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Developing and Validating a Questionnaire on EFL Teachers' Beliefs about Task-based Language Teaching (TBLT)

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Abstract

In today's world of education, a successful teacher can be assumed to be the one who benefits from Task-Based Language Teaching (TBLT), which demands consideration of teachers' beliefs about tasks. The present paper takes into account developing a questionnaire regarding teachers' beliefs about tasks. To this end, 300 English as a Foreign Language (EFL) teachers from Mazandaran province participated in the study. The raw items for the questionnaire were collected by randomly interviewing 15 participant teachers and the related literature on teacher cognition research on TBLT. Then the items were factor-analyzed to develop the final version of the Teachers' Beliefs on Task Questionnaire (TBTQ). Employing Exploratory Factor Analysis (EFA) resulted in a six-factor structure including TBLT and teacher education, TBLT and the learners' expectations, TBLT and challenges with Present-Practice-Produce (PPP) approach, TBLT and teachers' time limitations, TBLT and teachers' characteristics, and the feasibility of TBLT resources. Findings revealed that although TBLT has been considered as an innovative approach due to its inspiration from Communicative Language Teaching (CLT), teachers' attitudes towards TBLT implementation appear to have been taken for granted according to the components emerged from the factor analysis. It is suggested that TBTQ can be used in both foreign and second language contexts in order to identify different categories that can shape teachers' beliefs about tasks and provide further pedagogical insights into designing and implementing tasks more effectively.

Keywords: exploratory factor analysis, task-based language teaching, teachers' beliefs about task questionnaire, teachers' belief

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1. Introduction

Interest in teachers' beliefs has encompassed a major area of research in English Language Teaching (ELT). Research studies (Borg, 1999; 2006; Breen et al., 2001; Cabaroglu & Roberts, 2000; Horwitz, 1985; Pajares, 1992) showed that second/foreign language teachers' past language learning experiences in the classroom contribute to deeply shaping and developing their beliefs concerning second/foreign language teaching and learning. It should be noted that "what these teachers did and said, and how they approached teaching and learning" (Johnson, 1999, p. 19) has helped students with language learning for years. Teachers internalize their own beliefs, values, and practices from their former experienced teachers (Pajares, 1993). Kagan et al. (as cited in Nation & Feldman, 2021) stated that classroom teaching can be influenced by preexisting assumptions about educational methods and science content. Richards and Lockhart (1996) explained further that "all teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught" (p. 30). For instance, if one's former teachers preferred their students to take notes, this same student, will take this technique to their own classrooms and have their students take notes as well. This learning routine then will be taken by the new teachers' beliefs about language learning in the classroom.

Teachers' beliefs are significant part of teachers' personality and have great influence on how teachers teach, make decisions and engage with their students in classroom. Insights regarding success in learning may originate from an understanding of how teachers conceptualize language learning, such as the consequences of their beliefs, and how these beliefs must be dealt with (Borg, 2003). As the study of teachers' beliefs has become the spotlight on teaching second/foreign language research, it is demanding to investigate their beliefs about tasks, which seems to have not been much attended by TBLT researchers.

In the field of ELT, attempts have been made to apply language as a communicative tool to help teachers and learners develop their interaction while the instructional procedure is being done. In fact, language can be used effectively when learners are maneuvering on the specified activity through which teacher-learner interactions take place. Such an activity has provided a rational for ELT scholars to take into account the notions of 'task' in the language classroom. In fact, it has been agreed that tasks, when designed and implemented reflectively, can create a meaningful instructional environment in which learners can systematically

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produce the language and develop their communication skills (Long, 2015; Norris, 2009; Richards & Rodgers, 2014; Samuda & Bygate, 2008).

In both second and foreign language learning environments, the application of tasks has been strongly recommended since they can pave the way for teachers and learners to take part in cooperative education (Derakhshan, 2018; Robinson, 2011; Talebinezhad & Esmaeili, 2012). Van Loi (2020) stated that TBLT promotes a process-oriented, natural approach to learning rather than providing a purely mechanical and behavioristic foundation on which many common methods (e.g., Grammar Translation and Audiolingual Methods) are built. Aliasin et al. (2019) expressed that TBLT is a recent development in language teaching and learning that originated from the communicative language teaching approach. In Prabhu's (1987) Second Language Pedagogy, the language syllabus focused solely on realistic tasks, with no formal language work; the method became known as Task-based Learning (Willis, 1996) containing a three-part framework (pre-task, task, and language focus). The underlying concepts, including Prabhu's original definition and Communicative Language Teaching (CLT), make use of relevant and purposeful communicative activities (Liu et al., 2018).

Ellis (2003) made an attempt to distinguish TBLT from Present-Practice-Produce (PPP). The latter is concerned with the weak version of CLT in which the rules of language are dealt with and the teacher is representing the linguistic forms. In fact, when PPP is implemented, the entire learning process is controlled by the teacher and unexpected challenges and questions rarely occur, which makes fewer opportunities for learners' communication in contrast to TBLT (Skehan, 1996). He argues that PPP is preferable by teachers due to its feasibility of resources, easy handling and management by teachers in the classroom, and the teachers' convenience in designing more standard tests and evaluations. However, Ellis (2003) encourages the teachers' community to benefit from TBLT as he believes that "tasks are seen not a means by which learners acquire new knowledge or restructure their inter-languages but simply as a means by which learners can activate their existing knowledge of the L2 by developing fluency" (p. 30). Hence, studying the teachers' beliefs about tasks can be privileged to raise the teachers' cognition on TBLT implementation.

