

**TASKS AND DIGITAL TECHNOLOGIES IN INTERNSHIP INTERVENTIONS: A
BIBLIOGRAPHIC STUDY**

**TAREFAS E TECNOLOGIAS DIGITAIS EM INTERVENÇÕES DE ESTÁGIO: UM
ESTUDO BIBLIOGRÁFICO**

**TAREAS Y TECNOLOGÍAS DIGITALES EN INTERVENCIONES DE PRÁCTICAS: UN
ESTUDIO BIBLIOGRÁFICO**



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ABSTRACT: The present study aimed to map research focused on the use of the Task-Based Language Teaching (TBLT) approach (Ellis, 2003; Skehan, 1996; Willis, 1996; Nunan, 2004) combined with digital technologies in the context of supervised teaching practice. This is a bibliographic study conducted through a systematic literature review in three databases: the CAPES Journal Portal, the ReCALL Journal, and Google Scholar. This research is relevant to the training of teachers in the field of English Language and Literature due to the need to enhance educational practices and teaching methods for second and/or foreign languages. The results indicate the feasibility of using TBLT in teaching practice contexts, as it is a communicative approach that can foster student autonomy (Vieira, 2017) and motivation in the language classroom through the inclusion of enjoyable activities.

KEYWORDS: TBLT. Tasks. Supervised practicum. English language. Digital technologies.

RESUMO: O presente trabalho teve como objetivo realizar um mapeamento de estudos centrados no uso da abordagem de ensino de línguas baseado em tarefas (Task-based Language Teaching [TBLT]) (Ellis, 2003; Skehan, 1996; Willis, 1996; Nunan, 2004) aliada às tecnologias digitais no cenário de estágio supervisionado. Trata-se de um estudo bibliográfico desenvolvido por meio de uma revisão sistemática da literatura em três bases de dados: Portal de Periódicos da CAPES, Revista ReCALL e Google Scholar. Essa pesquisa desempenha relevância no âmbito da formação de professores da área de Letras-Inglês devido à necessidade de um aprimoramento da prática educacional e métodos de ensino de uma segunda língua e/ou língua estrangeira. Os resultados apontam para a exequibilidade da utilização do TBLT em contextos de estágio, sendo uma abordagem comunicativa que pode promover a autonomia do aluno (Vieira, 2017) e sua motivação na sala de aula de línguas através da inclusão de atividades prazerosas.

PALAVRAS-CHAVE: TBLT. Tarefas. Estágio Supervisionado. Inglês. Tecnologias digitais.

RESUMEN: El objetivo de este estudio fue mapear los estudios centrados en el uso del enfoque Task-based Language Teaching [TBLT] (Ellis, 2003; Skehan, 1996; Willis, 1996; Nunan, 2004) combinado con tecnologías digitales en el escenario de las prácticas supervisadas. Se trata de un estudio bibliográfico desarrollado a través de una revisión sistemática de la literatura en tres bases de datos: CAPES Journal Portal, ReCALL Magazine y Google Scholar. Esta investigación es relevante para la formación de profesores en el área de Literatura Inglesa debido a la necesidad de mejorar la práctica educativa y los métodos de enseñanza de una segunda lengua y/o lengua extranjera. Los resultados apuntan a la viabilidad del uso de TBLT en contextos de prácticas, ya que es un enfoque comunicativo que puede promover la autonomía del estudiante (Vieira, 2017) y la motivación en el aula de idiomas a través de la inclusión de actividades agradables.

PALABRAS CLAVE: TBLT. Tareas. Prácticas supervisadas. Inglés. Tecnologías digitales.

Introduction

TBLT has gained prominence among scholars in the field of second and/or foreign-language acquisition. According to Ellis (2003), TBLT emphasizes pedagogical work focused on the student and the use of language for communication, which enables more meaningful and dynamic learning (Trevisol, 2019). In this vein, Nunan (2004) reiterates that the active involvement of the student is central to the approach and is an expression that adequately captures the active and experiential nature of the “learning by doing” process. The approach also focuses its attention on meaning which, according to linguist Peter Skehan (1998), is reflected in the fluency with which tasks are carried out and in the student’s concern to solve communication problems with lexical solutions. In addition, TBLT can serve to enhance the development of a Second Language (L2) or Foreign Language, as it integrates meaning and form through “real world” tasks, carried out in context and with clear objectives, which engage the student in the process (Dias; Oliveira; Trevisol, 2020; Trevisol; D’ely, 2021).

