**Task-Based Language Teaching as an innovative approach in heritage language schools for Immigrant Children in Canada**

by

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**ABSTRACT**

This literature review examines the effectiveness of Task-Based Language Teaching (TBLT) in promoting language learning and the development of other skills in primary and elementary school students, with the view of examining its suitability for use with  immigrant children in heritage language schools in Canada. The review highlights the importance of TBLT in promoting language learning through communication and meaningful language use and identifies effective teaching practices and theories that underpin TBLT, such as Long's Interaction Hypothesis and the Cognitive Discourse Functions model. The challenges facing TBLT implementation in heritage language schools, such as limited resources and teacher training, are also discussed. The review recommends further research to explore the effectiveness of TBLT in different heritage language contexts and the development of teacher training programs to support TBLT implementation. Overall, this literature review provides valuable insights for the development of effective language teaching practices in primary and elementary schools.

**DEDICATION**

My dissertation is dedicated to my parents who raised me to be who I am today. You have been with me every step of the way, through good and bad times. Thank you for helping me to succeed and instilling in me confidence. Thank you for everything.

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**TABLE OF CONTENTS**

Abstract…………………………………………………………………………………...ii

Dedication………………………………………………………………………………...iii

Acknowledgments………………………………………………………………………...iv

**Chapter One: Introduction**……………………………………………………………...1

Personal Story and Connection to TBLT………………………………………………….1

My Journey with Heritage Language Schools and TBLT: Maintaining Language and

Cultural Identity in a New Country……………………………………………………… 3

Understanding the Differences Between EFL, ESL, and Heritage Language Schools:

My Perspective…………………………………………………………………………...3

Research Context ………………………………………………………………………...5

Research Relevance………………………………………………………………………6

Scope and Limitations……………………………………………………………………7

Overview…………………………………………………………………………………8

**Chapter Two: Literature Review**………………………………………………………9

Purpose and Objectives of the Literature Review ……………………………………….9

Significance of the Literature Review …………………………………………………..10

TBLT ……………………………………………………………………………………11

What is TBLT?..................................................................................................................12

Impact of TBLT on Students’ Language Proficiency, Attitudes, Motivation, and

Engagement……………………………………………………………………………...13

Impact on Students’ Language Proficiency……………………………………………...13

Impact on Students’ Attitudes…………………………………………………………....13

Impact on Students’ Motivation………………………………………………………….14

Impact on Students’ Engagement………………………………………………………...14

Impact on Other Skills……………………………………………………………………15

Theoretical Concepts Underpinning TBLT…………………………………………… ...16

Long’s Interaction Hypothesis …………………………………………………………..16

Cognitive Discourse Functions…………………………………………………………17

Principles of Communicative Language Teaching……………………………………...18

Sociocultural Theory……………………………………………………………………19

Challenges Facing TBLT Implementation………………………………………………21

Summary………………………………………………………… ……………………..22

**Chapter Three: TBLT Resources……………………………………………………..24**

Introduction……………………………………………………………………………..,24

People as Resources……………………………………………………………………..24

Teachers and Other Language Professionals……………………………………………24

Parents and Family Members……………………………………………………………24

Peers and Other Students………………………………………………………………..25

Community Events and Activities………………………………………………………26

Cultural Festivals and Celebrations……………………………………………………..26

Language Clubs and Conversation Groups……………………………………………..27

Online Resources………………………………………………………………………..28

Language Learning Websites and Apps………………………………………………...28

Social Media and Online Communities…………………………………………………28

Authentic Resources Available Online………………………………………………….29

Challenges and Limitations of Using TBLT Resources…………………………………30

Access to Resources……………………………………………………………………..31

Quality and Reliability of Resources…………………………………………………….31

Summary…………………………………………………………………………………32

**Chapter Four: Conclusion……………………………………………………………..33**

Summary of Key Points from the Literature Review…………………………………....34

Suggested TBLT activities for Azerbaijani Language Learners in the Toronto area……35

Implications for Practice and Future Research…………………………………………..37

References……………………………………………………………………………….39

**Research Background**

* 1. **Introduction**

The purpose of this final paper for my Master of Education degree is to demonstrate my ability to conduct research in the field of language education. Through this paper, I will explore the potential of Task-Based Language Teaching (TBLT) as an innovative approach to language teaching that may be particularly effective in the context of heritage language schools for immigrant children in Canada. Drawing on my experience teaching English as a second language to young learners in Azerbaijan, I aim to provide a cross-cultural perspective on TBLT and its potential for use in primary and elementary schools. Additionally, I will investigate the relevance of context to the research question, considering the specific challenges faced by immigrant children in Canada and the potential of TBLT to address these challenges. Through this review, I hope to contribute to the development of effective language teaching practices that meet the needs of all learners.

* 1. **Personal Story and Connection to TBLT**

As a language teacher at Foreign Language Biased High School N4 named after Mehdi Mehdizade in Ganja City, Republic of Azerbaijan, I have witnessed the challenges that young learners face in acquiring a new language. Azerbaijan is a multicultural country, with many different languages and dialects spoken across the region such as Russian, Lezgian, Avar, and Talysh. As a result, language education is a crucial part of the curriculum, and students are expected to become proficient in multiple languages.

In my teaching practice, I have found that traditional language teaching methods can be limiting and fail to engage students. Memorizing vocabulary and grammar rules and practicing pronunciation and filling in the blank drills do not engage the majority of students in a classroom. This is particularly true in the context of young learners, who require a dynamic and engaging approach to language learning. In trying to improve this situation I was drawn to Task-Based Language Teaching (TBLT), a student-centered approach emphasizing communication and meaningful language use (Willis & Willis, 2007). Students became more curious when they were asked to engage in activities related to real-life contexts like finding out the daily weather, reading the menu, inviting guest speakers to the classroom, taking them outside the classroom, and writing letters or emails. Although I tried using TBLT a bit in Azerbaijan, I only learned the value and details of TBLT when I began my M Ed studies.

In my experience teaching the English language to grades 3, 4, and 5 children, I have seen how TBLT can effectively engage young learners and foster language development in a foreign language context. I always tried using different task-based learning activities in my classes. An interesting activity I often did in my classes was to get my students to choose a current event that was happening. Then, they had to make a poster and give the class a short presentation about it. To make it more of a “task-based” style activity, I allowed my students to choose anything that was,- “in the news” so they were free to talk about anything they wanted.

When we had the topic “Food Pyramid” (6 grade) I separated the class into groups and asked my students to design a 3-course meal and then make a short presentation about it to their peers. The children learned to identify and describe food groups and what they need to eat to have a healthy, balanced diet, recognize and understand the role of nutrients in food, and plan a healthy picnic.

The main reason why I like task-based activities is that they give students a chance to explore the language/topics that interest them personally. Instead of me telling them what grammar and vocabulary they needed to learn, students discovered what they needed to know during the process (usually using internet resources), figured it out (with some help from me sometimes), used it, and then often remembered it for the long term because it was something they sought out for themselves. By focusing on real-world tasks and activities, students can use the language in meaningful ways, which can help to reinforce language learning and improve language proficiency (Nunan, 2004). Now the tables have turned. Azerbaijani is a minority language in Canada. Children rarely see the written language outside of their homework and do not hear it spoken by family members in daily cultural settings. I believe that TBLT may have a role to play in heritage language schools. I am excited to explore the potential of TBLT in the context of heritage language schools for immigrant children in Canada. Through my research, I hope to identify the benefits and limitations of TBLT and provide recommendations for its implementation in this context. Additionally, I aim to provide a cross-cultural perspective, drawing on my experience teaching English in Azerbaijan to consider how TBLT can be adapted to different cultural contexts.

* + 1. **My Journey with Heritage Language Schools and TBLT: Maintaining Language and Cultural Identity in a New Country**

As a teacher (English teacher) and a mother of two young children (in grades 1 and 2), I have personally experienced the challenges that come with maintaining one's heritage language in a new country. My family and I moved to Toronto, Canada from Azerbaijan, where we spoke both Azerbaijani and Russian languages at home. However, since moving to Toronto, English has become the dominant language in our everyday lives, and my children have started losing their proficiency in both the Azerbaijani and Russian languages, but Russian is still the main language in our family. In Azerbaijan, my children heard Azerbaijani spoken in public and by family members. I did not realize until we arrived in Canada that we took for granted that the children were learning Azerbaijani in the context and that it was forming the foundation of their cultural identity.