Research on teachers' beliefs about task shows that researchers have been investigating the issue mostly through some brief surveys and interviews. However,

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it appears that there is a shortage of quantitative instruments, such as a questionnaire, in order to examine teachers' beliefs about tasks by considering more influential factors on TBLT implementation. As mentioned in the literature, scholars who investigated teachers' beliefs have mainly employed Jeon and Hahn's (2006) questionnaire in which limited aspects of teachers' beliefs on TBLT implementation were examined. Since 2006, we have observed plenty of studies and vast developments in different domains of language teaching especially teachers' belief systems and task-based language teaching. Significant developments taking place in teacher education programs aimed at equipping teachers with knowledge, attitudes, behaviors, and skills that they require to perform tasks effectively in their classrooms. All these evolutions in different areas can directly and greatly influence teachers' beliefs about task-based language teaching. With all these major changes during years, the need for creating a more updated and comprehensive questionnaire that can reflect new dimensions of teachers' beliefs about TBLT was significantly felt. Thus, this study tried to fill this gap by designing a new questionnaire that could effectively meet researchers' need in this domain of research. Hence, the main research questions of the study can be addressed as:

1. What are the main components of the questionnaire development on teachers' beliefs about task?

2. Does the developed Teachers' Beliefs about Task Questionnaire (TBLQ) meet the issues of reliability and validity?

2. Literature Review

2.1. Theoretical Framework

Regarding research on teachers' beliefs, there are three approaches, namely normative, metacognitive, and contextual, which consider beliefs as a mental trait (Kalaja, 1995), and cognitive entities, as well as social constructs (Barcelos, 2006). As for the normative approach of beliefs, there is a relationship between beliefs about SLA and autonomy, and studies within this approach consider beliefs as "indicators of students' future behaviors as autonomous or good learners" (Barcelos, 2006, p. 11). Beliefs within this approach are defined as "preconceived notions, myths or misconceptions" (Horwitz, 1988, p. 119). The normative approach employs quantitative data collection methodology within which most studies employ Likert-type questionnaires to investigate beliefs about SLA, and data analysis procedure is

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usually conducted through descriptive statistics (Barcelos, 2006).

Similar to the normative approach is the metacognitive approach that represents beliefs as metacognitive knowledge proposed mainly by Wenden (1987, 1988). There is a mutual association between metacognition and education, that is more advanced metacognition provides better learning outcomes (Chen & McDunn, 2022). In fact, this approach enables teachers to gain awareness about and control over how they think and teach by planning their instructional goals (O'Hara et al., 2019). Concerning the methodology adopted within this approach, Barcelos (2006) asserts that data are gathered through semi-structured interviews and self-reports; qualitative analysis is also used to analyze the data. It is believed that this approach recognizes metacognitive knowledge as an essential feature in assisting teachers with the process of autonomous teaching. Regarding the pros and cons of the metacognitive approach, Barcelos (2006) argues that the use of interviews gives teachers the chance to elaborate and reflect on their learning experience; however, this approach does not infer beliefs from actions, but only from statements. She also mentions that the metacognitive approach does not take into account the role of context and its influence on teachers' beliefs, and they are solely defined as metacognitive knowledge.

The third approach which investigates beliefs is the contextual approach with the purpose of developing a better understanding of beliefs in a specific context. In fact, this approach shows how beliefs can evolve with respect to the context that shapes them. Actually, beliefs within this approach are described as embedded in the teaching or learning context. According to Barcelos (2006), beliefs within this approach are characterized as contextual, dynamic, and social and in order to show how beliefs and actions are related, it applies different methodologies, including ethnographic classroom observation, case study, diaries, and discourse analysis to bring teachers' emic perspectives into account. Therefore, the methodology adopted within the contextual approach is qualitative and interpretative, one of the shortcomings of which is it needs plenty of time for collecting and analyzing data.This approach can be adopted to show how beliefs might evolve during a certain period of time.

2.2. Task-based Language Teaching (TBLT)

TBLT is understood as a pedagogical development within CLT (Littlewood, 2004;

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Nunan, 2004; Richards, 2006; Richards & Rogers, 2014). As an offshoot of CLT, TBLT has currently achieved the status of a new "orthodoxy," and "especially in the last two decades, much discussion of teaching language for communication has referred to 'task-based language teaching' (TBLT) rather than CLT" (Littlewood, 2004, p. 349). What differentiates TBLT essentially from other communicative approaches is that it draws from second language acquisition (SLA) research, which emphasizes the unique design of tasks and the critical role played by tasks in the process of language acquisition (Richards & Rogers, 2014; Samuda & Bygate, 2008). TBLT engages students to use authentic language through tasks, which is believed to promote language acquisition (Guan, 2022).

Central to TBLT is the understanding of what a communicative task is in association with TBLT. In the academic literature, a distinction is made between two types of tasks: target tasks and pedagogic tasks (Long & Crookes, 1991; Nunan, 2004). Target tasks are those that learners are prepared to undertake in the real world and are usually based on needs analysis, such as renting accommodation, buying a ticket, solving a math problem, and taking lecture notes (Long, 1985; Long & Crookes, 1991). In contrast to target tasks, pedagogic tasks are essentially classroom activities that "teachers and students actually work on in the classroom" (Long & Crookes, 1991, p. 22). Pedagogic tasks are designed and implemented to enable learners to conduct target tasks. In this study, communicative tasks, or simply tasks, refer only to the pedagogic tasks that teachers use with students for instructional purposes.Furthermore teachers' thoughts about TBLT have been studied.

2.3. Teachers' Beliefs on TBLT

Second and foreign language scholars have been constantly attracted by teachers' beliefs about task. Both quantitative and qualitative studies have been conducted in order to demonstrate the significance of attending to the investigation of teachers' beliefs on task. Second language instruction field considered TBLT as a suitable approach that can support young and adults learners' need (Rahimi, 2022). In a key research by Jeon and Hahn (2006), 228 Korean teachers' perceptions of TBLT and the reasons why they were to choose or avoid implementing TBLT in the classroom were explored. A four-section questionnaire was used in order to probe into the teachers' perceptions of TBLT and its implementation. Results revealed that the teachers had a high level of understanding TBLT although there might be some negative views regarding the implementations of tasks in the classroom practice.