According to Breen (1987, p. 23), tasks refer to a series of work plans that aim to facilitate language learning, whether through simple and brief activities or even more complex tasks that require more time, such as solving problems in groups. In this vein, Willis (1996) characterizes a task as a goal-oriented activity where students use language to achieve a real result, *i.e.*, “learners use whatever target language resources they have at their disposal to solve a problem, put together a puzzle, play a game or share and compare experiences” (Willis, 1996, p. 63, our translation).

Considering the above, we also advocate combining the task approach with digital technologies in the classroom, since their integration with TBLT can have a significant impact in this area. In agreement, Trevisol (2019, p. 3, our translation) points out that digital technologies “have allowed many learners to experience the learning process in a different, more interactive and creative way.” In this way, language learning tasks that are mediated by these technologies can motivate learners to take risks and be creative when using language (*e.g.* foreign language) to create meaning (Gonzalez Lloret; Ortega, 2014).

In this context, the supervised internship emerges as a favorable space for applying pedagogical approaches, such as TBLT, in a real classroom setting. According to Fadini (2013), during the internship, trainee teachers have the opportunity to come into contact with the environment of the teaching profession, as well as being able to articulate theory and practice

and reflect on the profession and pedagogical practices. Therefore, the integration of digital technologies and the task approach represents a valuable tool in enriching pedagogical practices, allowing trainee teachers to implement authentic and innovative tasks while exploring the countless possibilities offered by the digital environment.

This bibliographical study was carried out due to the need for a systematized analysis of the integration of the TBLT approach with digital technologies in the context of supervised internships. This need arises from the growing demand for innovative and effective pedagogical practices in language teaching, especially in the context of teacher training, a crucial time when future teachers are shaping their pedagogical practices. As well as being relevant to the improvement of educational practice and methods of teaching a second and/or foreign language, this research is essential for those investigating these issues, as it provides a structured and well-founded overview that can serve as a basis for future research. In addition, this work contributes to education professionals, researchers, and trainee teachers, helping them understand and implement pedagogical approaches that integrate authentic tasks and digital technologies.

In order to understand more about the use of tasks integrated with the digital world in the foreign-language classroom, this work aimed to map studies centered on the use of the TBLT task-based language teaching approach (Ellis, 2003; Skehan, 1996; Willis, 1996; Nunan, 2004) combined with digital technologies in the supervised internship scenario³.

This bibliographical study is divided into four main sections. The introduction presents the theoretical context of TBLT combined with digital technologies, as well as the central objective of the work. Next, the Methodology section details the inclusion and exclusion criteria used to select the articles analyzed, as well as the process of choosing the publications that make up the systematic review. Subsequently, the Results and Discussion section presents the selected articles, highlighting the contributions found in the studies. Finally, the Final Considerations discuss the results' main implications and suggestions for future work in the area.

³ This work is the result of research carried out within the Institutional Program for Scientific Initiation Scholarships (PIBIC), supported by FAPESB, at the State University of Bahia (UNEB). The proposal was developed by the first author and under the guidance of the second author during the months of October 2022 to September 2023.

Methodology

This research was conducted using a methodological approach based on bibliographical and documentary research. Our methodology's core consisted of a systematic literature review (Petticrew; Roberts, 2006). The main focus was the careful selection of studies that focused on the main elements of our research proposal: tasks, supervised internship, and digital technologies. To support our studies, we used three research platforms: the CAPES Periodicals Portal, the ReCALL journal, and Google Scholar⁴. We chose to use these platforms because of the advantages that each one offers: the CAPES Portal, for example, offers access to a variety of academic studies and guarantees a series of reliable sources; the ReCALL Journal is directly aligned with the focus of this research, as it specializes in technology for language teaching and learning; and Google Scholar, due to its breadth, provides access to a variety of academic publications. To ensure the accuracy and relevance of our selection, we adopted the following strict inclusion and exclusion criteria for the studies analyzed:

Table 1 – Inclusion and exclusion criteria

1) Type of material - articles only	4) Works in English and/or Portuguese
2) Appropriate search time – published between 2011 and 2022	5) Works containing one or more of the descriptors in the title and/or abstract
3) Peer-reviewed research	6) Brazilian and/or foreign works
7) Repeated works were excluded	8) No papers without open access were included.

Source: produced by the author.

The first search was carried out in ReCALL Cambridge, a renowned journal of the European Association for Computer-Assisted Language Learning (*European Association for Computer-Assisted Language Learning* [EUROCALL]). In this journal, we used the “*Refine listing*” (refinement list) resource to establish the *strings* (keywords) and search strings (Table 2).