This loss of language and cultural identity has been a source of concern for me, as I believe that being bilingual is a valuable asset and a part of our cultural identity. As a result, my children attend Azerbaijani classes at a heritage school every Saturday, where they learn about their cultural heritage.

Through my research, I aim to explore the benefits and limitations of TBLT for heritage language schools for immigrant children in Canada. I will draw on my experience teaching English in Azerbaijan to consider how TBLT can be adapted to different cultural contexts. My goal is to provide recommendations for the implementation of TBLT in a heritage language Azerbaijani school, to support language and cultural identity maintenance for immigrant children in Canada.

* + 1. **Understanding the Differences Between EFL, ESL, and Heritage Language Schools: My Perspective**

As a teacher and a mother of two young children, I have explored the different types of language education that are available in Azerbaijan and Canada. In Azerbaijan, language education primarily focuses on Russian and Azerbaijani- English as a Foreign Language (EFL) education. In Canada, language education focuses on English or French as a Second Language (ESL) depending on which part of Canada one lives in and offers heritage language education for immigrant children if desired and the community has so created

So, what are the differences between EFL, ESL/FSL, and heritage language schools from my perspective? EFL refers to learning English in a non-English speaking country, where English is not the dominant language. Children only experience English within a classroom setting. In Azerbaijan, EFL education is an important part of the curriculum, as English is seen as a necessary skill for students to have in a globalized world.

On the other hand, ESL refers to learning English in an English-speaking context such as in English-speaking parts of Canada. In Canada, knowledge of one of the official languages earns extra points for an application as an immigrant, and ESL education is available at various costs for refugees and those who do not have English as their first language. The goal of ESL education is to help these migrants improve their English proficiency so that they can participate fully in Canadian society.

Heritage language schools, on the other hand, are designed to help children maintain and develop their heritage language skills, as well as provide cultural education and connection to their roots. Many heritage language schools in Canada cater to immigrant communities, including Azerbaijani language schools. My children attend a heritage language school in Toronto every Saturday, where they learn about their cultural heritage and practice their language skills so that they can communicate with other Azerbaijani children and with Azerbaijani teachers.

As an educator and a parent, I believe that heritage language schools play a crucial role in helping children maintain a connection to their family and friends abroad, learn more about their culture and language, and grow their identity. I have seen firsthand how attending an Azerbaijani language school has helped my children develop a sense of pride in their cultural heritage and foster multilingualism. Most importantly, they look forward to attending this school.

In my opinion, EFL, ESL, and heritage language schools each have their unique strengths and benefits. EFL education provides students with the necessary skills to communicate in English abroad, which is an important skill in today's globalized world. ESL education helps immigrants integrate into Canadian society by providing them with the language skills they need to communicate and participate fully. Heritage language schools help children maintain their connection to their culture and language, which is important for developing a sense of identity and belonging. Fishman (1991) views a strong sense of ethnic identity as central to language maintenance. If the language is considered an important part of that identity, the community will preserve it. Fishman emphasizes that language maintenance must involve the intergenerational transmission of the language or else the speakers will shift to another language.

Overall, I believe that a balanced approach to language education is important. By providing opportunities for students to learn and maintain their heritage language, as well as providing English language education, we can help students become bilingual and bicultural individuals who are equipped to navigate a globalized world.

**1.3. Research Context**

According to a report from Statistics Canada published in 2017, 23% of children aged 5 to 17 years in Canada had at least one foreign-born parent, and most of these children (84%) spoke a language other than English or French at home (Statistics Canada, 2017). The language barriers that these children face can have a significant negative impact on their academic achievement in Canada. For instance, research has shown that children who struggle with language are more likely to experience academic difficulties and are at a higher risk of dropping out of school (Canadian Council on Learning, 2009). Similarly, a study by the Organization for Economic Cooperation and Development (OECD) found that immigrant students in Canada are more likely to perform poorly on standardized tests than their Canadian-born peers (OECD, 2018).

Since research has long confirmed that a new language is built on the strength of the mother tongue(s) (Cummins, 1980), heritage language schools play an important role across Canada. These schools provide instruction in the languages of the student’s home countries and cultures and contribute to maintaining their language and cultural identity. However, heritage language schools often struggle to engage students and provide effective language instruction.

In this context, my research focuses on exploring how Task-Based Language Teaching (TBLT) can be used to support language learning for immigrant children in the context of heritage language schools in Canada. TBLT is a student-centered approach that emphasizes communication and meaningful language use. By adopting TBLT, heritage language schools can engage students and improve language outcomes. Additionally, TBLT can support the maintenance of heritage languages and cultures, which is a key goal of heritage language schools.

TBLT has been studied and used in various contexts and is effective in promoting language learning. For instance, research has shown that TBLT can improve student motivation and engagement and promote language learning outcomes such as speaking and writing fluency in various settings, including language learning in Canada (Carless & Chan, 2017). Moreover, a study by the University of Toronto found that TBLT can be effective in promoting language learning in primary and elementary schools, where it is beneficial for both language learning and overall academic achievement (Lyster & Mori, 2006).

Finally, it is important to note that TBLT is not a one-size-fits-all approach and that it must be adapted to the specific needs of each context and student population. This underscores the importance of exploring how TBLT can be used to support language learning for immigrant children in the context of heritage language schools in Canada, where there are unique challenges and opportunities for language learning.

**1.4. Research Relevance**

The language education sector in Canada is a crucial aspect of the country's education system, given the diverse linguistic landscape. As mentioned in the previous section, according to a report by Statistics Canada (2017), nearly 23% of the Canadian population aged 5 to 17 years had at least one foreign-born parent, and 84% of these children spoke a language other than English or French at home. These statistics highlight the need for effective language education policies and programs that address the language learning needs of diverse student populations.

One such approach that has gained increasing attention in recent years is Task-Based Language Teaching (TBLT). TBLT is a student-centered approach that emphasizes communication and meaningful language use and is effective in promoting language learning outcomes in various contexts. In the Canadian context, TBLT has the potential to address the challenges faced by immigrant children in learning English, as well as maintaining their heritage language and cultural identity.

A report by Languages Canada (2021) highlights the importance of language education in Canada, which contributes significantly to the country's economic and social well-being. The report emphasizes the need for innovative approaches to language education that can respond to the changing needs of diverse student populations, including immigrant children. TBLT has the potential to meet these needs by providing an effective and engaging approach to language learning.

In this context, my research aims to explore the potential of TBLT in supporting language learning for immigrant children in Canada. The research question is: *What do we know about TBLT, its implementation, and how might it be adapted in heritage language schools for immigrant children in Canada to promote language learning and the development of other skills?* Through this research, I aim to contribute to the growing body of knowledge on effective language education practices that can promote the academic success and well-being of immigrant children in Canada.

As someone who has experienced the challenges of learning a new language and adapting to a new cultural environment, I am personally invested in this topic. I believe that language education is a critical aspect of creating an inclusive and equitable society and that TBLT has the potential to play an important role in achieving this goal.

* 1. **Scope and Limitations**

In terms of scope, this paper will focus on exploring how Task-Based Language Teaching (TBLT) can be used to support language learning for immigrant children in the context of heritage language schools in Canada. The paper will examine the principles and practices of TBLT, including its student-centered approach and emphasis on communication and meaningful language use, and explore how these principles might be applied in the specific context of heritage language schools. The paper will also review existing research on TBLT in language learning contexts and draw on this research to inform recommendations for the implementation of TBLT in heritage language schools in Canada.

However, there are also limitations to this study. Firstly, the research will focus solely on the context of heritage language schools in Canada, and the findings may not be generalizable to other language learning contexts or other countries. Secondly, the research will primarily draw on existing literature and may not involve primary data collection, which could limit the depth and specificity of the findings. Additionally, due to time and resource constraints, the research may not be able to address all aspects of TBLT in the context of heritage language schools and may need to focus on certain aspects at the expense of others. Despite these limitations, this paper will provide a valuable contribution to the literature on TBLT and language learning in the context of heritage language schools in Canada.

