma cause she’s from Puerto Rico, and I could talk about myself as Puerto Rican.”

(Prada et al., 2020, p. 105)



does that mean we must  
always create HL-only  
classes? or just that we  
must design more  
engaging classes?

# **4. foreign, heritage, multilingual... Identities & emotions**

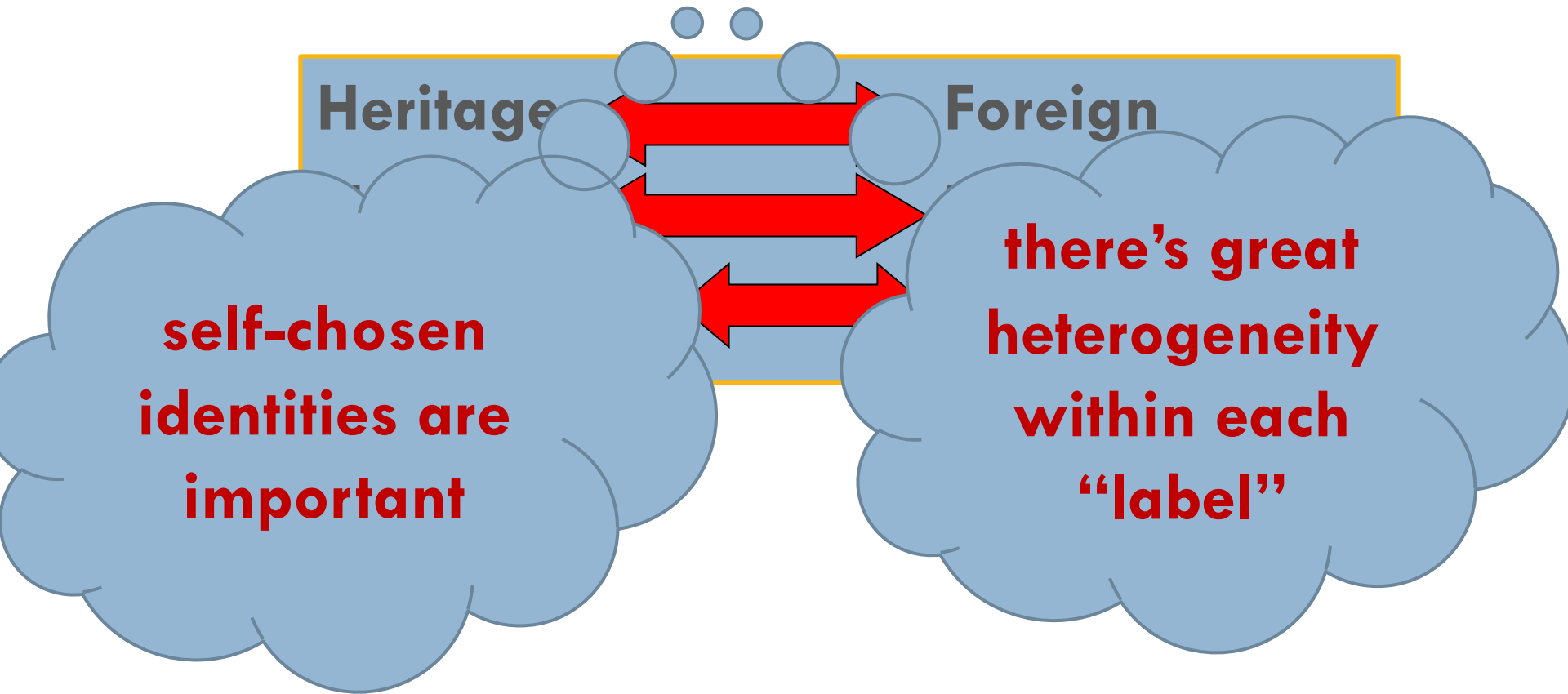


**“labels”:**

**“L2/foreign”**

**“heritage”**

**different wants, different self-  
perceptions, different  
engagements?**



**HL students:**  
heterogeneity of outcomes

**but heterogeneity of profiles  
underestimated?**

e.g., **Gatti & O'Neill (2017)**: 187 heritage speakers recruited from New York City area colleges through flyers, 77 Spanish



**Alberta Gatti**, CUNY

## N=77 Spanish HLs

from 16 originary countries, top ones Dominican Republic, Mexico, Ecuador, Colombia

66% born in the US, 34% foreign-born with average arrival at age 9.7

74% of mothers and 62% of fathers high school, 26% of mothers and 20% of fathers completed college