⁴ Link to the portals: Portal de Periódicos da CAPES - <https://www.periodicos.capes.gov.br>; Revista ReCALL - <https://www.cambridge.org/core/journals/recall>; and Google Scholar - <https://scholar.google.com/>.

Table 2 – Search strings used to map research on supervised internship tasks

Base	String (search keyword)
ReCALL Cambridge	“Teaching trainee” AND “tasks” “Active methodology” AND “teaching trainee” “Tasks” AND “pedagogical practicum” “Tasks” AND “pedagogical practicum” AND “language teaching”

Source: produced by the author.

The first descriptors used were “tasks” AND “pedagogical practicum,” which resulted in two hundred and twenty (220) papers. We refined the search to include studies published between 2011 and 2022, resulting in one hundred and six papers. In order to further refine the data, we added the descriptor “language teaching” and found twenty-nine studies. At the end of the search, we agreed that the platform would only show the content we had access to, which resulted in seven articles. However, after going through all the exclusion and inclusion criteria (Table 1, above), it was observed that none of them fit the proposal of this research. Thus, the search in this journal resulted in zero (0) articles being selected. It is important to note that it was not necessary to choose the type of material because, according to the refinement list, all the papers found were scientific articles.

The second search was carried out on the CAPES (Coordination for the Improvement of Higher Education Personnel) journals portal. For data collection to be effective, it was essential to construct a string to search the portal (Table 3). The string allows us to search objectively and select the most specific and pertinent works on the deliberate theme. In our case, the strings were related to tasks, supervised internships, and English. The terms were used in English, in the hope that more results would be found this way.

Table 3 – Strings of search used to map research on Tasks in supervised internships

Base	String de busca
CAPEs journals	“Tasks” AND “practicum” “Tasks” AND “teaching practicum” “Preservice teachers” AND “tasks” AND “English” “Tasks” AND “teaching practicum” AND “English”

Source: produced by the author.

In this database, we used the “Advanced Search” feature to apply the necessary search criteria and filters. As a result, it was possible to choose the type of material, the language, and the date of publication and make combinations with the keywords using Boolean operators. These operators are words used to combine and refine database searches, which makes the search more precise and allows for greater control of the results. In this research, we used the operators “AND” and “OR.” Finally, it was possible to select peer-reviewed journals in order to refine the search. The process that is carried out in this type of review gives credibility to the published content, being a primordial extension of the process of science (Jenal *et al.*, 2012, p. 803).

Two descriptors were used to start the search, “Tasks” and “practicum,” resulting in five hundred and seventy-two results. By defining the type of material—to be exclusively articles—we obtained four hundred and forty-seven papers. We then set the publication date to the last 10 years (2011 to 2022), and the results presented were two hundred and seventy-four articles. Continuing the research, in order to carry out a more in-depth study, we changed the keyword “practicum” to “teaching practicum” and found one hundred and fifty-two. It’s important to note that some of the resulting research, up until then, had been focused on engineering, mathematics, and clinical settings, among others, and was therefore not in line with the topic being addressed, language teaching. So, we added the keyword “English” and got thirty-nine results. We then narrowed down the results to those that had been peer-reviewed, thus obtaining twenty-two articles. Finally, we filtered the topic of Second Language Instruction, explaining the final result of the search to nine articles, two of which were selected. It is important to note that, in searches using descriptors in Portuguese, the papers found were not peer-reviewed. Possibly because most of them were internship reports. In addition, the papers did not contain

any mention of tasks and/or active methodologies in the context of supervised internships in the abstract or title. The search string used is shown below (Table 4):

Table 4 - Search strings used to map research on Tasks in supervised internships

Base	Search string
CAPES journals	<p>“tarefas” AND “estágio supervisionado”</p> <p>“tarefas” OR “metodologias ativas” AND “estágio supervisionado”</p> <p>“ELBT” OR “TBLT” AND “estágio supervisionado” AND “inglês”</p>

Source: produced by the author.

Initially, the descriptors “tasks” OR “active methodologies” AND “supervised internship” were used, which resulted in twelve thousand four hundred and thirty-three studies. After filtering for peer-reviewed papers, we obtained eight thousand and fifty-one. We then added the topic “*Education*” in order to find results related to the research area of this review, and reached two hundred and sixty-five papers. The results found were works focused on various areas, such as mathematics, chemistry, and education in general, with no mention of language teaching. So, we replaced the *Education* filter with *Language* and thus obtained one hundred and fifteen results. We added the filter *Language and Linguistics*, resulting in nineteen articles, none of which, after the inclusion and exclusion process, fit the proposal. Most of the papers were written in English and were theoretical works that made no mention of the supervised internship context.

