Appendix

Dear Respondent,

We truly appreciate your taking the time to answer the following 16 item questionnaire on EFL teachers’ beliefs concerning criteria for task-based language teaching and learning. Your answers will help us to shed light on the aspects under research. Your cooperation is appreciated in advance.

Section 1: Demographic information

Instruction: please circle ○ or highlight your answer in Section 1.

1. What is your degree?
   a) Bachelor’s degree
   b) Master’s degree
   c) Doctorate degree

2. What is your university major?
   a) English language and literature
   b) Teaching English as a foreign language (TEFL)
   c) Translation studies
   d) Applied linguistics
   e) Others: ...........

3. How long have you been teaching English?
   a) 1-4
   b) 5-9
   c) 10-14
   d) 15-19
   e) 20+

Section 2: TBLT questionnaire

Instruction: Please read the items carefully and put an X where you think matches your belief.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Don't know</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
| 1. In designing a task, the ultimate goal should be on the accuracy of utterances  
2. In a TBLT classroom, students should focus on conveying the message  
3. In a TBLT lesson, students can work both on their accuracy, and their fluency  
4. TBLT makes use of both focused and unfocused tasks  
5. A TBLT classroom is always learner-centered |

<table>
<thead>
<tr>
<th>Gap</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Don't know</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
| 1. In designing a task, there should always be a lack of knowledge (communicative or linguistic) between participants  
2. When doing the task, there should be a linguistic gap between learners doing the task  
3. When doing the task, there should be a communicative gap between learners doing the task |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Don't know</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
| 1. In a true TBLT lesson, learners should draw on what they’ve learned recently  
2. Completing a task is not restricted to any specific language aspects (specific grammar, vocab...)  
3. Tasks can include some model sentences so that students can use them in completing the task  
4. A TBLT classroom rejects the necessity of teaching grammar |

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Don't know</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
| 1. Doing a task should always result in solving a problem, achieving an outcome, or coming up with a decision  
2. Completion of the task means that students have displayed a correct form of language  
3. There is always a sense of achievement at the end of the task  
4. A TBLT lesson should result in output production |