38% had received formal education in the USA prior to high school




**great  
heterogeneity  
within the HL  
label**



# Multidimensional student engagement (Sinatra et al., 2015):

interest and enjoyment:

**affective states**



**what about  
personal  
relevance and  
emotions?**



**Meagan Driver**  
**Michigan State University**  
**SSLA 2022**

# **121 Spanish learners**

**64 “heritage”**

**57 “foreign”**

pseudowords: ~gespar (to feed), -lenfes (jails), +borgar (to build)

three emotion-laden texts:

- ~ bilingual programs in the United States
- anti-immigration position paper
- + contributions of the Latinx community in the United States

similar emotional reactions to the negative anti-immigration text, but different sources/reasons:

“heritage” learner of Spanish

“I am **frustrated** with immigrants being considered a drain to this country. I see how it affects me and my family on a daily bases.”

“foreign” learner of Spanish

“The first [negative] text made me extremely **angry** because I have family members who think that way about illegal immigrants. Especially with recent events regarding ICE and the camps immigrants are being put into, the mindset behind that reading made me **frustrated**.”

Driver's (2022) sample of 121 heritage + "foreign" students enrolled in advanced courses across 4 public & 3 private universities on the East Coast:

- a reading's connection to biographical and personal memories makes it more likely to arouse an emotional response
- negative and neutral themed texts were better for learning the vocabulary than positive texts! (more mixed emotions and deeper processing?)
- neutral words were recalled more successfully than negative of positive (in reading, not lists)

**three main findings, true of all 121 learners, both "heritage" and "foreign"!**



**Meagan Driver**  
**Michigan State University**  
**SSLA 2022**

# **121 Spanish learners**

**64 “heritage”**

**57 “foreign”**

**30% FLs were**  
**“heritage/native” of another**  
**language!**

Albanian, Bahasa Malayu, Bengali, Cantonese, Flemish, French, German, Haitian Creole, Hebrew, Hindi, Italian, Mandarin, Nepal Bhasa, Polish, Punjabi, Tagalog, Telugu, Tibetan, and Vietnamese

Same sources/reasons for emotions, shared “heritage” experience:

“foreign” learner of Spanish, but heritage learner of Albanian:

“The third article, which dealt with language acquisition and national sentiments towards bilingualism relates directly to my life, as I am a first-generation American citizen. My entire family is bilingual and supports the prospect of being able to speak more than one language. Members of my family and I have all experienced moments of nativism in the United States. Thus, I had quite a bit of personal investment in the material I was reading.”

Same sources/reasons for emotions, shared “heritage” experience:

“foreign” learner of Spanish, but heritage learner of Albanian:

“The third article, which dealt with language acquisition and national sentiments towards bilingualism **relates directly to my life**, as I am a first-generation American citizen. My entire family is bilingual and supports the prospect of being able to speak more than one language. Members of my family and I have all experienced moments of nativism in the United States. **Thus, I had quite a bit of personal investment in the material I was reading.**”



**not just**  
**“heritage” and**  
**“foreign” but**  
**“multilingual”**  
**continuum**





## Beatriz Lado & José del Valle

CUNY Graduate School

Lado, B., & del Valle, J. (2022).  
**against the “exclusive-use-of”**  
sociolinguistic content in  
*L2 Journal*, 14(3), 1-24. doi:

no heritage  
student... but all  
students very  
multilingual!

“I found the readings enlightening as **it has to do with my daily life as a New Yorker.**” (p. 13)

**many learners of languages are indeed moved by the desire to come closer to “the linguistically authentic self/other” community in their lives**

**in this world and age, we need  
to go beyond binaries:**



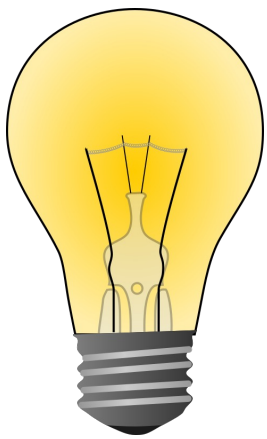
**Avizia Long & Kimberly Geeslin. (2017).** Spanish second language acquisition **across the globe**: What future research on non-English speaking learners will tell us. *Hispania*, 100(5), 205-210.