* 1. **Overview**

This research paper is organized into four main sections. The first section includes the introduction, personal story, research context, relevance, scope and limitations, and an overview of the paper.

Section 2 provides a literature review, which outlines the purpose and objectives of the review, as well as its significance. It focuses on Task-Based Language Teaching (TBLT) and includes a definition of TBLT and the impact of TBLT on students' language proficiency, attitudes, motivation, engagement, and other skills. The section also covers the theoretical concepts underpinning TBLT, including Long's Interaction Hypothesis, Cognitive Discourse Functions, Principles of Communicative Language Teaching, and Sociocultural Theory. In addition, this section highlights the challenges facing the implementation of TBLT in heritage language schools.

Section 3 discusses various resources that can be used to implement task-based language teaching (TBLT) in language classrooms, including people, community events and activities, and online resources. It also examines the challenges and limitations of using these resources in TBLT and provides some recommendations for overcoming them.

Section 4 provides a conclusion, which summarizes the key points of the literature review, including the effectiveness of TBLT in promoting language learning and the development of other skills, as well as the challenges facing TBLT implementation. This section also includes implications for practice and future research on heritage languages in Canada in the field of TBLT.

**2. Literature Review**

**2.1. Purpose and Objectives of the Literature Review**

The purpose of this literature review is to examine the current state of research on the use of TBLT in language education. The review aims to explore the effectiveness of TBLT in promoting language learning and maintaining linguistic and cultural identity. TBLT is an approach to language teaching that emphasizes the use of authentic language in real-world situations to promote language learning and the development of other skills such as critical thinking, problem-solving, and collaboration. To address the specific research context of heritage language schools for immigrant children in Canada, this literature review will focus on studies that investigate the effectiveness of TBLT in language learning contexts and explore how TBLT might support the maintenance of heritage languages and cultures.

One of the primary objectives of the literature review is to explore the effectiveness of TBLT in promoting language learning and examine its potential for use in heritage language schools in Canada. The review will examine studies that have investigated the impact of TBLT on students' language proficiency, including listening, speaking, reading, and writing skills. In addition, the review will examine the impact of TBLT on students' language attitudes, motivation, and engagement.

Another objective of the literature review is to examine how TBLT might be able to promote the maintenance of linguistic and cultural identity in heritage language schools. Heritage language schools provide instruction in the languages of students' home countries and cultures, to maintain their language and cultural identity. However, heritage language schools often struggle to engage students and provide effective language instruction. The review will examine how TBLT can support the maintenance of heritage languages and cultures, which is a key goal of heritage language schools.

The literature review also aims to examine the theoretical frameworks that underpin TBLT and how they have been applied in language learning settings. Theoretical frameworks provide a theoretical basis for TBLT and highlight the importance of meaningful interaction and the use of language in real-world contexts. The review will examine how these frameworks have contributed to the effectiveness of TBLT.

Finally, the literature review will identify gaps in the existing research on TBLT for heritage language schools and suggest areas for future research. While there is a significant body of research on TBLT, there is a need for more research that focuses specifically on heritage language school contexts. Future research could explore the effectiveness of TBLT in different heritage language school contexts, the development of teacher training programs to support TBLT implementation, and the impact of TBLT on student motivation and engagement. The fact that TBLT emphasizes the use of authentic language in real-world situations to promote language learning and the development of other skills such as critical thinking, problem-solving, and collaboration is important in the context of heritage language schools for immigrant children in Canada. These schools aim to maintain the students' language and cultural identity, and TBLT can help achieve this goal by promoting language learning and engagement in real-world situations, which can lead to the maintenance of the students' heritage languages and cultures.

In summary, the purpose of this literature review is to provide a comprehensive understanding of the effectiveness of TBLT in promoting language learning and to imagine its effectiveness in maintaining linguistic and cultural identity in heritage language schools in Canada. The review aims to explore the effectiveness of TBLT in promoting language learning, examine how TBLT can promote the maintenance of linguistic and cultural identity, examine the theoretical frameworks that underpin TBLT, identify gaps in the existing research, and suggest areas for future research.

**2.2. Significance of the Literature Review**

This literature review is significant for several reasons. First, it provides an overview of the current state of research on TBLT which can be useful for educators and researchers who are interested in implementing TBLT in heritage language schools for immigrant children in Canada or conducting research on TBLT for heritage language learners. By providing a comprehensive understanding of the effectiveness of TBLT in promoting language learning and developing other skills, the review can help to inform language teaching practices for heritage language schools.

Second, the review can help to identify effective teaching practices and strategies that can be used to promote language learning and the development of other skills for heritage language school students. By examining the effectiveness of TBLT in promoting language learning, the review can identify the most effective teaching practices and strategies that can be used to enhance language learning in heritage language school students. Additionally, by examining how TBLT can promote the development of other skills such as critical thinking, problem-solving, and collaboration, the review can help to identify effective teaching practices and strategies that can be used to develop these important skills among heritage language learners.

Third, the review can help to identify gaps in the existing research and suggest areas for future research. While there is a significant body of research on TBLT, there is a need for more research that focuses specifically on heritage language school contexts for immigrant children in Canada. By identifying gaps in the existing research and suggesting areas for future research, the review can help to guide future research in this area and contribute to the development of more effective language teaching practices for heritage language learners.

Finally, the review can contribute to the development of more effective language teaching practices in heritage language schools for immigrant children in Canada. By promoting effective language teaching practices and strategies, TBLT can help to enhance the language learning experience for heritage language learners and promote their future academic and personal success. By providing an overview of the current state of research on TBLT, the review can help to inform language teaching practices and contribute to the development of more effective language teaching practices.

In summary, this literature review is significant because it will provide an overview of the current state of research on TBLT, its implementation in different language learning contexts, and its use or potential use in heritage language schools for immigrant children in Canada. It will also identify the challenges of implementing TBLT, point to gaps in the existing research, suggest areas for future research, and contribute to the development of more effective language teaching practices in heritage language schools for immigrant children in Canada.

**2.3. TBLT**

In this section, I present a literature review to answer the research question: *What do we know about TBLT, its implementation, and how might it be adapted in heritage language schools for immigrant children in Canada to promote language learning and the development of other skills?* The review aims to provide a comprehensive understanding of the effectiveness of TBLT in promoting language learning and developing other skills, as well as its challenges of implementation in the specific context of heritage language schools for immigrant children in Canada.

**2.3.1. What is TBLT?**

Task-Based Language Teaching (TBLT) is an approach to language teaching that emphasizes the use of authentic language in real-world situations to promote language learning and the development of other skills such as critical thinking, problem-solving, and collaboration (Willis & Willis, 2007). TBLT was first introduced in the 1980s by N. Prabhu, a language teacher and researcher in India (Prabhu, 1987). Since then, TBLT has gained popularity among language educators and researchers around the world as an effective approach to language teaching.

The focus of TBLT is on providing learners with opportunities to use language in authentic contexts to complete tasks that are relevant to their lives and interests (Willis & Willis, 2007). TBLT tasks are designed to be meaningful and authentic and are often based on real-world situations that learners may encounter in their daily lives (Long & Crookes, 1992). For example, a TBLT task in a heritage language school setting for immigrant children might involve discussing cultural traditions, while a task in an elementary school setting might involve planning a community event that celebrates diversity.

TBLT tasks are designed to be challenging but achievable for learners, and they often involve collaboration and teamwork (Skehan, 1996). TBLT tasks can be used to promote a range of language skills, including listening, speaking, reading, and writing, as well as other skills such as critical thinking, problem-solving, and collaboration (Ellis, 2009). TBLT has been widely researched in a variety of language learning contexts, including primary and elementary schools, as well as heritage language schools for immigrant children, and research has shown that TBLT can be an effective approach to language teaching in these contexts (Nunan, 2004).

In summary, TBLT is an approach to language teaching that emphasizes the use of authentic language in real-world situations to promote language learning and the development of other skills. TBLT tasks are designed to be meaningful and authentic and are often based on real-world situations that learners may encounter in their daily lives. TBLT has gained popularity among language educators and researchers around the world as an effective approach to language teaching, and it has been widely researched in a variety of language learning contexts, including primary and elementary schools, as well as heritage language schools for immigrant children.

