

## **Task-based facilitation of reading “Engagement with the language: How examining learners’ affective and social engagement explains successful learner-generated attention to form”**

This task-based facilitation was designed as part of a TBLT course for graduate students. It is based on the article “Engagement with the language: How examining learners’ affective and social engagement explains successful learner-generated attention to form” by Melissa Baralt, Laura Gurzynski-Weiss, and YouJin Kim (see citation below). It should be used in class to review ideas from the article after students have already read it for homework.

Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2016). Engagement with the language: How examining learners’ affective and social engagement explains successful learner-generated attention to form. *Peer interaction and second language learning: Pedagogical potential and research agenda*, 209-240.

You are on the job market, and have been invited for a campus visit at the university that is your first choice based on your expertise in TBLT. As part of the campus visit, you have been asked to teach two Spanish Intermediate 2 classes: one online and one traditional class so that they can get a feel for your teaching style. Keeping in mind the importance of task complexity and findings from Baralt, Gurzynski-Weiss, and Kim (2016):

- 1) plan the two classes you will teach at the campus visit making sure to focus on student engagement
- 2) implement a way to evaluate students for your lessons

Pre-task: Brainstorm ideas with a partner (5 minutes)

Task: Create your lesson plans and evaluation (10-15 minutes)

Post-task: Share your lessons and evaluations with the class (10 minutes)

A successful task outcome would include the following:

- Focus on social and/or affective engagement for both classes. However, there should be even more emphasis on social and/or affective engagement for the online class. This is because the social and affective engagement is normally lacking in the online environment. This could involve students talking via Skype or Zoom so that it is more interactive. Another option is to have students do synchronous computer-mediated chat but include some activity at the beginning so that they get to know each other.