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Findings of the study contributed to the teachers' having more inspiration in successfully implementing tasks in the classroom since they can be practical facilitators of the classroom activities. More importantly, the teachers' awareness of using tasks more creatively lies in doing some purposeful awareness-raising activities in teacher education programs.

Similarly, Xiongyong and Samuel (2011) surveyed 132 Chinese EFL teachers' perceptions of TBLT and its implementation in secondary schools. The study also concentrated on the impact of pedagogic tasks on teaching practices and identification of existing challenges and contributions of TBLT. The teachers generally held positive beliefs about TBLT practicality in secondary classrooms. Although some participants believed in applying TBLT in order to motivate learners intrinsically, improve their communicative strategies, and build a collaborative environment for learning, the others might avoid implementing TBLT due to their fear of being faced with a large class and a dearth of self-confidence for assessing learners' performance on tasks. The researchers argued that teachers' understanding of TBLT should be promoted by teacher education policy-makers since it might leads to the teachers' interests in implementing TBLT.

Inspired by Jeon (2005) and Jeon and Hahn's (2006) research, Tabatabaei and Hadi (2011) investigated 51 Iranian EFL teachers' beliefs towards task-based language pedagogy and explored the reason for using or ignoring tasks in their classroom. Quantitative data analysis indicated the teachers' positive beliefs about implementing tasks in the classroom as they pointed out that teachers' use of tasks can foster more learners' communication, which might increase their intrinsic motivation for more classroom engagement. A number of teachers concurred that they encountered difficulties in task implementation, which caused them to avoid applying TBLT. The researchers suggested that it is demanding that teachers be equipped with teacher training programs in order to develop their knowledge of TBLT, apply the tasks, and encourage more learner participation for quality learning in Iran.

In addition to quantitative research, scholars have attempted to qualitatively acknowledge the significance of studying teachers' beliefs on task. By highlighting the advantages of TBLT and PPP approaches, Carless (2009) attempted to explore 12 teachers and 10 teacher educators' viewpoints regarding their preferences in applying TBLT or PPP through interviews. Findings revealed that teachers were

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more directed toward using PPP in their teaching since it was assumed to be more feasible in implementation and provided direct instruction for language learners. On the other hand, teacher educators were more eager in applying TBLT in the language classroom because it created a more communicative atmosphere for the learners to share their conversations with their peers. It was recommended that based on the pedagogic needs of the learners, the teachers could arbitrarily implement PPP, TBLT, or both in order to successfully conduct their teaching profession.

Chen and Wright (2016) investigated four teachers' beliefs on and practices of TBLT. Based on the teachers' interviews and observations, it was found that they believed in the positive application of TBLT in creating an interactive atmosphere for the language learners to use target language in an authentic language learning environment. However, they pointed out lack of self-confidence might be an obstacle for teachers to benefit from tasks in the classroom.. In this regard, participation in teacher development programs is demanding for teachers to promote their teaching expertise and build up their self-confidence in implementing tasks more purposefully. This will lead to the learners' effective communication when they are involved in an authentic language learning atmosphere in which target language production is in focus.

In one of the latest developments, Liu and Ren (2021) investigated 12 Chinese EFL teachers' beliefs on TBLT implementation and practices in a local context. Semi-structured interviews were conducted to collect the data. The findings showed that the EFL teachers used a task-supported language teaching approach. It was also indicated that traditional Chinese values were influential in implementing TBLT.

In two recent investigations, Duong and Nguyen (2021) examined 96 Vietnamese EFL teachers' challenges in TBLT implementation using a structured questionnaire and semi-structured interviews. The findings showed that the teachers came across objective and subjective challenges in implementing TBLT in secondary schools. The objective challenges included class size, discrepancy between the curriculum and TBLT goal, preparation time, uncertainty about teacher's role, and low linguistic competence. The most important subjective problem was lack of assessment skills for TBLT implementation. The teachers were willing to use TBLT because they had adequate knowledge of TBLT and enjoyed enough proficiency in English. Likewise, Lam et al. (2021) probed into EFL lecturers' beliefs and practices of TBLT in Vietnam. To collect the data, 136

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teachers filled in the questionnaire and seven lecturers took part in semi-structured interviews. Findings revealed that the lecturers held positive beliefs on TBLT implementation and tended to employ it in their classrooms.

Majority of studies on teachers' beliefs about task (Aliasin et al., 2019; Duong & Nguyen, 2021; Jeon & Hahn, 2006; Lam et al., 2021; Tabatabaei & Hadi, 2011; Xiongyong & Samuel, 2011) investigated the issue through a similar questionnaire developed by Jeon and Hahn (2006) with some minor modifications made in order to fit the target context. Thus, developing a more updated questionnaire on teachers' beliefs about task can be beneficial to both foreign and second language scholars to examine teachers' cognition in a more integrated fashion. As this study aims to account for developing a questionnaire on the teachers' beliefs about task, semi-structured interviews were utilized as the main source of data collection, which justifies the application of metacognitive approach in considering teachers' beliefs.

3. Methodology

The following steps were taken in order to develop and validate the TBTQ. First, EFL teachers were interviewed for generating an initial item pool for the instrument. Then, a thorough examination of the relevant literature was carried out on teachers' beliefs about implementing task-based language teaching and extant instruments were considered in order to explore the ways they dealt with teachers' beliefs regarding TBLT.

3.1. Instrument Development

Following Dornyei (2010) in setting the criteria for developing valid and reliable questionnaires, collecting qualitative data initiated by conducting semi-structured interviews.The interviews' questions were prepared based on reading literature and holding series of informal meetings with some experts in the field as well as teachers. The interview guide was based on the related studies (Carless, 2009; Jeon & Hahn, 2006) in order to examine the teachers' points of view regarding TBLT implementation and the factors that might lead to their avoidance of applying TBLT in their teaching (Appendix A). The second source of data came from document analysis and the relevant literature to examine teachers' beliefs about implementing

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TBLT. In order to become familiar with the various dimensions of the current study and explore the related instrument, studying literature could be a valuable source.

