

II. FRAME OF THEORIES

In order to have related ideas on the theoretical framework, a number of points will be reviewed here. The points to be revealed are the concept of Task-Based Learning, the concept of writing, the concept of teaching writing, teaching writing through Task-Based Learning, procedure of teaching writing through Task Based Learning, the advantages and disadvantages of Task Based Learning.

A. The Concept of Task Based Learning

Task-based learning, or TBL, is an approach that use “task” as the basic teaching strategy. TBL is a teaching approach derived from Communicative Language Teaching, or CLT. Students are not learning language by studying language item one by one, but by completing various kinds of interactive tasks. While running a task, student will use language items he knows. He will also try to use unfamiliar items or learn new items from other. Through those tasks, student can improve not only himself, but other students.

TBL also provides variety and a sense of security. A wide range of topics, text, and task types can give students variety. Then student will worry less about he cannot keep up with learning progress during a task cycle because he knows he can explore it on the later task cycle.

Task-based learning can also be used in content areas well beyond language learning. In such instruction, the learning “task” is viewed as a basic tool that teachers use to guide students developing strategies for real-world problems solving. Such an approach is broadly and effective in science, social studies, and other disciplines, including business, medical education, accounting, etc. By completing the task, learners are provided with a real purpose for knowledge or strategy use and a natural context for content study.

Once the task is completed, students can be invited to focus on forms. That is, they might focus directly on grammar. Teachers should select forms that the students used incorrectly while performing the task or ‘useful’ or ‘natural’ forms (Loshcky, Bley, & Vroman 1993) that they failed to use at all. In other words, teachers should seek to address errors or gaps in the students’ L2 knowledge. As David Nunan (1989) says, "Task based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective." A task is defined by David Nunan (1989) as "an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal".

There are eight principles of TBL according to Richards& Rodgers (2001) as follows:

1. Teachers should emphasize on learning progress, not only the learning result.
2. The base units of TBL are interactive, meaningful, purposeful activities or

tasks, not a series of language item.

3. Students learn language through interactive activities.
4. Those activities or missions not only can facilitate learning progress, but can use in student's daily life.
5. While running a task, student has a chance to input and output the language.
6. TBL schemes should be ordered in terms of to their difficulty
7. The difficulty is depended on student's background knowledge, task's complexity and the degree of requirement of a task.
8. A task should arouse one's learning motivation.

According to Jane Willis, a task is a goal-oriented activity with a clear purpose.

Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework: pre-task, task cycle, and language focus Willis (1996:52-65). These components have been carefully designed to create four optimum conditions for language acquisition, and thus provide rich learning opportunities to suit different types of learners. Learners get exposure at the pre-task stage, and an opportunity to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other.

The task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face). A focus

on form is beneficial in two phases in the framework. The planning stage between the private task and the public report promotes close attention to language form.

As learners strive for accuracy, they try to organize their reports clearly and check words and patterns they are not sure of. In the final component, language analysis activities also provide a focus on form through consciousness-raising processes.

Learners notice and reflect on language features, recycle the task language, go back over the text or recording and investigate new items, and practise pronouncing useful phrases.

A task-based unitary framework is therefore proposed here that leads to student-led holistic outcomes in the form of written reports, spoken presentations and substantial small-group conversations that lead to decision-making outcomes. However, due consideration is also given to the design of atomistic exercises within the framework. With regard to focus on form, Willis emphasizes the importance of a post-task report phase, which could be a written activity such as writing a polished report or a spoken public-report phase in which students can be encouraged to focus on accuracy and can be prompted to recast inaccurate forms.

Other key stages for Willis 1996 that improve the linguistic focus of task-based learning are the planning stage during which the teacher can take on a role of language advisor. This 1996 framework by Willis has been influential. Lowe (2005:12) argues against dogma in relation to Task Based Learning, the hard version of which, according to Lowe, says, "on no account teach a language form without performing a task". He suggests that context rather than dogma should determine whether the task comes first and the language work second or vice

versa. There are arguments for doing 'tasks' and 'exercises' at different stages during a holistic learning unit. The 'task' often comes last in the classroom activities described below, but this is not an absolute requirement. Some units use two or more tasks, and it is possible to use tasks at the start, in the middle or at the end of units. Specific features of language form are highlighted after the learners have experienced language in use within a holistic context during the task cycle.

Doing a task without any preparation can be an excellent diagnostic tool. Practice in the form of exercises can be provided before doing the same or a similar task again. This approach is also useful for assessment and course evaluation purposes, rating scales being used by teachers and students to assess performance before and after teaching. The units of learning discussed below use a combination of exercises and tasks in integrated units of learning. It is only loosely based on Willis's (1996) framework for a task-based cycle.