**in this world and age, we need  
to go beyond binaries:**



**there's great  
heterogeneity within  
each “label,” and much  
multilingualism that we  
need to make visible in  
our pedagogy**



**For students to want to engage**  
**(affectively, behaviorally, cognitively,**  
**agentively) with Spanish, they need**  
**to...**

1. feel that their learning connects to the rest of their lives (affective states)
2. feel **proud of who they are in all their languages**  
**(linguistic confidence, multilingual view of success,**  
**ideologies & agency)**
3. feel they have a say over their learning (autonomy)

**5. Feel proud of who  
they are  
(linguistically):  
Language  
insecurity**



**Have you ever noticed how much linguistic insecurity we and our (heritage) students feel...?**

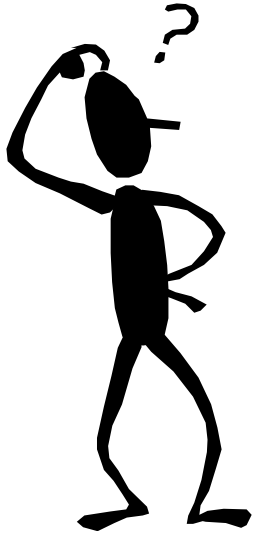
**“many bilinguals ... have a tendency to evaluate their language competencies as inadequate. Some criticize their mastery of language skills, others strive their hardest to reach monolingual norms, others still hide their knowledge of their “weaker” language, and most simply do not perceive themselves as being bilingual even though they use two (or more) languages regularly”**



**Grosjean (2008, p. 224)**

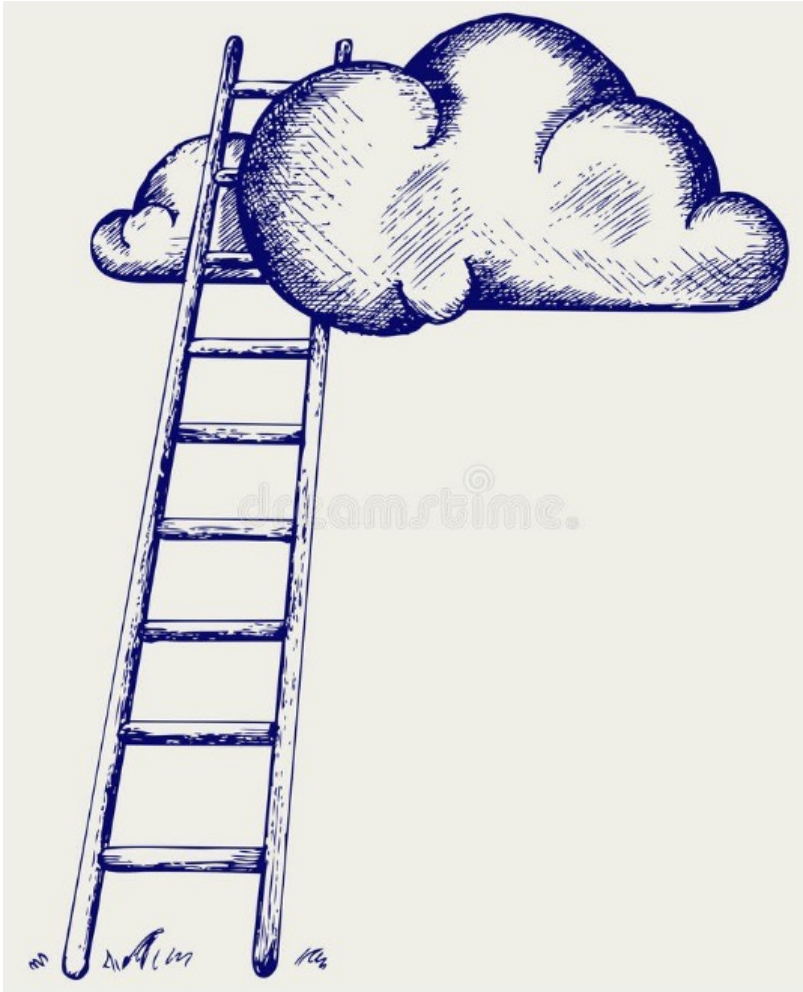
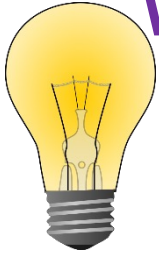


**Vexing problem: Measuring  
bilinguals' linguistic competence  
(in any of their languages) by a  
monolingual native yardstick** (Ortega,  
2013) **but also an idealized educated,  
White Spanish speaker** (Ortega, 2020; Flores  
& Rosa, 2022)



**Combat at all costs** learning a  
language = felt to be a ladder  
to...

**monolingual** (native, educated,  
**White)** **speaker** perfection



we know linguistic  
insecurity is acute for HL  
students

heritage speakers

1.5 generation speakers

¿Cómo?