3.2. Interviews

Developing the instrument started with conducting semi-structured interviews with 15 EFL teachers from three language institutes. The selected participants all agreed to be interviewed by obtaining their informed consent. The interviews were designed such that they could examine the beliefs of the foreign language teachers with regard to TBLT. Purposeful sampling was adopted in order to select the required participants (Dornyei, 2007) in that they would enjoy the relevant experience in teaching with task-based language teaching. It is worth mentioning that the participant teachers were randomly selected from a total population pool of 300 EFL teachers. As some teachers could not take part in interviews in person, online interviews were also conducted. Interview sessions were audio-recorded for further analysis.

Analyzing the content of teachers' interviews enabled the researchers to generate an initial pool of 47 raw items for TBTQ. The interviews analyzed through qualitative content analysis. The goal of content analysis is "to provide knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992, p.314). For doing content analysis first of all, researchers immersed themselves in interviews' transcription to get acquainted with, then after reading transcription several times, they tried to understand meanings and looked for recurring themes that stated in interviews. Finally after the pre-coding and coding procedure, the researchers entered the phase of growing ideas for interpreting the data and drawing conclusions. A panel of six experts, including three ELT professors and three statisticians, reviewed the items generated form the qualitative data for improving the items content-wise. The experts brought their academic expertise, including foreign language teaching, instructional design, pedagogy, and language assessment in the development procedure. Each expert filled in a form containing some suggestions on improving the content of every individual item. The experts' feedback forms were used to make appropriate revisions to the item contents. They pointed to wording of the items, items ambiguity and double barreled questions for revisions. The experts acknowledged the application of TBTQ as an integrated type of questionnaire through which various aspects of teachers' beliefs about task could be investigated. The developed instrument utilized a five-point Likert-type scale

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ranging from *strongly disagree* to *strongly agree* based on which the participants would respond to the statements to express their beliefs on implementing TBLT in the classroom.

3.3. Document Analysis

Developing the new instrument also proceeded to include a document analysis and literature review as a necessary part in its design. Extant TBLT instruments (e.g., Carless, 2009; Jeon & Hahn, 2006; Pohan et al., 2016; Van Loi, 2020) were examined regarding their structure, content, item appropriacy, and psychometric features.

3.4. Instrument Validation

The current study used factor analysis (Harman, 1976) in order to analyze the raw items for the development of the final version of TBTQ. In general, as Harman argues, factor analysis is applied in order to have logical categorization of the large amount of data and set special value for the items inside the target categories. In factor analysis, all the variables are concurrently being analyzed in order to keep their value. Regarding the current research, 47 raw items of TBTQ were subjected to factor analysis in order to distinguish the communalities among the items, then final categorization would be emerged.

To validate the questionnaire, raw items were administered among 300 teachers to be further revised on the basis of structure of the items. At the outset, Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were run to ensure the sampling adequacy. Next, exploratory factor analysis (EFA) was employed as a quantitative technique to pinpoint the main components that had the most communality based on the rotations of the items. Results of the factor analysis demonstrated a six-factor component. Having done the analysis, it was indicated that the main components of TBLT identified in TBTQ, included Iranian EFL teachers' beliefs on TBLT and teacher education, TBLT and the learners' expectations, TBLT and challenge with PPP approach, TBLT and time limitations for teachers, TBLT and the teachers' characteristics, and the feasibility of TBLT resources.

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To determine the validity of the questionnaire, the collected data of the current study were also analyzed through CFA by running AMOS version 23. Using such analysis, the relationship between each item with its subscale, and then the association between each subscale was analyzed.

4. Results

The present research investigated the related studies on teachers' beliefs on task and examined EFL teachers' interviews in order to develop TBTQ. For analyzing interview, qualitative content analysis was performed. For this purpose first recorded interviews were listened several times, then the interviews meticulously transcribed, attempting to capture all crucial details for data interpretation, such as pauses, emphasis and voice tonality. After that the transcription were read many times for finding meaning and themes. Then researchers coded data for interpreting them. Finally on the basis of analyzing teachers' stated beliefs Initial data analysis resulted in the researchers' design of a 47-item questionnaire. They were then factor analyzed.Prior to factor analysis, descriptive statistics was taken into consideration as shown in Table 1.

Table 1

Descriptive Statistics for the Raw Items of TBTQ

Factors	N	Mean	Std. Deviation
1	300	3.62	1.20
2	300	2.66	1.15
3	300	3.24	1.22
4	300	3.59	1.03
5	300	2.70	1.10
6	300	3.13	1.13
7	300	2.77	1.21
8	300	2.83	1.33
9	300	3.21	1.14
10	300	3.25	1.15
11	300	3.08	1.29
12	300	2.97	2.07
13	300	3.10	1.19
14	300	2.67	1.16
15	300	2.29	1.25
16	300	2.84	1.18
17	300	2.67	1.09
18	300	2.95	1.22
19	300	3.12	1.21

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Factors	N	Mean	Std. Deviation
20	300	2.92	1.15
21	300	3.39	1.06
22	300	3.37	1.13
23	300	2.95	1.11
24	300	3.44	0.94
25	300	3.34	1.06
26	300	2.78	1.21
27	300	3.17	1.24
28	300	3.75	1.04
29	300	2.47	1.05
30	300	2.90	1.16
31	300	2.46	1.33
32	300	3.14	1.33
33	300	2.87	1.25
34	300	2.81	1.29
35	300	2.49	1.07
36	300	2.13	1.20
37	300	2.25	1.01
38	300	2.60	1.02
39	300	2.89	1.14
40	300	2.33	1.13
41	300	2.37	1.07
42	300	3.90	0.91
43	300	2.80	1.30
44	300	2.76	1.23
45	300	2.55	1.31
46	300	2.97	1.15
47	300	4.10	0.97

Table 1 shows that the teacher's mean scores range from 2.13 to 4.10. The mean scores are mostly surrounded by 2 and 3, while item 47 is above 4 ($M = 4.10$). Prior to running EFA, sampling adequacy must be verified through Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity.