B. The Concept of Writing

Linderman (1982: 11) states that writing is a process of communication uses a conventional graphic system to convey a message to readers. In this process, in order to have writing skill, one should know the step of arranging letters, words, sentences, paragraphs by using knowledge of structure, vocabulary, organization, etc. Linderman (1982:27) also defines that writing is process of communication which conveys the meaning to the readers.

In fact, academic context requires students to be able to compose ideas into effective writing in order to communicate and transfer ideas clearly from one's

mind to others with a little interfering noise as possible. Then, the students must learn that effective writing is not only characterized by high sense of correctness on grammatical structure and vocabulary. It requires a lot of number of things to be applied; a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of grammatical devices to emphasize the focus; and a careful uses of diction, the appropriate vocabulary, grammatical patterns, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers (Maley, 1998).

The importance of writing is also stated by Chakravety and Gautum (2000:4) “Writing, an important part of language learning is an essentially reflective activity that requires enough time to think about the specific topic and analyze as well as to classify the background knowledge”.

The statement implies that in writing process, students are required to have a good background knowledge of the topic and enough time to write. Related to the topic, writing enable the students to describe their ideas in sequences and in communicative way. Raimes (1983:3) states that writing also involves thinking. This means, the relationship between thinking and writing make writing as a valuable part of any language courses. In line with the concept of writing, Belo’s (1997:135) points that writing is a continuing process of discovering how to find the most effective language for communicating one’s thought and feelings. Writing also enhances language acquisition as learners experiment with words,

sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary which they learn in the class.

Walters (1999:90) states that writing is a complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc. certainly, without all of these elements, it is difficult to write in a good composition of this language skill. A writer must achieve good spelling, grammar, vocabularies and mechanics in order to organize a good composition. He must have known how to arrange some letters to create a word.

The above problem also probably happens if the writer does not master the grammar, diction and punctuation. The reader will be confused when a composition has bad grammar. The reader can think different time event when a story is created without considering the time signal. For example, a writer created a past event story but he wrote it in the future form. The reader would think the story have not happened yet. In the diction aspect, a reader will be bored easily when reading a composition which has similar word used for many times. The reader also will get difficulty in reading a composition if the author put inappropriate punctuation in his writing.

Writing enables the students to describe their ideas in sequence and in communicative way. Raimes (1983:3) states that writing also involves a systematic way of thinking. In addition, the close relationship between thinking and writing makes writing a valuable part of any language course. Ellis (1990:93) asserts that people generally write either to communicate something to other

people (writing is meant to be read by others), for example: when a person writes a letter and sends it to the others, or to be used for their own personal use (the writing is not usually meant to be read by other), for example: when a person writes his experience in his diary.

Writing is an instrument of both communication and self expression. In other words, writing can be used to deliver messages from the writer to the reader.

Writing is also used as a media to express our thought or mind. It is a continuing process of discovering how to find the most effective language for communicating one's thought and feelings. Writing also enhances language acquisition as learners experiment with words, sentences and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class.

From the statements by experts above, it can be inferred that writing is a way of searching for an effective way to express someone's feeling or thought.

Furthermore, in writing the students are also required to use their ability in combining words (arranging some words into good arrangement, for example blue car and expensive car, when we describe a car), sentences (it happens when we combine groups of words to utter an opinion about one thing which requires subject and verb, for example, the blue car is really nice. This sentence consist of subject 'the blue car' and 'is' as the verb.) and grammar (in this part, the rule of word order and function is governed, for example how to arrange the subject and verb in the sentence as can be seen in the sentence she buys a car) , so that, they can communicate their ideas effectively.

C. The Concept of Teaching Writing

Teaching writing covers teaching of language ability and organization of ideas. It stimulates the student to present their ideas into written form. Related to this, Harmer (1983:48) points out that there are certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in writing itself. More specifically, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary, and mechanics (Masden, 1983:120). In other words, teaching writing guides the students not only to write sentences in paragraphs but also to organize ideas in written form. When writing, the students should keep in mind their purpose which is selected.

Referring to this, Arapoff (1966:14) says that learning to write involves not only to use orthographic symbols, but also primarily how to select and organize experience that has occurred to the writer. A purposeful selection and organization of experience require active thoughts. It can be said that teaching writing covers not only the use of grammar such as sentence, word order and mechanics, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct form of writing (Masden, 1983:120).

Based on the explanation above, it is said that in writing the teacher should guide the students to write or to express the ideas in writing form. In practice their writing, they have to follow the steps to make their writing more effective.