home  
language  
("L1")

What?

societal  
language  
("L2")



**teachers can instill linguistic insecurity in their students with implicit and explicit messages:**

Harklau (2009, p. 226):

**Izzy** about her Spanish 3 teacher in **high school**:

“[She] didn’t like the way we talked.” “We have to speak “international Spanish.” ... she’s like ‘No, no! You don’t say it like that. That’s not the right way.’ ‘That’s how you say the word where you’re from, but in international Spanish, you say it this way.’ ”

**Loza** (2017) studied 6 teachers, three of them heritage speakers themselves

**Luis**, teacher of heritage speakers who is himself from a heritage speaker background:

*okay, yo conozco a muchos estudiantes que han estudiado el español de manera muy formal que han hasta perdido la conexión con su familia porque ya no hablan igual que su familia si me entiendes . . . (p. 71)*

Coryell, Clark, & Pomerantz (2010) seven Latina women enrolled in university Spanish classes in Texas:

**Linda, mid-30s 3<sup>rd</sup>-generation Mexican-American, about why she decided to take Spanish classes:**

I consider myself semi-fluent. 'Cause I can understand it, I can speak it, I can write it, but some of the words sometimes may be used from my Tex-Mex vocabulary versus the *real Spanish* that we *should* use. In communicating with someone who knows the proper language, you know, you can get a smirk from them [...]. And, I felt like, you know, it was important that I learn what the correct words were for what I considered Tex-Mex because, um, when you get that puzzled look it kind of makes you feel silly. Like, "Oh my goodness, I've said something that they don't understand, that means that was Tex-Mex."

**(p. 460)**



- (5) I wish my Spanish was better. When I go to Mexico, my cousins laugh at me, they know I speak *mocho*, I should know more words, so sometimes I don't want to talk.
- (6) When I was younger, I felt ashamed about speaking Spanish, when I was at the store with my mother and I had to translate for her and I really couldn't.

Sánchez-Muñoz (2016)

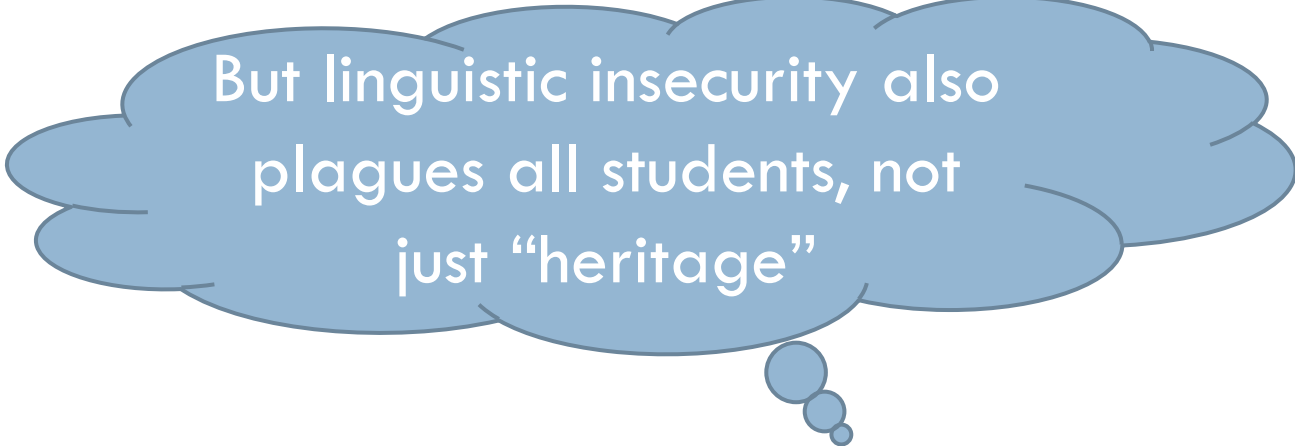


heritage  
language  
education for  
healing and  
damage control?

**Ana Sánchez-Muñoz**

California State University, Northridge, Chicana  
and Chicano Studies Department

(2016). Heritage language healing? Learners' attitudes and damage control in a heritage language classroom. In D. Pascual y Cabo (Ed.), *Advances in Spanish as a heritage language* (pp. 205-218). Amsterdam: John Benjamins.