Table 2

KMO and Bartlett's Test

Test		Exploratory factor analysis
KMO (Kaiser-Meyer-Olkin)		0.89
Bartlett's Test of Sphericity	Approx. Chi-Square	6582.98
	df	1080
	Sig.	0.00
Load factor for each item		More than 0.5
Number of load factors for items more than 1		47

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Test	Exploratory factor analysis
Extraction approach	PCA
Rotation	Varimax with Kaiser normalization
Removed items	3(6-26-32)
Variance after rotation	52.49

Table 2 shows that the value of KMO was calculated to be 0.89. Tabachnick and Fidell (2007) recommend that if KMO is greater than 0.60, there exists an underlying structure of the questionnaire and EFA meets the sampling adequacy related to the measure. Bartlett's test indicated the significance level of less than .05 (sig = 0.00), which meets sampling adequacy for doing factor analysis. Table 3 also demonstrates that principal component analysis (PCA) was used for load extraction, and Varimax with Kaiser normalization was applied for rotation of factors. Exploratory factor analysis revealed that PCA for 44 items was greater than .05, leading to variance of 52.49 after rotation. The remaining 44 items were factor-analyzed in order to identify the main components that have the most communality. This can be achieved by the rotations of the items, which is presented in Table 3 for the 44 items.

Table 3

Questionnaire Components, Factor Loadings, Variances, and Alpha Coefficients by TBTQ

# Items	Components	Factors					
		1	2	3	4	5	6
alpha = 0.89							
variance (%) = 30.14							
1	TBLT and Teacher Education	0.73					
4		0.43					
8		0.56					
11		0.46					
13		0.55					
16		0.44					
17		0.53					
18		0.51					
19		0.52					
24		0.64					
27		0.41					
28		0.72					
38		0.60					
alpha = 0.73							
variance (%) = 19.33							
14	TBLT and the Learners' Expectations		0.68				
20			0.62				

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21		0.77		
25		0.78		
alpha = 0.78 variance (%) = 20.01				
10	TBLT and Challenge with PPP Approach	-0.65		
29		0.52		
30		-0.54		
31		0.76		
40		0.55		
alpha = 0.89 variance (%) = 18.75				
22	TBLT and Time Limitations for Teachers		0.77	
39			0.62	
45			0.70	
alpha = 0.71 variance (%) = 26.25				
2	TBLT and Teachers' Characteristics			0.60
3				-0.59
5				0.44
7				0.53
33				0.50
34				0.63
35				0.49
37				0.47
41				0.46
43				0.70
46				0.58
alpha = 0.84 variance (%) = 23				
9	The Feasibility of TBLT Resources			0.49
12				0.69
15				-0.39
23				0.75
36				0.57
42				-0.76
44				0.56
47				-0.69

Table 3 reveals the emergence of six components for TBTQ after running EFA. The first component includes items 1, 4, 8, 11, 13, 16, 17, 18, 19, 24, 27, 28, and 38 under the category of TBLT and teacher education. The second component can be categorized as TBLT and the learners' expectations including items 14, 20, 21, and 25. Items 10, 29, 30, 31, and 40 constitutes the third component being categorized as TBLT and challenge with PPP approach. The fourth component contains items 22, 39, and 45, which can be aligned with the category of TBLT and time

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limitations for teachers. The fifth component includes items 2, 3, 5, 7, 33, 34, 35, 37, 41, 43, and 46 under the category of TBLT and teachers' characteristics. Finally, the sixth component involved items 9, 12, 15, 23, 36, 42, 44, and 47 with the categorization of the feasibility of TBLT resources. Item loading coefficients below 0.50 were discarded. The final version of TBTQ contained a total of 44 items (Appendix B). In this questionnaire we also see 15 reverse items that are 15, 16, 18, 19, 20, 22, 23, 24, 32, 37, 38, 39, and 40.One of the benefits of reverse items is enhancing scale validity which can "work as cognitive speed bumps" and can make reader to have slower and more careful reading."Reversed items implicitly correct for acquiescence"(Joza & Morgan, 2017, p.9).

The estimate of internal consistency of the developed TBTQ was obtained through Cornbach's alpha. Table 3 shows that the reliability coefficients for the TBTQ factors ranged 0.71 to 0.89, which indicate an acceptable reliability level associated with the items in each component of TBTQ (Pallant, 2016).

Considering the framework of this study, the copmponents emerged in table 3 can be categorized as: Normative approach: TBLT and challenge with PPP. Metacognitive approach: TBLT and teacher education, TBLT and teacher characterestics. Contextual approach: TBLT and learner expectation and Feasibility of TBLT resources.

Table 4

Total Variance and Eigenvalues for TBTQ Components

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.13	30.14	30.14	13.13	30.14	30.14	13.13	30.14	30.14
2	8.31	19.33	37.48	8.31	19.33	37.48	8.31	19.33	37.48
3	8.66	20.01	41.47	8.66	20.01	41.48	8.66	20.01	41.47
4	7.65	18.75	45.23	7.65	18.75	45.23	7.65	18.75	45.23
5	11.43	26.25	47.49	11.43	26.25	48.49	11.43	26.25	47.49
6	10.32	23.00	52.49	10.32	23.00	51.49	10.32	23.00	52.49

Table 4 demonstrates eigenvalues and variances for the six components of TBTQ. It can be inferred that all the six categories possess similar ranges of eigenvalues and logical variances. In fact, it can be observed that no remarkable differences exist among the eigenvalues as well as the variances of the six components, which highlights the logic for the development of TBTQ with these components.

