

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) 15-9
 - e) 20+

Section 2: TBLT questionnaire

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

Focus	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
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					
Gap					
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					
Resources					
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					
Outcome					
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					

Firoozkohi, A. H., & Nushi, M. (2021). An Appraisal of Novice and Experienced Iranian EFL Instructors' Conceptualizations of TBLT. *MEXTESOL Journal*, 45(2).