But linguistic insecurity also  
plagues all students, not  
just “heritage”

**All bi/multilinguals frequently experience  
linguicism and nativespeakerism...**

**being positioned by others as  
a novice, a foreigner, an  
outside member, or a not  
capable speaker**

**being told their language is  
not good enough (yet)**

## **Linguistic insecurity in “foreign language” students of Spanish (Ortega, 2005)**

**“I always go back and think about the errors that I make, almost to the point where I don't want to say anything if it's going to be wrong, although I think I've gotten passed that problem, you see, otherwise you can't say anything, but yeah, I do want it to be perfect, I'm always trying to get it a hundred percent perfect, I'm never happy with just sort of less.”**



## Susana Pérez-Castillejo

University of St. Thomas

(2019). The role of foreign language anxiety on L2 utterance fluency during a final exam. *Language Testing*, 36(3), 327-345.

Oral narrative test: "¿Qué has hecho este fin de semana? En dos minutos, describe algunas cosas que has hecho este fin de semana."

more anxiety,  
longer pauses  
at the end of  
sentences,  $r =$   
.509

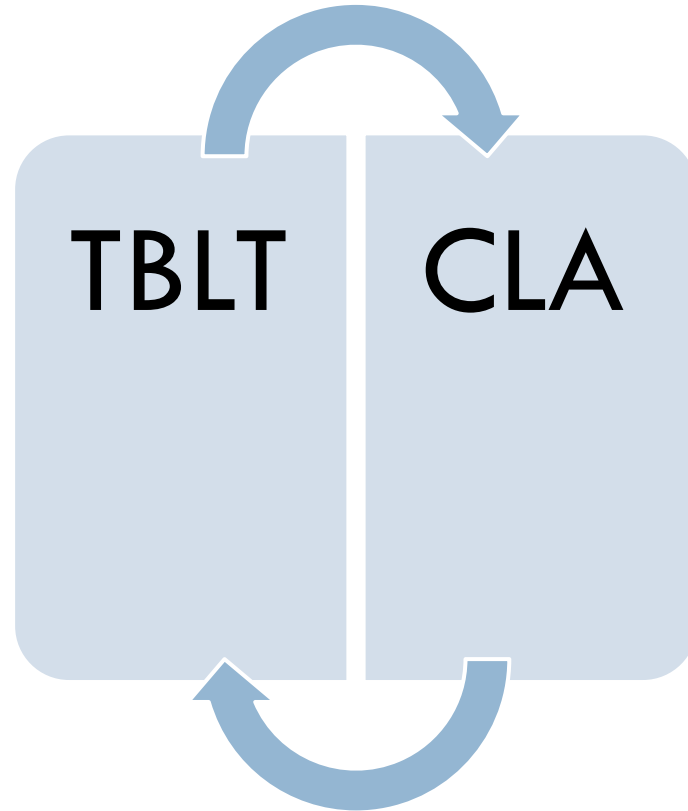
less anxiety,  
higher  
proficiency,  
 $r = .504$

Together **anxiety and proficiency** accounted for between 26.2% and 40.1% of the variance in three fluency measures, but **anxiety** actually contributed considerably more to fluency than proficiency on its own.

How do we teach  
**Spanish** while  
supporting our  
students to be  
**empowered**  
**multilinguals?**



**Surely, our pedagogies can help:**



**But only if we get our ideologies straight!**

# **6. Multilingual view of success: Ideologies and agency**



What does it mean  
to be a competent  
language user?

“success”

“failure”

Who is to tell?

**some students are resilient  
to linguisticism and  
nativespeakerism**

**For example, 17-year old Mexican-American Carmen in the United States (Borrero, 2015, p. 17):**

But like my Spanish is getting a little bit bad, but I still try to have it. I still speak Spanish—sometimes I speak Spanglish. It's just like when I hear a word I'll say it in English. If I hear a word in English, I'll say it in Spanish. I use it for everyday thing. I think I use it all the time, use, like, everyday. Yeah, I use it with my grandma or my grandma and just her. I'm bilingual.

**Carmen does  
not suffer from  
linguistic  
insecurity...!**

(Harklau, 2009, p. 227)

**Izzy:** “I told my mom about the way [the teacher] speaks and the way we speak.

She’s like, ‘She’s just making y’all dumber!’ ”  
[...] “[my family in Mexico] they’re not going to know what I’m talking about.” [...]