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4.1. Confirmatory Factor Analysis

For completing the validation process, confirmatory factor analysis through running AMOS software was done in this study.The aim of CFA is to identify latent variable and evaluate the relationship among them. When developing and validating a new scale, educational researchers are recommended to use CFA (Gallagher & Timothy, 2013). The figure below shows CFA results of this study.

Figure 1

The Result of Confirmatory Factor Analysis

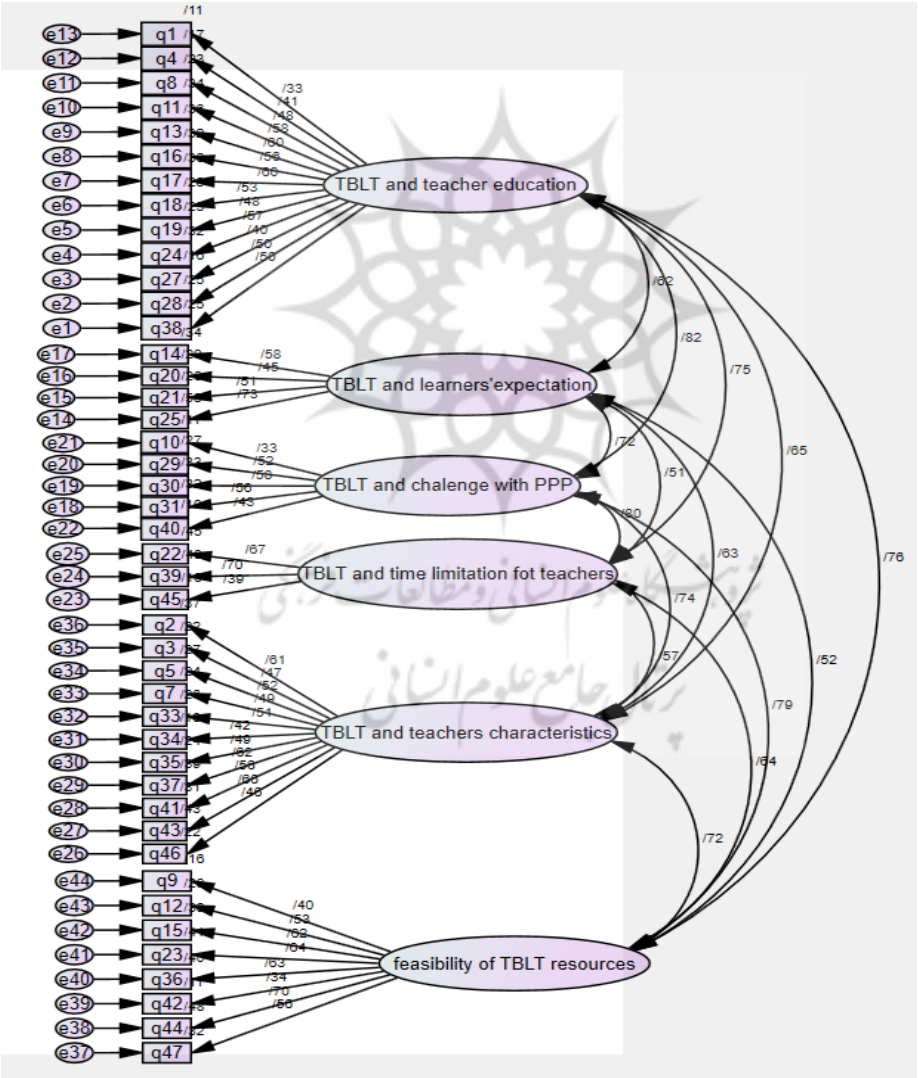

Figure 1 is the results of the confirmatory factor analysis to investigate and measure items of the subscales of Teachers' Belief about Task-based Language Teaching. The AMOS software version 23 was run to perform CFA. As it is evident, six subscales are given in this analysis, but before examining them, the goodness of fit indices of the confirmatory factor analysis model should be examined. To check the model fitness, goodness-of-fit indices were used (Kline, 2011).The model fit indices indicate that the assumed model has a relatively good fit. Some of these indices are: Comparative fit index: (CFI), Root mean square error of approximation: (RMSEA), Normed fit index: (NFI), Tucker-Lewis index: (TLI) and the chi-square ratio on degree of freedom :(CMIN/DF). To have a fit model, CFI and NFI should be above .90 (Hu & Bentler, 1999). TLI should also be more than .90 (Schumacker & Lomax, 2016). CMIN/DF should have a value of less than 3 , and RMSEA should be less than .08 (MacCallum, Browne, & Sugawara, 1996).The goodness of fit indices of the proposed model of this research are shown in the following table.

Table 5

The Goodness of Fit Indices for the Model

Model fit	RMSEA	TLI	NFI	CFI	CMIN/DF
Values	0.06	0.967	0.904	0.940	2.107

Table 5 shows that all the fit indices have an acceptable fit range: the CMIN/DF is 2.107, which is less than 5. CFI is 0.940, NFI is 0.904 and TLI is 0.967 that are more than 0.9. Finally RMSEA is 0.061, which is less than 0.08. It can be concluded that the fit indices of model 1 are favorable and approved and its results can be used. The results of figure 1 regarding the confirmatory factor analysis of this questionnaire include six subscales; all the items of these subscales have a factor load above 0.3 that manifest a good quality. Based on the CFA analysis, the association between each subscale of the proposed model was analyzed, that it revealed all the items are properly associated with each other.

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Table 6
Components of the Questionnaire, the Related Items, and Reliability Indices

Components	Items	Reliability
TBLT and teacher education	13	0.825
TBLT and learners' expectation	4	0.796
TBLT and Challenge with PPP Approach	5	0.801
TBLT and Time Limitations for Teachers	3	0.725
TBLT and Teachers' Characteristics	11	0.863
The Feasibility of TBLT Resources	8	0.812

Table 6 shows the results of examining the reliability coefficients of each research component. In this research, the reliability coefficient of all 6 components is higher than 0.7 (Reliability ≥ 0.7), which indicates an acceptable reliability level associated with the items in each component of TBTQ (Pallant, 2016).