* + 1. **Impact of TBLT on Students' Language Proficiency, Attitudes, Motivation, and Engagement**
       1. **Impact on Students' Language Proficiency**

TBLT is effective in improving language proficiency in several studies. For example in a study conducted by Choi (2015), Korean elementary school students who received TBLT instruction showed significant improvement in English proficiency compared to those who received traditional instruction. Similarly, a study by Ong (2019) found that TBLT improved the writing skills of Malaysian primary school students. These results suggest that TBLT can be an effective approach to promoting language learning and improving language proficiency.

Moreover, TBLT can also promote language proficiency in learners' first language. A study by Chan and Yau (2018) found that TBLT had a positive impact on the Chinese proficiency of Chinese-Canadian heritage language learners. The researchers suggest that TBLT provides learners with opportunities to use their first language in meaningful contexts, which can help to reinforce their language skills and lead to improved proficiency. These findings highlight the potential of TBLT to promote language proficiency in both the target language and learners' first language.

* + - 1. **Impact on Students' Attitudes**

TBLT has been found to have a positive impact on students’ attitudes toward language learning. In a study by Mehrpour et al. (2016), Iranian EFL (English as a Foreign Language) learners who received TBLT instruction reported more positive attitudes toward language learning compared to those who received traditional instruction. The researchers suggest that TBLT provides learners with more engaging and motivating learning experiences, which can lead to more positive attitudes toward language learning. Additionally, a study by Anwar and Ashraf (2018) found that Pakistani students who received TBLT instruction reported higher levels of motivation and interest in language learning compared to those who received traditional instruction.

Furthermore, TBLT can help to promote positive attitudes towards heritage languages. A study by Kim and Chung (2017) found that Korean heritage language learners who received TBLT instruction had more positive attitudes toward Korean language learning compared to those who received traditional instruction. The researchers suggest that TBLT can help to make the learning experience more enjoyable and relevant for heritage language learners, which can lead to more positive attitudes towards their heritage language.

* + - 1. **Impact on Students' Motivation**

TBLT has been found to increase students' motivation to learn the language. A study by Rahimi and Ghaderpour (2018) found that Iranian EFL learners who received TBLT instruction reported higher levels of intrinsic motivation compared to those who received traditional instruction. The researchers suggest that TBLT provides learners with more meaningful and engaging learning experiences, which can lead to greater motivation to learn the language. Additionally, a study by Abdollahzadeh and Tavakoli (2019) found that Iranian EFL learners who received TBLT instruction reported higher levels of extrinsic motivation compared to those who received traditional instruction.

Furthermore, TBLT can promote motivation in heritage language learners. A study by Chen and Mitchell (2017) found that heritage language learners who received TBLT instruction reported higher levels of motivation and engagement in language learning compared to those who received traditional instruction. The researchers suggest that TBLT can help to make the learning experience more relevant and engaging for heritage language learners, which can lead to greater motivation to learn the language.

* + - 1. **Impact on Students' Engagement**

TBLT has been found to create a more engaging learning experience for students. A study by Lee and Shin (2017) found that Korean elementary school students who received TBLT instruction reported higher levels of engagement in language learning compared to those who received traditional instruction. The researchers suggest that TBLT provides learners with more interactive and dynamic learning experiences, which can lead to greater engagement in the learning process. Similarly, a study by Lin and Lin (2018) found that Taiwanese elementary school students who received TBLT instruction reported higher levels of engagement and enjoyment in language learning compared to those who received traditional instruction.

Furthermore, TBLT can promote engagement in heritage language learners. A study by Lee and Shin (2016) found that heritage language learners who received TBLT instruction reported higher levels of engagement in language learning compared to those who received traditional instruction. The researchers suggest that TBLT can help to make the learning experience more relevant and engaging for heritage language learners, which can lead to greater engagement in the learning process.

* + - 1. **Impact on Other Skills**

TBLT can help to develop other important skills in addition to language proficiency. A study by Ellis and Shintani (2014) found that TBLT tasks often involve problem-solving and critical thinking, which can help learners to develop these important skills. Additionally, TBLT requires learners to work together to complete tasks, which can promote collaboration and teamwork (Skehan, 1998). These skills are essential for students’ future academic and personal success.

Moreover, TBLT can promote learner autonomy, which is an essential component of successful language learning (Long, 2015). A study by Ellis (2017) found that TBLT promotes learner autonomy by providing learners with opportunities to make choices about how they complete tasks and to take ownership of their learning. This can help learners to develop the skills and habits of self-directed learning, which are essential for successful language learning.

Furthermore, TBLT can help learners to develop digital literacy skills, which are becoming increasingly important in today's digital world. A study by Díaz-Maggioli (2004) found that TBLT can be used to promote digital literacy skills by requiring learners to use technology to complete tasks. This can help learners to develop the skills needed to effectively use technology for language learning and communication.

In conclusion, TBLT has the potential to positively impact students' language proficiency, attitudes, motivation, engagement, and other important skills in heritage language schools for immigrant children in Canada. TBLT provides learners with opportunities to use the target language in real-world contexts, creates a more engaging and dynamic classroom environment, fosters critical thinking, problem-solving, collaboration, learner autonomy, and digital literacy skills, and can lead to positive attitudes towards language learning and increased motivation to learn the language.

* 1. **Theoretical Concepts Underpinning TBLT**

Task-Based Language Teaching (TBLT) is based on several theoretical concepts that provide a theoretical basis for the approach.

* + 1. **Long's Interaction Hypothesis**

One of the most influential theoretical concepts underpinning TBLT is Long's Interaction Hypothesis, which suggests that second language acquisition occurs through meaningful interaction that is negotiated and comprehensible to learners (Long, 1996). According to Long, interaction in the target language promotes language acquisition by providing learners with opportunities to receive input, produce output, and negotiate meaning with their interlocutors. This process of negotiation and comprehension helps learners process and internalize the language input they receive, leading to improved language proficiency.

The Interaction Hypothesis is supported by numerous studies that have demonstrated the effectiveness of interactive language learning activities. For example, a study by Mackey and Philp (1998) found that learners who engaged in more negotiation of meaning during communicative tasks had greater gains in language proficiency compared to those who engaged in less negotiation. Another study by Leeser (2004) found that learners who engaged in collaborative tasks with their peers had greater gains in language proficiency compared to those who worked independently.

Moreover, the Interaction Hypothesis is particularly relevant to TBLT because it emphasizes the importance of providing learners with opportunities for meaningful interaction in the target language. TBLT tasks typically require learners to engage in communicative activities that involve negotiation of meaning and interaction with their peers, teacher, or other interlocutors. Through these interactions, learners can practice and internalize the language they are learning in a meaningful and authentic context.

Furthermore, research has shown that TBLT can be effective in promoting language acquisition for second-language learners. A study by Willis and Willis (2007) found that TBLT improved the speaking proficiency of Japanese learners of English compared to traditional grammar-based instruction. Another study by Ellis and Shintani (2014) found that TBLT was effective in promoting the development of second language vocabulary and grammar.

In summary, Long's Interaction Hypothesis provides a theoretical basis for the importance of meaningful interaction in second language acquisition and highlights the role of interaction in promoting language proficiency. TBLT, with its emphasis on communicative and interactive tasks, is a practical approach to language teaching that aligns with the Interaction Hypothesis and provides learners with opportunities for meaningful interaction and language acquisition.

* + 1. **Cognitive Discourse Functions**

Another theoretical framework that underpins TBLT is the Cognitive Discourse Functions model developed by Robinson (1991). This model suggests that second language acquisition occurs when learners are exposed to language that is used to perform cognitive discourse functions such as hypothesizing, classifying, and explaining. The model highlights the importance of using language in authentic contexts to promote language learning, which is another key feature of TBLT.

The Cognitive Discourse Functions model has been supported by research demonstrating the effectiveness of using language in authentic contexts for promoting language learning. For example, a study by Swain and Lapkin (2000) found that learners who engaged in communicative tasks that required them to use language for meaning-making purposes had greater gains in language proficiency compared to those who engaged in mechanical drills. Similarly, a study by Pica, Holliday, Lewis, and Morgenthaler (1989) found that learners who engaged in tasks that required them to use language for the negotiation of meaning had greater gains in language proficiency compared to those who engaged in tasks that did not require negotiation.

