Appendix-3: Data collection instruments (Survey)

Name of Instructor: Designation:

Department: Institution:

Total teaching year: Number of language classes:

Number of students in each class

……………………………………………………………………………………………………

(a) Teachers' frequency in providing feedback

Item	Always (%)	Most of the time (%)	Sometimes (%)
Teachers' frequency in providing feedback to the students' tasks in a TBLT class			

b) Teachers' belief about providing corrective feedback to students' tasks

Sl.	Topic/Issues of survey	SA %	A %	N %	D %	SD %
1	Providing feedback to the tasks done by the students is as important as the lesson itself					
2	Even if the feedback is not provided, students can automatically improve themselves by just doing a lot of tasks/activities in TBLT classes					
3	Without providing feedback, only activity completion in class is useless.					
4	Providing feedback to the students' tasks by going close to the group/ individual student deprives other students in a large class from the feedback for that task.					
5	Displaying answers as feedback on multi-media or writing on white board is more effective than verbally telling the answer.					
6	Feedback should be provided individually for pre-, during-, and post-task works					
7	Only providing feedback is not enough, unless students are made to revise the task according to the feedback					
8	The success of TBLT (i.e., the improvement of learners' English skills) depends only on providing feedback.					

S=Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Stronly Disagree

(c) Teachers' suggestions and preference for providing different corrective feedback in large TBLT and CLIL classes (Put tick mark on your Choice)

	Preferences	Response (✓)
1. If you provide feedback during class time, in a 90-minute class what percent of time (approx.) do you spend for giving feedback?	40-50% of total class time	
	20-30% of total class time	
	10-20% of total class time	
	Teachers' practice of providing feedback	
2. How do you provide feedback to the students?	a. instantly inside class	
	b. take away the completed task, check later and return in the next class	
	c. check later and provide the feedback during counseling hour	
	d. all of the above	
3. Which of the following options do you generally use to provide feedbacks (if you do) to all the	a. Provide group-wise feedback; that is, one feedback for each group activity.	

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students of a class of around 40? (you can choose more than one option)	b. Provide common feedback on the whiteboard/ projector.	
	c. Provide feedback to each individual student.	
	d. Choose the best student to share his/her answer for others	
	e. Best student's answers can be used as feedbacks.	
	f. Exchange answer among students to evaluate each other.	
4. part from providing feedback, are there some other variables also important for the success of TBLT?	Yes	
	No	

(If the answer of question number 7 is 'yes', answer question number 8 and 9. Otherwise leave them) 5. What are the other variables?---	

6. Which of the following variables (except providing feedback to the students' completed tasks) is/are important?	a. Teachers' capability in explaining and subsequently dealing with the task-based items interestingly.	
	b. Students' basic proficiency in other related issues, such as sentence construction skills, grammar, vocabulary, control over meaning, etc.	
	c. The cultural relevance of the items/texts used in the TBLT syllabus	

(d) Teachers' preference on different corrective feedback types

Feedback Types	SA %	A %	N %	D %	SD %
a. Explicit correction					
b. Recast					
c. Metalinguistic clues					
d. Elicitation					
e. Repetition					

S=Agree, SA= Strongly Agree, N= Neutral, D= Disagree, SD= Strongly Disagree
(e) Other variables related to the success of TBLT and CLIL (Tick your choice)

Variables	Most important	Somehow Important	Least Important
Teachers' capability in explaining and subsequently dealing with the task-based items interestingly.			
Students' basic proficiency in other related issues, such as sentence construction skill, grammar, vocabulary, control over meaning, etc.			
The cultural relevance of the items/texts used in the TBLT syllabus.			

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