“[My mom] doesn’t want me to not know my language, where I come from and everything. She says you shouldn’t lose that. ‘Cause that’s something you should be proud of and everything.’ ”

**regardless of “identification labels,” some students will internalize a deficit ideology and others will develop a multilingual ideology**

**“**heritage** language” students (Hedgecock & Lefkowitz, 2011)**

**I use colloquial – I want to make it more standard ... now I’m aware that I was poor in Spanish and need to improve it ... I know that I’m limited to some parts of my language. [**Ofelia**]**

**Spanish is in our brain. We just have to polish it. [**Jorge**]**



## **“foreign language” students (Ortega, 2005)**

### **accuracy-oriented learners:**

**“I always go back and think about the errors that I make, almost to the point where I don't want to say anything if it's going to be wrong, although I think I've gotten passed that problem, you see, otherwise you can't say anything, but yeah, I do want it to be perfect, I'm always trying to get it a hundred percent perfect, I'm never happy with just sort of less.”**

### **communication-oriented learners:**

**“Unless you're a native speaker, you're not gonna be able to speak perfect [. . .] I mean, we're still English speakers, you know? [. . .] Cause, I mean, you want to say it correctly, but I don't think you need to say it always correct, I think you can always get away with it, or get along the idea in a basic way, yeah, you want to say it correctly, but it'll come through repetition and going over more and more, or being among people that speak correctly all the time.”**

**our pedagogies can help  
students move from  
negative ideologies to more  
positive ones**

## Korean-American student in an **art-based** Advanced Spanish class (**Parra**, 2013, p. 275):

Al principio, esto me molestaba,  
Que los latinos tenían un estereotipo de mí como asiático,  
Pero después, me di cuenta, que esto era fantastico,  
¡Porque podía hablar sin tratar de ser perfecto!

Sin la presión de impresionar, por fin superé mis preocupaciones,  
aprendí a dejar la aprensión y hablar con imperfección.

Of course, I' m still not fluent.

Pero a través de esta clase avanzada, espero haber avanzado en  
dos cosas: mi conocimiento de la lengua española y el bienestar  
de la comunidad Latina.

Muchas gracias.

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**Back to CLA: Grammar instruction designed to heighten awareness among heritage students of “how prejudice can manifest in judgments of spoken language”**

Shin & Hudgens Henderson (2017)



Formal language is grammatically superior to informal language

Some people don't try hard enough to speak well



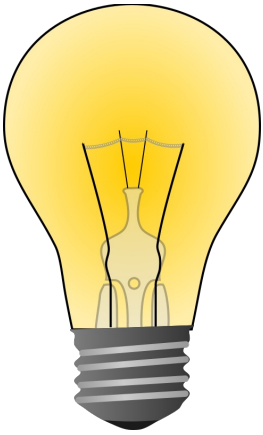
SPANGLISH SPEAKERS DON'T SPEAK ENGLISH OR SPANISH WELL

“Foreign” female student: “I heard from a lot of Spanish speakers [that] “Dominican Spanish is very ugly” and “they speak Spanish like southerners in the U.S. speak English.” I arrived in my beloved Dominican Republic without speaking a word of Spanish but up to my ears in prejudice. However, quickly I grew to love the people and their language... I feel proud to be able to speak their dialect... My feelings took place in our class when I started to understand that the way someone talks doesn’t diminish the person. That’s the idea that has benefited me most and will help me the most in my life. I’ve changed so that I am no longer a product of my society, but instead an agent to affect my society.”

(Shin & Hudgens Henderson, 2017, p. 206)

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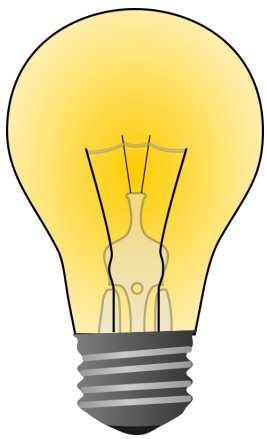
(Shin & Hudgens Henderson, 2017, p. 206)



**Build your students' **linguistic confidence**...**

**so they want to keep learning and using the language, and they are proud of who they are in all their languages**





**For students to want to engage**  
**(affectively, behaviorally, cognitively,**  
**agentively) with Spanish, they need**  
**to...**

1. feel that their learning connects to the rest of their lives (affective states)
2. feel proud of who they are in all their languages (linguistic confidence, multilingual view of success, ideologies & agency)
3. feel they **have a say** over their learning (**autonomy**)

# **7. A say over their learning (agency)**





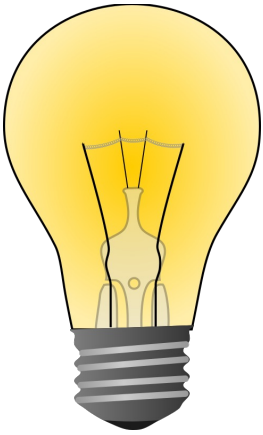
**Johnmarshall Reeve**

Australian Catholic University

engagement as “**agentive**” =  
“the extent to which students  
become actively involved (or  
not) in **teacher-provided  
learning opportunities**”

