Towards a signature pedagogy for technology-enhanced task-based language teaching: Defining its design principles

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**Supplementary material A | Expert Committee Selection Process**

Out of the 34 people initially selected for the experts’ panel, 59% were female (*n* = 20) and 41% male (*n* = 14). Sixty percent (*n* = 19) were professors at European universities, 35% at American institutions (*n* = 12), and 9% held positions at Asian universities (*n* = 3). Below we present a chart with additional information.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **# of citations of TETBLT article** | **Members of editorial boards of journals** | **Field(s) of**  **research** | **Teaching TETBLT Experience** | **PhD supervision**  **in TETBLT** |
| 899 | 1 | CALL | 1 | 1 |
| 556 |  | CMC | 1 |  |
| 277 |  | CMC | 1 | 1 |
| 333 | 1 | TBLT, CMC, CALL | 1 | 1 |
| 325 | 1 | CMC | 1 | 1 |
| 235 | 1 | CMC | 1 | 1 |
| 797 | 1 | SLA, CMC, CALL | 1 | 1 |
| 318 | 1 | TBLT, CMC | 1 | 1 |
| 261 | 1 | CMC, SLA, TBLT | 1 | 1 |
| 361 | 1 | CMC, SLA, TBLT, CALL | 1 | 1 |
| 236 | 1 | CALL | 1 | 1 |
| 331 | 1 | CALL |  | 1 |
| 462 |  | CALL, TBLT | 1 | 1 |
| 517 | 1 | CALL, CMC, TBLT | 1 | 1 |
| 337 |  | CMC | 1 |  |
| 217 | 1 | TBLT, CMC, CALL | 1 |  |
| 200 | 1 | CMC, CALL | 1 | 1 |
| 162 | 1 | TBLT, CMC, CALL | 1 | 1 |
| 1158 | 1 | CALL, SLA, CMC, TBLT | 1 | 1 |
| 899 |  | CALL |  |  |
| 109 | 1 | CMC, CALL | 1 | 1 |
| 153 |  | CMC, TBLT | 1 |  |
| 1270 |  | CMC, CALL | 1 | 1 |
| 3559 | 1 | CALL |  | 1 |
| 75 | 1 | CMC | 1 | 1 |
| 205 | 1 | TBLT, CMC, CALL, SLA | 1 | 1 |
| 159 |  | CALL |  |  |
| 331 |  | CMC |  |  |
| 59 | 1 | CALL, CMC |  | 1 |
| 223 | 1 | SLA, CALL, |  | 1 |
| 235 | 1 | TBLT, CMC, CALL | 1 | 1 |
| 295 |  | TBLT, CMC, CALL | 1 | 1 |
| 1534 |  | SLA, CMC |  | 1 |
| 257 |  | SLA, CMC, CALL |  | 1 |