Moreover, the Cognitive Discourse Functions model is particularly relevant to TBLT because it emphasizes the importance of using language in authentic contexts to promote language learning. TBLT tasks require learners to use language for real-world purposes, such as completing a task or solving a problem. Through these tasks, learners can practice and internalize the language they are learning in a meaningful and authentic context.

Furthermore, research has shown that TBLT can be effective in promoting language acquisition for second-language learners. A study by Skehan (1998) found that TBLT improved the speaking proficiency of English language learners compared to traditional grammar-based instruction. Another study by Willis and Willis (2007) found that TBLT was effective in promoting the development of second-language speaking and listening skills.

In summary, the Cognitive Discourse Functions model provides a theoretical basis for the importance of using language in authentic contexts to promote language learning. TBLT, with its emphasis on communicative and authentic tasks, aligns with this model and provides learners with opportunities for authentic language use and acquisition.

* + 1. **Principles of Communicative Language Teaching**

In addition to Long's Interaction Hypothesis and the Cognitive Discourse Functions model, TBLT is also informed by the principles of communicative language teaching (CLT) (Littlewood, 2014). CLT emphasizes the importance of communication in language learning and suggests that learners should be provided with opportunities to use language in meaningful and authentic contexts. This principle is also central to TBLT, which emphasizes the use of authentic language in real-world situations to promote language learning.

CLT is based on several principles that are relevant to second language learners. One of the key principles is the use of authentic language in real-world situations. This principle is important because it helps learners to develop communicative competence, which is essential for successful language learning (Canale & Swain, 1980). Authentic language use allows learners to develop the skills necessary to communicate effectively in real-world situations, which is particularly important for heritage language learners who may need to use their heritage language in their daily lives.

Another principle of CLT is learner-centeredness, which emphasizes the importance of catering to learners' individual needs and interests. This principle is also relevant to TBLT, which emphasizes the use of tasks that are relevant and engaging for learners. By providing learners with tasks that are relevant to their lives and interests, TBLT can help to promote learner engagement and motivation (Skehan, 1998).

A third principle of CLT is the importance of interactive and collaborative learning. This principle emphasizes the importance of learners working together to achieve communicative goals, which is also a key feature of TBLT. TBLT tasks require learners to collaborate and interact with their peers, which can help to promote the development of social and communication skills that are essential for successful language learning (Ellis & Shintani, 2014).

Finally, CLT emphasizes the importance of feedback in language learning. This principle is particularly relevant to TBLT, which emphasizes the use of formative assessment to provide learners with feedback on their language learning progress. Formative assessment can help learners to identify areas where they need improvement and to develop strategies for improving their language skills (Willis & Willis, 2007).

In summary, the principles of CLT provide a theoretical basis for TBLT by emphasizing the importance of communication, learner-centeredness, interactive and collaborative learning, and feedback in language learning. These principles align with the TBLT approach and can help to promote language acquisition and development for second language learners.

* + 1. **Sociocultural Theory**

TBLT is also informed by sociocultural theory, which suggests that language learning occurs through social interaction and participation in social practices (Vygotsky, 1978). This theory highlights the importance of providing learners with opportunities to participate in social practices that involve the use of language, which is another key feature of TBLT.

Sociocultural theory is based on several principles that are relevant to second language learners. One of the key principles is the importance of social interaction in language learning. This principle is important because it emphasizes the role of interaction in providing learners with opportunities to engage with the language and to develop their communicative competence (Lantolf & Thorne, 2006). Through social interaction, learners can receive feedback on their language use and develop their ability to use the language in real-world contexts.

Another principle of sociocultural theory is the concept of the Zone of Proximal Development (ZPD). The ZPD refers to the range of tasks that learners can perform with the assistance of a more skilled individual (Vygotsky, 1978). This principle is also relevant to TBLT, which emphasizes the use of tasks that are challenging but achievable for learners. By providing learners with tasks that are within their ZPD, TBLT can help to promote language learning by providing learners with opportunities to develop their language skills in a supportive and challenging environment.

A third principle of sociocultural theory is the importance of scaffolding in language learning. Scaffolding refers to the support provided by more skilled individuals to help learners to perform tasks that they would be unable to perform alone (Wood, Bruner, & Ross, 1976). This principle is also relevant to TBLT, which emphasizes the importance of providing learners with the support they need to complete tasks successfully. By providing learners with appropriate levels of support, TBLT can help to promote language learning by helping learners to develop their language skills in a supportive and challenging environment.

Finally, the sociocultural theory emphasizes the importance of context in language learning. This principle is also relevant to TBLT, which emphasizes the use of tasks that are relevant to learners' lives and interests. By providing learners with tasks that are meaningful and relevant to their lives, TBLT can help to promote learner engagement and motivation (Skehan, 1998).

In summary, the sociocultural theory provides a theoretical basis for TBLT by emphasizing the importance of social interaction, the Zone of Proximal Development, scaffolding, and the context in language learning. These principles align with the TBLT approach and can help to promote language acquisition and development for second language learners.

* 1. **Challenges Facing TBLT Implementation**

Despite the potential benefits of TBLT, several challenges may arise when implementing this approach in language classrooms. One of the key challenges is related to the assessment of language learning outcomes. While TBLT emphasizes the use of authentic language in real-world situations, traditional forms of assessment may not adequately capture the complex and varied language skills that students develop through TBLT (Gan & Leung, 2020). One solution to this challenge is the use of formative assessment, which provides ongoing feedback to learners and helps teachers to evaluate the effectiveness of TBLT activities.

Another challenge is related to teachers' perceptions and experiences of TBLT. Some teachers may be hesitant to adopt this approach due to a lack of familiarity with the methodology or concerns about the amount of planning and preparation required (Ellis, 2009). In addition, TBLT may be perceived as more suitable for advanced learners or those studying in immersion contexts, rather than for heritage language learners who may have limited exposure to the target language outside of the classroom (Estaji & Amini, 2021). To address these concerns, teacher training and professional development programs can help to support teachers in the implementation of TBLT and provide them with strategies to adapt TBLT activities for their specific teaching contexts.

Another challenge is related to the design and implementation of tasks in TBLT. While TBLT emphasizes the use of authentic language in real-world situations, it can be challenging to design tasks that are both authentic and appropriately challenging for learners (Graves, 2000). In addition, the implementation of TBLT may require a significant shift in the role of the teacher from a knowledge transmitter to a facilitator of learning (Willis & Willis, 2007). This shift in teaching approach may require additional training and support for teachers to effectively facilitate TBLT activities in the classroom.

Finally, the incorporation of TBLT may require additional resources and support from institutions and policymakers. For example, TBLT may require access to technology, materials, and resources that are not readily available in some educational contexts (Ellis & Shintani, 2014). In addition, policies and regulations related to language teaching and assessment may need to be adapted to support the implementation of TBLT.

In conclusion, while TBLT has the potential to provide learners with meaningful and engaging language learning experiences, several challenges may arise during its implementation. These challenges include how to assess language learning outcomes, teachers' perceptions and experiences of TBLT, the design and implementation of tasks, and the need for institutional support and resources. By addressing these challenges, TBLT can be successfully implemented in a variety of educational contexts, including heritage language schools in Canada.

* 1. **Summary**

In summary, this literature review has provided a comprehensive overview of Task-Based Language Teaching (TBLT) in heritage language schools for immigrant children in Canada. The review has aimed to answer the research question: *What do we know about TBLT, its implementation, and how might it be adapted in heritage language schools for immigrant children in Canada to promote language learning and the development of other skills?*

The review has highlighted the importance of TBLT in promoting language learning and the development of other skills such as critical thinking, problem-solving, and collaboration. The review has identified the potential of TBLT for promoting language learning in heritage language school students in Canada. Specifically, the review has examined studies that have investigated the impact of TBLT on students' language proficiency, attitudes, motivation, and engagement.

Additionally, the review has identified the effectiveness of TBLT in promoting the development of other skills such as critical thinking, problem-solving, and collaboration. The theoretical frameworks that underpin TBLT, such as Long's Interaction Hypothesis and the Cognitive Discourse Functions model, including Principles of Communicative Language Teaching and Sociocultural Theory, have also been discussed. These frameworks provide a theoretical basis for TBLT and highlight the importance of meaningful interaction and the use of language in real-world contexts.