+ “further proactively  
(agentically) **try to enhance  
the conditions under which  
they learn**, as by making  
suggestions, offering input,  
and communicating  
preferences”

(Reeve et al., 2022, pp. 1-2)



# agentic engagement

(Reeve & Shin, 2020)

“the degree to which students make their secret motivations public in class and known to teachers”

Teachers who are **autonomy supportive**  
encourage students to be **agentically engaged**  
and boost **motivation and achievement**



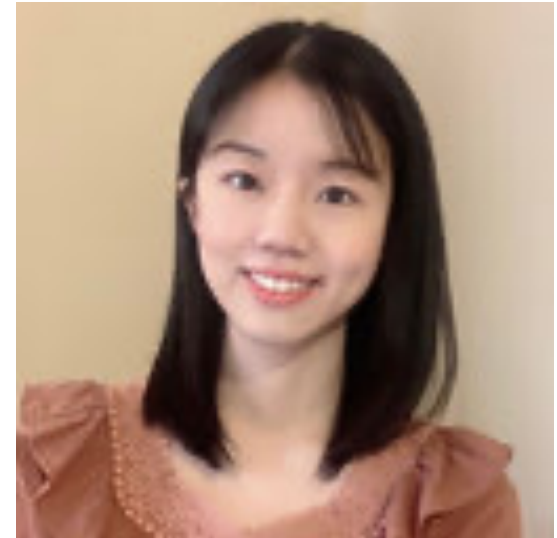
**Johnmarshall Reeve**

Australian Catholic University



**Woogul Lee (이우걸)**

Korea National University of Education



**Stephanie Hyewon Shin**

Michigan State University

**Table 1.** Illustrative examples of students' classroom expressions of agentic engagement.

Function of the Agentic Engagement	Illustrative Student Quotation
Let the teacher know what you want.	"I want to learn how to paint."
Let the teacher know what you are interested in.	"I am interested in Stonehenge."
Express a preference.	"Reading Shakespeare is nice, but I would prefer to watch the movie version. May we do that?"
Offer input.	"Could we practice this language in a real setting, and not just memorize note cards?"
Make a suggestion.	"A trip to the computer lab would be helpful; could we do that?"
Offer a recommendation.	"Can we start with a demonstration?"
Ask for a say in what to do and how to do it.	"May we work with a partner?"
Generate options.	"I would like to add a drawing to my essay; may I do that?"
Ask "why?" questions.	"Why do we need to wear these safety goggles?"
Ask a question to help you learn.	"I don't get it; why is the periodic table arranged in these columns and rows?"
Ask for support and guidance.	"Could you show me how to do this?" "Could you give an example?"
Ask the teacher for needed resources.	"Could we have a little more time?"

(Reeve & Shin, 2020, p. 152)

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# How do we support **students'** **agentic engagement?**

(Reeve & Shin, 2020)

**ask** our students regularly:

“What are you interested in?”  
“What do you want to learn about?”

**think what** our students would say if they were asked to react to:

“My teacher is unresponsive/responsive to my opinions”

“My teacher is indifferent to / interested in how I feel”

# 8. In conclusion



To engage our students, let us ask ourselves...

When and how do I invite **my students' lives and communicative repertoires** into my classroom?