According to Edelstein and Pival (1988:11), in order to make the writing more effective, there are three following steps of writing:

1. Pre-writing refers to selecting the general subjects, restricts the subjects, generates the ideas, and organizes the ideas.
2. Writing denotes to setting on the paper the ideas in minds by using eyes, brain, and hand into words, sentences, paragraph and so on.
3. Re-writing concerns with evaluating her or his writing, deals mainly with:
 - a. Correcting the content and the form
 - b. Correcting the vocabularies, punctuations and grammar,
 - c. Correcting writing errors, word duplications and omission.

From the process of writing above, the English teacher should guide the students when composing their writing. Meanwhile, Meyers (2005:2) states that writing is a way to produce language, which do you naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Hoffman (1990:1) says that writing is a way of thinking. It means that while someone get things down in writing, it helps he/she examine experiences, sort though information, and analyze ideas in order to understand and make better sense of the world. He also says that writing is an act of communication. Writing takes a greater importance when you begin to see it as a way to make yourself heard, to persuade people to see something you way, to argue for ideas you believe in, and to change things.

From the explanation above the writer concludes that writing is an act of putting words into paper or other media as one way to communicate to others. Writing is also be used for self expression because the writer can explore her/his feeling and experience through writing. In this case, students are expected to be able to express their ideas, feeling, thoughts and experience through written language.

D. The Concept of Writing Descriptive Text

Sullivan (1976:85) defines that descriptive text is a series of sentences develops the main idea that makes the readers see or paint a verbal picture. It also conveys the physical or abstract image of person, places, and objects. According to Mckay (1985:4) states that when we want to describe something we must able to make the reader understand what we mean. Crimmon (1983:163) add that descriptive is a strategy for presenting a verbal portrait of a person, a place, a thing. It means that when we describe something, we need to capture both details so that the reader can understand what we mean.

According to Depdiknas (2005), Descriptive text is a particular person, place and things. It talks about one specific thing, person, or place by mentioning its characteristic, parts, quantities, or qualities. Basically, the purpose of a descriptive text is providing information and makes the listeners able to see or imagine the subject in their mind clearly as the authors sees in his/her. The descriptive text may come in many forms, such as a text books, encyclopedia, or essay test answers.

This type of text consists of two main parts: general classification and description.

- General classification (introduction the topic): it identifies a particular person, place or thing to be described. Sometimes the identification can be in the form of definition.
- Description: it contains subtopics. Provides details of the topic such as parts, quantities or qualities, characteristic.

Beside the generic structure descriptive text also has language features

(lexicogrammatical features). There are the language features of descriptive text:

1. focus on specific participants: a particular class or thing, person, or place (e.g. The Garden, The Class, roses) rather than generalized participants (e.g. my mother garden, flowers, pictures)
2. use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, linking verbs such as appear, look, is, am, are)
3. use of simple present tense
4. frequent use of classifier in nominal group (e.g. one of..., many of...,etc)

Descriptive texts usually apply vocabulary which relates to the names of place: location, purpose, use and appearance. For animal, the words that can be used are those which describe classification, featuring, habitat, attitude and its utility.

A descriptive text usually uses simple present unless the topic is extinct. It uses two types of verbs: relational and action verbs. Relational verbs are to be, have, appear contain. Action verbs are verbs that express actions. It uses factual language rather than imaginative. A descriptive text is also objective. Is does not

express the opinion of the writer and has no reference to the readers. Therefore, we never use “I” or “you”. Language for defining, classifying, comparing and contrasting are very common in descriptive texts. Passive form also can be used in the descriptive text. The following is an example of a descriptive paragraph:

Lampung Province

General classification

Lampung is a province of Indonesia. It is located on the southern tip of the island of Sumatra and borders the provinces of Bengkulu and South Sumatra.

Description

Lampung is strategically located and easily accessible, particularly from Jakarta. It has twelve regencies and two cities. The capital is Bandar Lampung. The land area includes 54 small islands located in two big gulfs, Lampung Gulf and Semangka Gulf. Radin Intan II is the name of the airport. Lampung is rich of heritage, spices, and also natural beauty. Lampung is the original home of the Lampung people, who speak a distinct language from other people in Sumatra and have their own alphabet. It has two dialect from two Lampungnese societies, Pepadun and Sai Bathin. Lampung also has own traditions, high valued handicraft such as woven cloth, interwoven by gold threads called "tapis". Other heritage are Gamolan, a traditional music instrument of Lampung, some traditional dances, songs, culture.