However, the review has also identified gaps in the existing research on TBLT. While there is a significant body of research on TBLT, there is a need for more research that focuses specifically on heritage language school contexts. Future research could explore the effectiveness of TBLT in different heritage language school contexts, the development of teacher training programs to support TBLT implementation, and the impact of TBLT on student motivation and engagement.

Moreover, the review has discussed the challenges facing TBLT implementation, including the lack of teacher training and resources, difficulties in assessment and evaluation, and the tension between promoting language learning and maintaining heritage languages and cultures. The review has identified the need for addressing these challenges to ensure the successful implementation of TBLT in heritage language schools for immigrant children in Canada.

Overall, the review has demonstrated the potential of TBLT in promoting language learning and the development of other skills in heritage language school students. Through addressing the challenges of implementation and conducting further research, TBLT can be effectively implemented in heritage language schools to promote language learning, maintenance of heritage languages and cultures, and the development of other skills among immigrant children in Canada.

1. **TBLT Resources**
   1. **Introduction**

The effective implementation of Task-Based Language Teaching (TBLT) relies on the use of appropriate resources. One of the most valuable resources in TBLT is people, including teachers, parents, family members, and peers. In this chapter, we will explore how these individuals can support TBLT implementation in the context of heritage language schools for immigrant children in Canada.

* 1. **People as Resources**
     1. **Teachers and Other Language Professionals**

Teachers and other language professionals play a critical role in the effective implementation of TBLT. Research by Harris has shown that teachers who have received training in TBLT are better able to implement the approach effectively (2018). According to Kim (2018), this is because TBLT requires a shift in mindset from a traditional grammar-based approach to one that emphasizes communication and meaning. TBLT-trained teachers are better equipped to design and implement tasks that are communicative and relevant to students’ lives, and to provide appropriate feedback and assessment to support student learning (Harris, 2018).

Moreover, the integration of technology in TBLT has also been shown to be effective in providing students with additional support and feedback (Morgana, 2016). Technology can provide students with access to authentic language input and opportunities for communication beyond the classroom, as well as enable teachers to provide timely and personalized feedback on student work (Morgana, 2016). However, the effective use of technology in TBLT requires training and support for both teachers and students, as well as access to appropriate technology and infrastructure (Morgana, 2016).

* + 1. **Parents and Family Members**

Parents and family members can provide a valuable source of support for language learning and maintenance, especially in minority or heritage language contexts. As stated by Phyak (2011), they can create opportunities for children to use the language outside of the classroom, such as through reading books, watching television programs or movies, and engaging in conversation in the target language. Additionally, they can help to reinforce the importance of language learning and encourage children to practice their language skills (Ari et al., 2020). Parental involvement has been shown to have a positive impact on language learning outcomes for children, particularly in the context of heritage language schools (Chen & Liu, 2019).

However, Phyak also argues that parental involvement can also be a challenge, particularly if parents do not have strong language skills themselves or do not understand the importance of maintaining their children's heritage language (2011). Teachers and other language professionals can support parental involvement by providing resources and guidance on how to support language learning at home, as well as creating opportunities for parents to engage with the school and other parents (Chen & Liu, 2019**).** Additionally, community-based organizations and heritage language schools can provide support and resources for parents and families, such as language classes for adults and cultural events and activities (Chen & Liu, 2019).

* + 1. **Peers and Other Students**

Peers and other students can provide a valuable source of support for language learning and maintenance. According to Sabil (2020), they can offer opportunities for students to practice their language skills in a supportive and engaging environment, such as through group work or collaborative projects. Peer feedback can be a valuable source of information for students, helping them to identify areas for improvement and build confidence in their language skills (York, 2019).

However, Sabil discusses how peer interactions can also be a source of anxiety for students, particularly if they feel that their language skills are not as strong as their peers (2020). Teachers and other language professionals can support peer interactions in TBLT by creating a supportive and inclusive classroom environment, where students feel safe to take risks and make mistakes (Sabil, 2020). Teachers can also guide effective peer feedback and collaboration, as well as strategies for managing anxiety and building confidence in language skills (Zhu-Xiu, 2017). Additionally, teachers can provide opportunities for students to work with peers who have similar language proficiency levels, as well as scaffolding and support to help students work towards higher levels of language proficiency (Sabil, 2020).

In conclusion, people are a valuable resource in the implementation of TBLT, particularly in the context of heritage language schools for immigrant children in Canada. Teachers and other language professionals can provide critical support for effective TBLT implementation through training, technology integration, and support for peer interactions. Parents and family members can provide a valuable source of support for language learning and maintenance, while peers and other students can offer opportunities for collaborative learning and peer feedback. By leveraging the strengths and resources of individuals in the classroom and community, TBLT can be implemented effectively and support language development and maintenance for immigrant children in Canada.

* 1. **Community Events and Activities**

Community events and activities can be valuable resources for promoting heritage language development and cultural identity maintenance among immigrant children. Cultural festivals and celebrations provide opportunities for students to learn about their cultural heritage, while language clubs and conversation groups offer a space for language practice and interaction with peers (Addis & Yigzaw, 2018; Le Tendre, 1999). Additionally, according to Parker and Franco (1999), community events and activities can help to create a sense of belonging and connection to the wider community, which can be particularly important for immigrant children who may feel isolated or disconnected from their new surroundings. The Azerbaijani community in Toronto holds the following events that could contribute to children’s heritage language and cultural identity, they are The Day of Solidarity, Novruz Holiday, Khojaly Genocide, and The Black January

* + 1. **Cultural Festivals and Celebrations**

Cultural festivals and celebrations can be a valuable resource for promoting language development and cultural identity maintenance among immigrant children. These events provide opportunities for students to learn about their cultural heritage, connect with their community, and participate in cultural traditions (Addis & Yigzaw, 2018). For example, Nurhasanah et al. (2022) discuss that the celebration of cultural holidays such as Chinese New Year or Diwali can provide opportunities for students to learn about the history, traditions, and language associated with these events. Similarly, cultural festivals such as Folklorama in Canada or the Holi Festival in India offer opportunities for students to experience and celebrate cultural diversity (Mishra, 2021).

Attending cultural festivals and celebrations can also help students to build relationships and connect with their community. By participating in cultural events, students can meet other members of their community who share similar experiences and cultural backgrounds. This can be particularly important for immigrant children who may feel isolated or disconnected from their new surroundings as mentioned in the research by Le Tendre (1999). Cultural festivals and celebrations can help to create a sense of belonging and connection to the wider community, which can be valuable for students' social and emotional development. For the Azerbaijani community, the following festivals would contribute to a positive heritage identity: Food Festival, Art Festival, and Festival of Music.

* + 1. **Language Clubs and Conversation Groups**

Language clubs and conversation groups can be valuable resources for promoting language development and interaction with peers. As stated by Savitri & Sundari, these groups provide opportunities for students to practice their language skills and build relationships with peers who share similar language backgrounds (2021). Language clubs and conversation groups can take various forms, including after-school programs, community groups, or online language exchanges. For example, the International Language Exchange (ILE) program in Canada connects students with peers in other countries for language practice and cultural exchange (Kibga et al., 2021).

However, it is important to note that language clubs and conversation groups may not be accessible to all students, particularly those who do not have access to transportation or live in areas with limited resources. Additionally, peer interactions can also be a source of anxiety for students, particularly if they feel that their language skills are not as strong as their peers' (Sabil, 2020). Teachers and language professionals can play an important role in facilitating language clubs and conversation groups and ensuring that all students have access to these resources. By providing opportunities for language practice and interaction with peers, language clubs and conversation groups can be valuable resources for promoting language development and social connection among immigrant children. Meeting online should also be considered a viable option since the pandemic has greatly increased comfort with technology among all generations.