5. Discussion

This study set out with the aim of developing and validating a questionnaire on teachers' beliefs on TBLT implementation. Compared to the literature (e.g., Jeon & Hahn, 2006), TBTQ appears to be more integrated and includes various factors that might influence the teachers' implementation and avoidance of TBLT. Findings of the study were consistent with few research studies conducted on teachers' beliefs about task (Carless, 2009; Chen & Wright, 2016; Duong & Nguyen, 2021; Jeon & Hahn, 2006; Lam et al., 2021; Lin & Wu, 2012; Tabatabaei & Hadi, 2011; Xiongyong & Samuel, 2011). These researchers attempted to explore teachers' beliefs about TBLT and the factors that might lead to their avoidance of applying tasks in the classroom. Almost all studies (Aliasin et al., 2019; Duong & Nguyen, 2021; Lam et al., 2021; Tabatabaei & Hadi, 2011; Xiongyong & Samuel, 2011) benefited from Jeon and Hahn's (2006) developed questionnaire involving both Likert-type scales (teachers' understandings of task and TBLT, teachers' views on implementing TBLT) and checklist format (reasons teachers choose or avoid implementing TBLT). As yet, there has been less interest in developing a questionnaire on teachers' beliefs about task with more specific components, which

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can help the scholars to tap into second and foreign language teachers' belief on task.

As to the emerged components of TBTQ, findings demonstrated that teachers believed in the effective role of teacher education in paving the way for raising their awareness of applying TBLT in the language classroom more consciously (Ellis, 2003). In fact, when teachers' theoretical and practical knowledge of TBLT implementation is enhanced through a well-organized teacher education program, it seems that appropriate use of task cannot be shaped by teachers due to challenges they might encounter in designing and applying it. Thus, the results call for teacher educators to assume their responsibilities and assist teachers with improving their expertise in purposefully figuring out task and implementing it in a logical manner. Apart from teacher education that bears responsibilities on the shoulders of educators, the teachers' personal, social, and professional characteristics can affect their TBLT implementation. To the extent that teachers, either novice or experienced, are eager to benefit from tasks, confident in TBLT implementation, responsible for the learners' communicative needs, and flexible in recognizing the effective role of task in creating a meaningful interaction for language learners, TBLT supporters (Long, 2015; Richards & Rodgers, 2014; Samuda & Bygate, 2008) can be expected to do their job very masterfully in attracting the teachers to use task.

Another significant point is that designing a task and implementing it must be institutionalized for teachers. TBLT resources are feasible if and only if teachers believe in them from the heart because they do not await other teachers' previously designed tasks and do it on their own even if it might be time-consuming and stressful (Ellis, 2003). Concerning time pressure for task implementation, teachers can distinguish if task can be helpful, or postpone its implementation for more practical utilization. However, as TBLT proponents believe, it should not be left out (Norris, 2009; Samuda, 2005). Finally, the learners' eagerness for classroom engagement and refreshing atmosphere demand that language teachers recognize the role of TBLT although there might be challenges among teachers interested in PPP approach for its convenient handling and assessment (Skehan, 1996). Last but not least, one should bear in mind that learning and interaction co-exist and complement each other, which lies at the heart of conscious TBLT implementation.

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6. Conclusion

The current research concentrated on developing and validating TBTQ. Results revealed that Iranian EFL teachers recognized the effectiveness of TBLT as an instructional approach in teaching language skills; however, there are some issues that might hinder teachers to benefit from TBLT. Time limitation for teachers to implement TBLT and time-consuming nature of TBLT design as well as teachers' illogical tendency to use the previously-designed tasks can be considered the most important factors that result in the ignoring TBLT by teachers and use PPP approach instead. In this regard, it appears that teacher education and policy makers can play a significant role in paving the way for teachers to feel more confident in designing tasks and implement them as artistically as possible, which can further meet the learners' communicative needs.

Findings of the study inform teacher educators to raise the teachers' awareness of TBLT by holding regular training programs through which their theoretical and practical understanding of TBLT can be enhanced. Second and foreign language scholars can benefit from TBTQ in order to broaden their insights regarding the application of task from the teachers' viewpoints. Teachers are also the beneficiaries when their beliefs on task are investigated for a better understanding of TBLT. In fact, the teachers' scaffolded dialogues (Walsh, 2013), which include friendly talks for the purpose of sharing their experiences on using task and benefiting from practical TBLT implementation by analyzing self-reports and audio-and video-recordings can assist teachers in touching the efficiency of TBLT. Finally, curriculum developers and syllabus designers can promote the quality of the materials according to their observations of teachers' beliefs about task achieved by administering TBTQ.

The current study was contextually limited to foreign language teachers, who were teaching in Private Language Schools (PLSs). In addition, the population of the study was 300 EFL teachers from Mazandaran Province, which cannot meet the issue of generalizability. The study aimed to cover the most challenging issues in TBLT implementation, while the other factors such as learners' styles and strategies as well as teachers' self-efficacy and identify, and curriculum development in relation to TBLT are worth considering. English for Academic Purposes (EAP) and English for Specific Porpuses (ESP) teachers' beliefs about tasks can be studied in further research due to their probable challenges with PPP approach.

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Appendix A

Teachers' Interview Questions

1. Have you heard anything on TBLT?
2. What are the contributions of TBLT in ELT research?
3. Are there any barriers for TBLT implementation?
4. Can you elaborate on the last time to have benefited from TBLT?
5. What do you think of task design?
6. Can we consider TBLT as an innovative approach?
7. Are there any other approaches compared to TBLT?
8. Some teachers are not in favor of TBLT. What do you think?
9. Some teachers are the supporters of TBLT. What do you think?
10. To what extent can TBLT meet the needs of the learners?