Lampung also has many tourism destinations such as lake, rivers, waterfalls, mountains, beaches and many more. It boasts volcanoes mountain, wildlife reserve, megalithic remain and a superb coastline of deep-cut bays and wonderful beaches. The unique of Lampung tourism place that can not be found in every province are The Elephants Training Centre in Way Kambas, Megalithic archeological site in Way Tebu West Lampung, Bukit Barisan Selatan National Park and Conservation in West Lampung, Tanjung Setia beach which has natural panoramic view and challenging waves for surfing up to 6 m high and Marine Recreation of Teluk Kiluan in Tanggamus which becomes the lane track of dolphins. March 18th is the anniversary of Lampung Province.

From the example of descriptive text, it can be seen that the organization of the description paragraph, they are; general classification and descriptions. General classification sometimes called identification, introduces the topic being describes (*Lampung Province*). Then, the description tells about Lampung more clearly (such as parts and its characteristics).

E. Teaching Descriptive Text Writing Through Task Based Learning

The researcher used Task-Based Learning (TBL) to help her in teaching learning process in writing descriptive text by picture as the media. In teaching learning process of TBL, a teacher is expected to apply the central component of a three-part framework of TBL, as mentioned before. The students have to be motivated to make connection between knowledge and its application on their daily life.

Teaching writing covers teaching of language ability and organization of ideas. It stimulate the student to present their ideas into written form. Related to this, Harmer (1983:48) points out that there is certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in writing itself. More specifically, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary, and mechanics (Masden, 1983:120).

In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form. When writing, the students should keep in mind their purpose which is selected. In this case, students are also expected to be able to express their ideas, feeling, thoughts and experience through written language. In order to make a good descriptive text, the students need some examples from their teacher. The teacher must give some examples of descriptive text should be arranged based on its generic structure that consists of two parts; they are introduction and classification. After the teacher gave some examples of good descriptive text, the students can reflect their text. Reflection can be said as a respond towards events, activity, and the latest information. By

doing such reflection, the students are able to think about what they have learned, what they have done and whether it is wrong or right in order to make their descriptive text better. In TBL class, the teacher is suggested to make heterogeneous learning class. In this context, the teacher should divide the students into some groups in doing tasks. In a group, they can share their ideas, information, and knowledge to the others. To get the description of students' improvement or ability in writing descriptive text, the teacher needs to assess the students. Assessment is important to measure the students' knowledge and skill (Depdiknas, 2002 in Elly). Therefore, the teacher needs an authentic assessment, which can be done during the process or after the process of teaching learning activity.

F. Procedures of Teaching Writing through Task Based Learning

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (e.g. Estaire and Zanon 1994; Lee 2000; Prabhu 1987; Skehan 1996; Willis 1996). However they all have in common three principal phases, as follows:

1. Pre-task refers to supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson, asking students to observe a model of how to perform the task, engaging learners in non-task activities designed to prepare them to perform the task and strategic planning of the main task performance to generate the ideas and organize the ideas.

2. During task denotes to setting on the paper the ideas in minds by using eyes, brain, and hand into words, sentences, paragraph and so on.
3. Post-task concerns with evaluating students' writing, providing an opportunity for a repeat performance of the task; encouraging reflection on how the task was performed; and encouraging attention to form, in particular to those forms that proved problematic to the learners when they performed the task that deals mainly with:
 - a. Correcting the content and the form
 - b. Correcting the vocabularies, punctuations and grammar,
 - c. Correcting writing errors, word duplications and omission.

Referring to the statement above, the researcher will use the steps consist of pre-writing, writing, and re-writing. Here are the procedures of writing descriptive using Task Based Learning:

1. Pre-task
 - a) Students are asked to some questions related to the topic as the brainstorming. (constructivism)
 - b) Students are given a picture at a glance and are asked whether they are familiar or not with the picture. (inquiry)
 - c) Students are asked to the main idea of the picture as the mind-map. (questioning)
 - d) Students are given an example of descriptive text and its generic structure of the text. (modelling)
 - e) Students are asked to work in a group to discuss the topic that given such as social problems.