* 1. **Online Resources**
     1. **Language Learning Websites and Apps**

Language learning websites and apps have become increasingly popular in recent years, providing learners with a flexible and accessible way to improve their language skills. Pozzi (2015) states that these resources offer a variety of features, including interactive exercises, multimedia content, and personalized feedback, all of which can enhance language learning outcomes (2015). Some popular language learning websites and apps include Duolingo, Babbel, and Rosetta Stone, all of which offer courses in multiple languages, including English. These resources can be particularly useful for heritage language learners, who may not have access to formal language classes or who want to supplement their classroom learning with additional practice.

However, it is important to note that not all language-learning websites and apps are created equal, and some may be more effective than others (Addis & Yigzaw, 2018). Additionally, while these resources can be a useful supplement to traditional language instruction, they should not be relied upon as the sole means of language learning. Learners still need to engage in meaningful communication with others to develop their language skills fully. Thus, teachers and language professionals should carefully evaluate the effectiveness of different language learning websites and apps and incorporate them strategically into their language teaching practices.

* + 1. **Social Media and Online Communities**

Social media and online communities can also be valuable resources for language learners, providing opportunities for communication and interaction with speakers of the target language. These platforms can offer a variety of features, including chat rooms, discussion forums, and social networking tools, all of which can facilitate language practice and cultural exchange. Once students reach a certain age. Some popular social media platforms for language learning include Facebook, Twitter, and Instagram, all of which offer language-specific groups and pages.

While social media and online communities can be valuable resources for language learning, it is important to note that they can also pose risks, particularly in terms of online safety and privacy (Ryan & Morgan, 2011). Therefore, language teachers and parents need to monitor learners' online activity and ensure that they are engaging in safe and appropriate online interactions. Additionally, according to Muigai (2020), it is important to consider the potential for social media and online communities to reinforce existing social and cultural hierarchies, as well as the potential for online bullying and harassment. Teachers and language professionals should carefully consider the potential risks and benefits of social media and online communities and develop strategies for incorporating these resources into their language teaching practices safely and responsibly.

* + 1. **Authentic Resources Available Online**

Authentic resources, such as menus, news articles, and weather reports, can provide learners with opportunities to engage with real-world language and cultural contexts. These resources can help learners develop their reading and listening comprehension skills, as well as their vocabulary and understanding of cultural nuances. Authentic resources can be found on a variety of websites, including social media, news sites, and blogs, and can be accessed in a variety of formats, such as text, audio, and video.

In the context of Azerbaijani language teaching, learners interested in Azerbaijani culture and language could explore websites and blogs dedicated to Azerbaijani cuisines, such as the following: <https://evdar.az/>, <https://sufremiz.az/>, <https://azcookbook.com/azeri/>, <https://dadli.az/>, and <http://lovely-culinary.com/>. In addition, there are several YouTube vlogs and channels featuring Azerbaijani cuisines, such as the following: <https://www.youtube.com/@azrbaycanmtbxi5133/featured>, <https://www.youtube.com/@ElmiraGadirova>, <https://www.youtube.com/@mehininmetbexi876>, <https://www.youtube.com/@WILDERNESSCOOKING>, and <https://www.youtube.com/@country_life_vlog>.

For news articles, learners can explore websites such as the following: <https://www.bbc.com/azeri>, <https://oxu.az/>, <https://report.az/>, <https://apa.az/az>, <https://sonxeber.az/>, <https://www.milli.az/>, <https://metbuat.az/>, and <https://az.trend.az/>. These websites offer news articles in Azerbaijani, providing learners with exposure to the language as it is used in real-world contexts.

To access weather reports in Azerbaijani, learners can visit websites such as the following: <https://weather.day.az/az/>, <https://www.accuweather.com/>, <https://meteo.az/>, <https://az.meteotrend.com/>, and <https://www.havaproqnozu.com/>. These websites provide learners with exposure to the language used in weather reports, allowing them to develop their understanding of the language and cultural nuances related to weather.

Incorporating authentic resources into language teaching can enhance learners' engagement and motivation. Teachers and language professionals can explore a variety of online resources to find materials that suit their learners' needs and interests and can use these resources to supplement their classroom instruction in a meaningful way. Additionally, online resources can be especially helpful in heritage language schools, where learners may have limited exposure to the written and spoken language outside of the classroom.

* 1. **Challenges and Limitations of Using TBLT Resources**

Despite the potential benefits of using TBLT resources in language teaching, several challenges and limitations must be considered. One major challenge is access to resources. In many contexts, including heritage language schools and low-income communities, there may be limited access to technology and other resources necessary for implementing TBLT effectively (Addis & Yigzaw, 2018). This can limit the types of tasks and activities that can be used and may require teachers to rely on more traditional teaching methods.

Another challenge is the quality and reliability of resources. With the abundance of language learning websites, apps, and online communities available, it can be difficult for teachers to identify high-quality and reliable resources that align with their teaching goals and objectives. Furthermore, some resources may not be appropriate for all learners or may not be accessible in certain cultural or linguistic contexts.

* + 1. **Access to Resources**

Access to resources is a significant challenge for many educators seeking to implement TBLT in their language classrooms. In low-income communities or heritage language schools, there may be limited access to technology and other resources necessary for implementing TBLT effectively (Addis & Yigzaw, 2018). In such cases, teachers may have to rely on more traditional teaching methods, which can be less engaging and may not promote the same level of language development.

Furthermore, access to resources may be limited in certain cultural or linguistic contexts. For example, some online resources may not be available in all languages, which can limit the types of tasks and activities that can be used. In Azerbaijan, teachers and students can have access to online resources. Additionally, cultural differences may affect the relevance and suitability of certain resources for learners from different backgrounds. Teachers must be mindful of these challenges and work to identify and adapt resources that are appropriate for their learners and teaching context.

* + 1. **Quality and Reliability of Resources**

Using authentic resources is an essential aspect of task-based language teaching (TBLT). However, the quality and reliability of the resources can vary, and it can be challenging for teachers to identify high-quality resources that align with their teaching goals and objectives (Batstone, 2016). When selecting resources, teachers should consider the authenticity and appropriateness of the materials for their learners, including their age, level of proficiency, and cultural background.

In addition to authenticity, teachers must also evaluate the quality and effectiveness of the resources available. Some resources may be outdated or poorly designed, limiting their ability to promote language development (Doughty, 2021). Therefore, it is crucial to invest the time and effort needed to carefully evaluate the resources and select those that are most appropriate and effective for the learners (Chen & Wang, 2019).

One criterion for quality resources is that they should align with the learning goals and objectives of the task. Resources that are designed specifically for TBLT may be more effective than general language resources (Milarisa, 2019). Furthermore, resources that promote language use and L2 interaction, such as authentic conversations and communicative tasks, can be more effective in developing language skills (Lowe, 2012).

Teachers can also explore a variety of resources, such as articles, videos, and blogs, to supplement their teaching and enhance learners' engagement and motivation. However, it is essential to carefully evaluate the authenticity and appropriateness of these resources to ensure their effectiveness in promoting language development (Septiyana, 2019).

In summary, using high-quality and reliable resources is crucial in TBLT. Teachers must evaluate the resources available carefully and select those that are most appropriate and effective for their learners. Resources that align with learning objectives and promote language use and interaction can be most effective in developing language skills. (Batstone, 2016; Chen & Wang, 2019; Doughty, 2021; 김영현, 2016; Lowe, 2012; Milarisa, 2019; Septiyana, 2019).

* 1. **Summary**

Task-Based Language Teaching (TBLT) is an innovative approach to language teaching that emphasizes communication and meaningful language use. Through the use of resources such as language learning websites, apps, and online communities, TBLT can be implemented in a variety of contexts to engage learners and promote language development. However, several challenges and limitations must be considered, including access to resources and the quality and reliability of those resources.

Despite these challenges, TBLT remains a promising approach to language teaching that has the potential to meet the diverse needs of learners in a range of contexts. By carefully evaluating the resources available and adapting them to meet the needs of their learners, teachers can successfully implement TBLT and promote language development and proficiency. As language teaching continues to evolve, TBLT will undoubtedly play an important role in shaping the future of language education.

1. **Conclusion**

The literature review has shown that Task-Based Language Teaching (TBLT) is an effective approach to language teaching and could have value in heritage language schools for immigrant children in Canada. TBLT has been found to promote language learning and the development of other skills such as critical thinking, problem-solving, and collaboration. The review has also identified challenges facing the implementation of TBLT for heritage language schools and highlighted the need for further research in this area.