Appendix B

Teachers' Beliefs about Task Questionnaire (TBTQ)

The following statements address teachers' views on implementing TBLT in the classroom. Please answer by putting √ in a box that matches your position most, according to the following scale: **SD (strongly diasgree), D (disagree), N (Neutral), A (agree), SA (strongly agree)**

Questionnaire Items	SD	D	N	A	SA
TBLT and Teacher Education					
1. I believe teacher education is an important link for student and experienced teachers to implement TBLT.	□	□	□	□	□
2. I think TBLT is an innovative approach, which is nearly impossible to implement without appropriate training.	□	□	□	□	□
3. If teachers lack theoretical knowledge of TBLT, it negatively influences their task implementation in teaching practice.	□	□	□	□	□
4. I agree that without teacher education, I have limited and insufficient understanding of TBLT.	□	□	□	□	□

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Questionnaire Items	SD	D	N	A	SA
5. I believe the what and how of TBLT can be fulfilled by teacher education.	□	□	□	□	□
6. Teacher education is responsible for fostering the acceptance of conceptual changes in teachers' minds in order to develop TBLT implementation as an innovation.	□	□	□	□	□
7. Teacher education can bring about changes in the teachers' traditional methodologies in replacing them with TBLT.	□	□	□	□	□
8. Teacher education provides an opportunity for pre- and in-service teachers to translate theory into practices when their TBLT knowledge is enhanced.	□	□	□	□	□
9. Teacher education can pave the way for less-interested and TBLT-resistant teachers to bring about reforms in their practicum.	□	□	□	□	□
10. If I become aware of how to implement TBLT more practically, I try to design the tasks myself and implement them in the classroom.	□	□	□	□	□
11. Since TBLT is an ever-evolving approach, teacher education has to set up regular programs to promote the teacher's knowledge in theory and practice.	□	□	□	□	□
12. Teacher education can help all teachers to implement TBLT without the stress of its proper implementation.	□	□	□	□	□
13. Not only does teacher education promote teachers' knowledge of TBLT, it also raises the syllabus designers and curriculum developers' awareness of TBLT and assists them to attend to it.	□	□	□	□	□
TBLT and the Learners' Expectations					
14. I think some learners might be resistant to TBLT because of their exaggerated attention to grammar.	□	□	□	□	□
15. I believe carrying out tasks might not be a boring procedure for learners.	□	□	□	□	□
16. When implementing TBLT, some learners do not prefer silence and are eager for more classroom participation.	□	□	□	□	□
17. TBLT fulfills the learners' communicative needs.	□	□	□	□	□
TBLT and Challenge with PPP Approach					

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Questionnaire Items	SD	D	N	A	SA
18. PPP approach is not still as appealing as TBLT for teachers and does not influence teachers' performance.	□	□	□	□	□
19. PPP is not much easier to be accepted by teachers than TBLT.	□	□	□	□	□
20. PPP sequence is not assumed to be easily handled and managed by teachers compared to TBLT.	□	□	□	□	□
21. There are not more teaching resources available for PPP approach in relation to TBLT.	□	□	□	□	□
22. TBLT creates more flexible assessment tools than PPP.	□	□	□	□	□
TBLT and Time Limitations for Teachers					
23. I believe TBLT implementation is not time-consuming in the classroom.	□	□	□	□	□
24. Teachers do not mostly encounter challenges regarding time limitations for task completion.	□	□	□	□	□
25. I believe when there are time limits, TBLT implementation is not a problem and should not be left by teachers.	□	□	□	□	□
TBLT and the Teachers' Characteristics					
26. Teachers' target language proficiency can be effective on the quality of TBLT implementation.	□	□	□	□	□
27. More experienced teachers are better implementers of TBLT.	□	□	□	□	□
28. If a teacher is flexible to take risks, he/she is more likely to implement innovative approaches like TBLT.	□	□	□	□	□
29. I believe if teachers are confident about their teaching ability, they agree on TBLT implementation.	□	□	□	□	□
30. I believe language can be learnt through tasks instead of teachers' presentation.	□	□	□	□	□
31. Novice teachers are recommended to apply TBLT and the possible pressures should not be a barrier for TBLT implementation.	□	□	□	□	□
32. I believe some experienced teachers wrongly consider that TBLT does not promote accuracy.	□	□	□	□	□
33. Teachers' TBLT implementation in the classroom can acknowledge their commitment.	□	□	□	□	□

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Questionnaire Items	SD	D	N	A	SA
34. Open-minded teachers are the supporters of TBLT and consider it as an innovation.	□	□	□	□	□
35. Teachers' motivation to create group work and interaction among the learners can encourage teachers to implement TBLT more consciously.	□	□	□	□	□
36. A responsible teacher can adhere to TBLT principles in order to meet the learners' communicative needs.	□	□	□	□	□
The Feasibility of TBLT Resources					
37. There is no lack of teaching materials for TBLT implementation and it is not a barrier for teachers to use tasks.	□	□	□	□	□
38. Searching and designing materials for the classroom should not be an obstacle for teachers to implement TBLT.	□	□	□	□	□
39. Designing TBLT is not a time-consuming activity for teachers.	□	□	□	□	□
40. Designing and implementing tasks have workload for teachers but they do not impede TBLT.	□	□	□	□	□
41. TBLT resources are available for language teachers.	□	□	□	□	□
42. I believe if a teacher lacks tasks, he/she can design them according to the target syllabus.	□	□	□	□	□
43. I believe teachers get used to implementing the other teachers' tasks in their own classroom.	□	□	□	□	□
44. Teachers should be trained to develop their knowledge of task design because it increases TBLT resources and results in teachers' autonomy in creating tasks more consciously.	□	□	□	□	□

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