- f) Students are asked to come up in the discussion of the topic given.
2. During task
- a) Students are given a picture and are asked to work individually.
 - b) Students are also given the guideline of the task and are asked to write down their ideas of picture given. (authentic assesment)
 - c) Students are asked to come up in the presentation of their own's work.
 - d) Students get the correction by the teacher.
 - e) Students are asked to write descriptive text individually with the same topic as to complete the previous work. (authentic assesment)
3. Post task
- a) Students' writing are discussed and checked by the teacher as the form-focussed feedback.
 - b) Students are asked to re-write if there were some errors in grammar, vocabulary, content, and form, etc. (authentic assesment)
 - c) Teacher reflected the lesson that they have learnt. (reflection)

G. The Advantages and Disadvantages of Task Based Learning

The advantages of Task-based learning are as follow:

- a) TBL is more student-centered
- b) TBL allows for more meaningful communication
- c) TBL often provides for practical extra-linguistic skill building
- d) TBL provides practice specific target language point such as phrases and verb tenses

- e) As the tasks are likely to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning
- f) Additionally, tasks promote language acquisition through the types of language and interaction they require
- g) Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. On the other hand, tasks can also be designed to make certain target forms 'task-essential,' thus making it communicatively necessary for students to practice using them
- h) Students are encouraged to do the task creatively.
- i) Students have a chance to express their ideas
- j) students are urged to accomplish something or solve some problem using their language as the developing strategies for real-world problems solving
- k) Students can learn new vocabulary indirectly
- l) TBL helps students by strengthening the speaking and writing skill as TBL is to integrate all four skills and to move from fluency to accuracy plus fluency.

Even though TBL can contribute to meaningful learning, there could be still some limitations or challenges in certain school settings according to Charless (2001), such as following listed:

1. Large class sizes
2. Cramped classrooms
3. Lack of appropriate resources
4. Teachers not trained in task-based methodologies

5. Teachers with limited language proficiency
6. Traditional examination-based syllabi

Although there could be some limitations or challenge in certain school setting, but it might overcome by several solutions for each problems.

1. *Large class sizes:*

The task-based learning and teaching could be more time consuming when the task is complicated. Along with large class size issues, teachers might not have enough time to take care of every student and monitor their learning process or progress. In response, teachers could choose and train some high-level students as little teachers. They can help teach or model target skills for other students and also learn communicative skills for themselves.

2. *Cramped classrooms:*

If the classroom is too cramped to have task-based learning, changing the classroom or reducing dynamic activities among the resolutions.

3. *Lack of appropriate resources:*

Resources here might refer to time, place, technology tools, supplementary materials for TBL, and so forth. For example, some schools located in rural areas might not have the Internet in the classroom. Therefore, teachers should take these limitations into account while designing task-based lessons.

4. *Teachers not trained in task-based methodologies:*

It could be a problem if teachers are not trained in task-based methodologies and still want to adopt this approach. In this case, teachers could adopt textbook materials designed for TBL. Such an approach could be an easy way for teachers to scaffold students' learning effectively. In addition, teacher educators need to

offer adequate practical in-service training for teachers to practice TBL in real teaching. Finally, teachers could attend some professional development workshops aiming in TBL to gain the professional knowledge of TBL. By doing so, teachers would feel more confident in implementing TBL in class.

5. Teachers with limited language proficiency:

Since most ESL and EFL teachers are not native speakers, if we want to incorporate TBL in EFL/ESL classroom, it is possible that those teachers lack of adequate language proficiency to guide and model students' learning. Or, they cannot provide abundant language exposure to support students' language acquisition. Encouraging teachers to enhance their language proficiency by attending professional workshops or certain language communities could be helpful.

6. Traditional examination-based syllabi

Another common worry voiced by teachers and students is "What about the exam?" many teachers worry that TBL will undermine students' chances of success in traditional exams, especially if these put more emphasis on grammar and accuracy than on ability to communicate appropriately. Exams--school exams, university entrance exams, or external public exams--are often the student's main motivators for studying a language. Anything not directly connected with them is often deemed a waste of time. If their exams do not test oral communication, students often wonder about the relevance of taking part in oral tasks (Willis, 1996). While the educational bureaucracies are conservative to change, teachers are responsible for striking a balance between standardized tests and task-based instruction.

As David Nunan (1989) says, "Task based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective." A task is defined by David Nunan as "an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal" (1989).

According to Jane Willis (1996 pp.52-65), a task is a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework: "pre-task", "task cycle", and "language focus." These components have been carefully designed to create four optimum conditions for language acquisition, and thus provide rich learning opportunities to suit different types of learners (Willis, 1996: 52-65). Learners get exposure at the pre-task stage, and an opportunity to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other.

The components of a task are goals and objectives, input, activities, teacher's role, learners' role and settings. Task-based language learning (TBL) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

The task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face).

Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBL especially popular for developing target language fluency and student confidence.

Task-based learning can also be used in content areas well beyond language learning. In such instruction, the learning "task" is viewed as a basic tool that teachers use to guide students developing strategies for real-world problems solving. Such an approach is broadly and effective in science, social studies, and other disciplines, including business, medical education, accounting, etc. By completing the task, learners are provided with a real purpose for knowledge or strategy use and a natural context for content study.