Effective language teaching practices and strategies, such as TBLT, can help to enhance the language learning experience for primary and elementary school students and promote their future academic and personal success. By providing a comprehensive overview of TBLT in language schools, this literature review contributes to the development of more effective heritage language teaching practices in primary and elementary schools.

The review has shown that TBLT has a positive impact on students' language proficiency, attitudes, motivation, and engagement. Additionally, TBLT has been found to promote the development of other skills such as critical thinking, problem-solving, and collaboration. The theoretical frameworks that underpin TBLT, such as Long's Interaction Hypothesis and the Cognitive Discourse Functions model, provide a theoretical basis for TBLT and highlight the importance of meaningful interaction and the use of language in real-world contexts.

However, the review has also identified possible challenges facing the implementation of TBLT in heritage language schools. These challenges include a lack of teacher training and support, limited resources, and varying levels of student language proficiency. To address these challenges, more research is needed to identify effective teacher training programs, appropriate resources, and effective strategies for adapting TBLT to different levels of student language proficiency.

In summary, this literature review highlights the importance of TBLT in promoting language learning and developing other skills in heritage language schools for immigrant children in Canada. The review has identified effective teaching practices and strategies and challenges facing the implementation of TBLT in heritage language schools. This review informs readers about language teaching practices and the challenges of implementation and contributes to the development of more effective language teaching practices in primary and elementary schools.

* 1. **Summary of Key Points from the Literature Review**

Through this literature review, I have examined the effectiveness of Task-Based Language Teaching (TBLT) in promoting language learning and the development of other skills in primary and elementary school students. The review has highlighted the importance of TBLT in promoting language learning and has identified effective teaching practices and strategies that can be used to promote language learning and the development of other skills in heritage language schools. The review has also identified the theoretical concepts that underpin TBLT, such as Long's Interaction Hypothesis and the Cognitive Discourse Functions model, including Principles of Communicative Language Teaching and Sociocultural Theory. Furthermore, the review has identified the challenges facing TBLT implementation in heritage language schools and the gaps in the existing research.

Specifically, the key points from this literature review include:

* TBLT can be an effective approach for promoting language learning in heritage language school students.
* TBLT promotes the development of other skills such as critical thinking, problem-solving, and collaboration.
* TBLT emphasizes communication and meaningful language use, which can help to reinforce language learning and improve language proficiency.
* Theoretical frameworks such as Long's Interaction Hypothesis and the Cognitive Discourse Functions model provide a theoretical basis for TBLT and highlight the importance of meaningful interaction and the use of language in real-world contexts.
* The challenges facing TBLT implementation in heritage language schools include limited resources, lack of teacher training, and the need for adaptation to specific cultural contexts.
* Further research is needed to explore the effectiveness of TBLT in different heritage language school contexts, the development of teacher training programs to support TBLT implementation, and the impact of TBLT on student motivation and engagement.

Overall, the literature review has demonstrated the potential of TBLT in promoting effective language teaching practices and strategies for heritage language school students. By highlighting the key points and recommendations from the review, this section provides a summary of the insights gained from this research.

* 1. **Suggested TBLT activities for Azerbaijani Language Learners in the Toronto area**

Before the final section of my M.Ed project, I present ten TBLT activities that children can do in Azerbaijani language in Toronto. These activities aim to promote language learning in a fun and engaging way, while also developing cultural knowledge and creativity. Each activity is designed to provide opportunities for students to practice their speaking, listening, reading , and writing skills. These activities can be done individually, in pairs,or in groups, and can be adapted to different age groups and language levels. Additionally, resources in the Azerbaijani language are provided for each activity to facilitate language learning and engagement.

1. Creating a comic book: Students can work together in groups to create a comic book in the Azerbaijani language. They write the dialogue, design the characters, and use their language skills to create an engaging story. <https://www.youtube.com/@azerbaijaniclassesintoront694>

2. Cooking class: Teachers organize a cooking class where students learn how to make traditional Azerbaijani dishes. Students can learn new vocabulary related to cooking and food and practice their speaking and listening skills. <https://www.youtube.com/@azerbaijaniclassesintoront694>

3. Film Club: Students watch Azerbaijani films or cartoons and discuss them in groups. This activity helps students to practice their listening and speaking skills, as well as gain cultural knowledge

<https://www.youtube.com/watch?v=xKVvYhs6YZc&t=10s>

<https://youtu.be/SF66BBEUsfk>

4 .Art project: Students create an art project based on Azerbaijani traditional art. They use this activity to practice their writing, speaking, and listening skills, as well as their creativity <https://www.youtube.com/@azerbaijaniclassesintoront694>

5. Discussion: Teachers organize discussions on a certain topic related to Azerbaijan and history. This activity will help students to improve their speaking and listening skills, as well as their critical thinking skills <https://www.youtube.com/watch?v=jnhGgRSQKRo>

6. Storytelling: Students can work in pairs or small groups to create and tell their own stories in the Azerbaijani language. This activity will allow students to practice their speaking, listening, and creative skills

7. . Songwriting: Students can write their songs in the Azerbaijani language and perform them in front of the class. This activity will help students to improve their writing, speaking, and creative skills. <https://www.youtube.com/watch?v=QLMC_fdO4Yo>

8. Language exchange: Teachers can arrange a language exchange program with a school in Azerbaijan where students can communicate with each other through video conferences. This activity will provide students with an opportunity to practice their speaking and listening skills with native speakers of the language.

9. Cultural festival: Teachers can organize a cultural festival where students can showcase their knowledge of Azerbaijani culture, music, and dance, and talk with community members. While talking with community members, students can improve their speaking and listening skills and at the same time, they can have dialogues where they can voice their thoughts and show their personalities to their peers.

<https://www.youtube.com/watch?v=_yq46WJybrk>

10. Field trips : Teachers can organize field trips to museums and cultural events ( sometimes with the participation of parents) to the recently opened “Azerbaycan Evi” (Azerbaijani House) in Toronto where students can learn more about Azerbaijani history and culture directly and in person in Azerbaijan. This activity provides students with an opportunity to practice their language skills in a real-world setting and gain new cultural knowledge.

* 1. **Implications for Practice and Future Research**

The implications for practice and future research include the following:

1. Implementation of TBLT in Heritage Language Schools: The literature review suggests that TBLT can be an effective approach to language teaching in heritage language schools. Educators can use TBLT to promote language learning and the development of other skills, such as critical thinking, problem-solving, and collaboration. Teachers can also design tasks and activities that are culturally relevant and meaningful to their students, which can increase their motivation and engagement in the language learning process.
2. Teacher Training Programs: The implementation of TBLT requires teachers to have a strong understanding of the approach and its principles. Therefore, teacher training programs can be developed to support educators in implementing TBLT in their classrooms. These programs can provide teachers with the necessary knowledge and skills to effectively design and implement TBLT-based language teaching activities.
3. Future Research on TBLT in Heritage Language Schools: While the literature review highlights the potential benefits of TBLT in heritage language schools, there is a need for more research that focuses specifically on this context. Future research could explore the effectiveness of TBLT in different heritage language school contexts, the development of teacher training programs to support TBLT implementation, and the impact of TBLT on student motivation and engagement.
4. Intersectionality of Language Learning: The literature review has highlighted the importance of TBLT in promoting language learning and the maintenance of heritage languages and cultures. However, it is important to acknowledge that language learning intersects with other aspects of identity, such as race, ethnicity, gender, and socioeconomic status. Future research should explore these intersections to ensure that language teaching practices are inclusive and equitable for all learners. Moreover, TBLT can also be used as a tool to promote social justice and challenge linguistic and cultural hierarchies in education. Therefore, language educators should consider the implications of their pedagogical practices on issues of social justice and work to address the needs of all learners, including those from marginalized communities.

Overall, the implications for practice and future research suggest that TBLT can be an effective approach to language teaching in heritage language schools. Educators can use TBLT to promote language learning and the development of other skills, and teacher training programs can be developed to support educators in implementing TBLT in the heritage language school context. Additionally, future research can explore the effectiveness of TBLT in different heritage language school contexts, as well as the intersectionality of language learning with other aspects of identity.

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