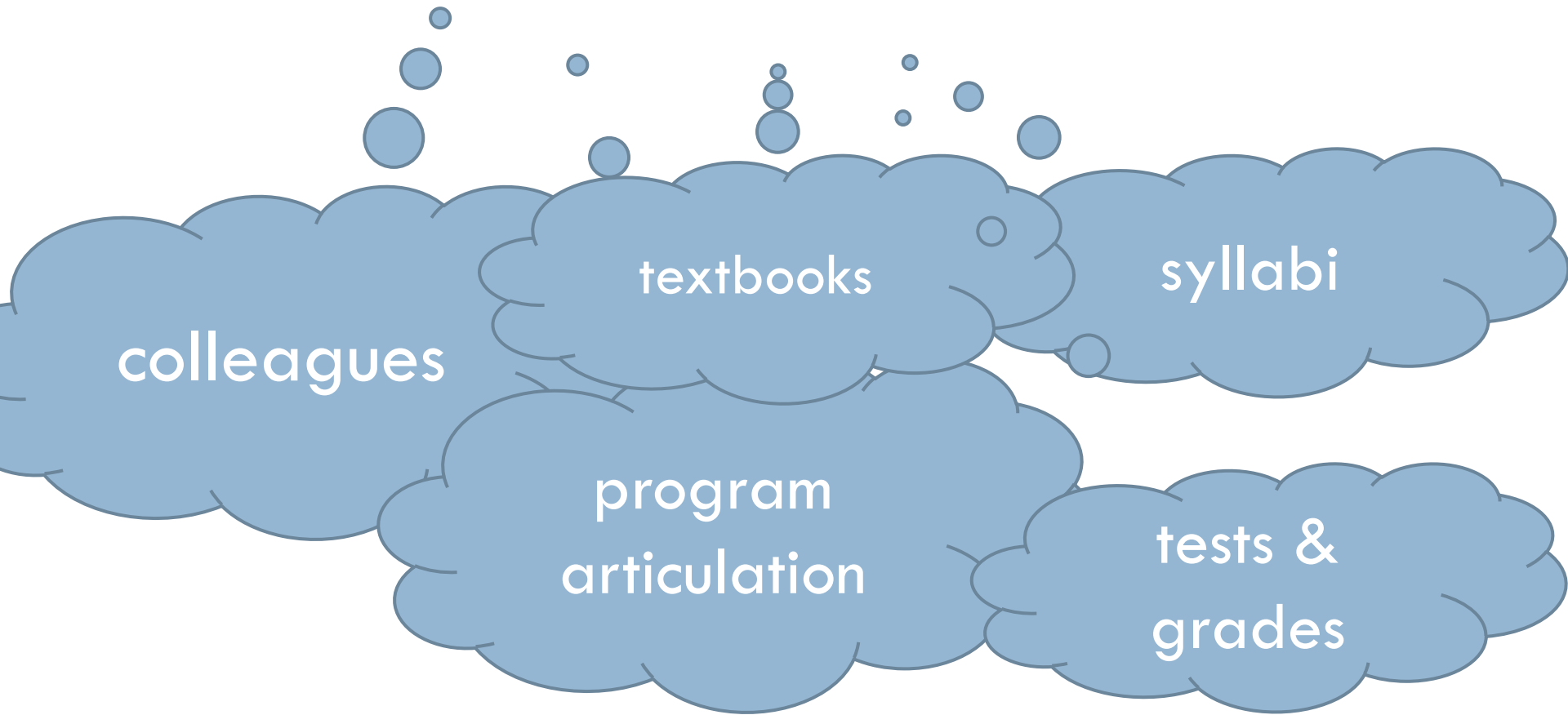
How am I helping my students boost their **linguistic confidence**? What do I do to support a strong, vivid sense of **multilingual success** in each of them?

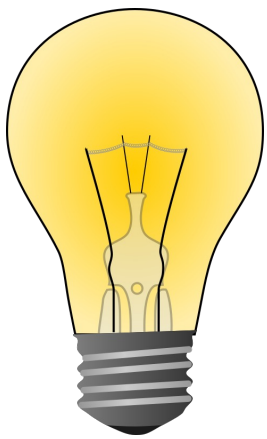
How do I attend to my students' **ideologies of language learning**, nourishing positive ones, working with them to transform negative ones?

When and how do I invite **my students' secret desires** into my classroom?

**We must ask these questions also of...**

**... our institutional structures of learning:**





For students to want to engage  
(affectively, behaviorally, cognitively,  
agentively) with Spanish, they need  
to...

1. feel that their learning connects to the rest of their lives (affective states)
2. feel proud of who they are in all their languages (linguistic confidence, multilingual view of success, ideologies & agency)
3. feel they have a say over their learning (autonomy)

*köszönöm ! תודה dēkuji*

*mahalo* 고맙습니다

*thank you*

*merci* 谢谢 *danke*

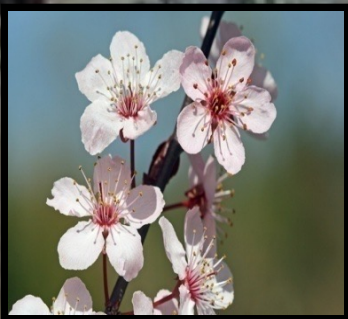
Ευχαριστώ

شكرا

どうもありがとう

*gracias*





**comments welcomed!**

**[lourdes.ortega@georgetown.edu](mailto:lourdes.ortega@georgetown.edu)**



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