Finally, a search was carried out with some modifications to the descriptors. In place of “tasks,” we put “ELBT”—the Portuguese acronym used by some researchers in the field—OR “TBLT” (the most commonly used English acronym) AND “supervised internship” AND “English,” resulting in sixteen articles, fourteen of which were peer-reviewed. After analyzing the works found, none of the titles or abstracts referred to empirical research with tasks in the supervised language internship: theoretical articles of a reflective nature were found, some related to the chemical properties of the soil, among others. As a result, no papers in Portuguese were selected from the CAPES journals platform.

On the Google Scholar platform, we continued the search for papers with descriptors in Portuguese. On this platform, we used a search string (Table 5) similar to the one used on the CAPES database.

Table 5 – Strings of search used to map research on Tasks in supervised internships

Base	String de busca
Google Scholar	“Tarefas” AND “ <i>estágio supervisionado</i> ” AND “ <i>língua inglesa</i> ” “TBLT” AND “ <i>estágio supervisionado</i> ” AND “ <i>língua inglesa</i> ”

Source: produced by the author.

To start the search on this database, we used the descriptors: “tasks” AND “supervised internship” AND “English language,” resulting in three thousand three hundred and seventy studies. Two thousand six hundred and sixty were obtained after refining the data to the last 10 years. As the search was still too broad, it was decided to replace the descriptor “tasks” with “TBLT,” retaining the other two descriptors “supervised internship” and “English language.” This resulted in ten results, four of which were finally selected. The others didn’t fit the selection requirements. Some of the research, although empirical, was not carried out in the context of a supervised internship, or was theoretical work.

After applying the initial selection criteria, which included choosing peer-reviewed articles published between 2011 and 2022, with open access and written in Portuguese or English, the process of analyzing the filtered articles began. The descriptors relevant to the study were identified in the titles or abstracts, which facilitated the selection of the most pertinent works. In addition, both Brazilian and foreign articles were included in order to broaden the perspective on the topic in question. Repeated works were excluded, while only articles with open access were considered, ensuring the transparency and accessibility of the sources used.

According to the data shown, the searches resulted in a total of six selected articles, as shown in Table 6.

Table 6 – Articles selected in the systematic review

AUTHOR (PLACE, YEAR)	TITLE	STUDY OBJECTIVE(S)	DOI
VIEIRA, F. Portugal. 2017.	Task-based instruction for autonomy: connections with contexts of practice, conceptions of teaching, and professional development strategies.	The study focuses on trainees' application of TBLT during their English language teaching internship. Its objectives include examining the impact of TBLT on student autonomy and exploring the relationship between task-based approaches, professional development, and autonomy. The results indicate significant progress by the students after the internship intervention.	https://doi.org/10.1002/tesq.384
MATEUS, C. H; GONZÁLEZ, Á. M. G; ALZATE, L. V. C; LALLE, C. L. Á. Colombia. 2021.	Exploring Pre-service Teachers' Beliefs about Language Teaching and Learning: A Narrative Study.	The study highlights the importance of beliefs in teacher identity and teaching practice, emphasizing the centrality of student autonomy, the integration of meaningful activities, and contextual approaches.	--
ZACCARON, R. Brazil. 2021.	<i>Do presencial ao online: Adaptações no Ambiente Virtual de Aprendizagem e o uso de tarefas no estágio em Letras-Inglês</i>	It presents adaptations to a Virtual Learning Environment (VLE) during the English Language Arts internship in high school to improve the experience of students in the context of emergency remote teaching. The use of tasks is emphasized as beneficial, as is their integration with digital technologies to promote learning.	http://doi.org/10.5380/rvx.v16i6.81777
SPECHT A.; MENDES. Brazil. 2021.	<i>“Um Nariz de Porquinho e uma Máscara de Lobo”: A Percepção de alunos do Ensino Fundamental sobre a Contação da História dos Três Porquinhos em Língua Inglesa</i>	It explores how 8th graders perceive a cycle of tasks related to storytelling in English. It also considers literature as an authentic means of teaching, focusing on understanding and applying TBLT. The analysis shows that the pre-tasks facilitated understanding and identification of the story, while the dramatized storytelling effectively involved the students.	https://doi.org/10.30681/rln.v14i36.7715
GUIMARÃES, F. F.; JÚNIOR, C. A. H.;	<i>Formação de Professores de Línguas Mediada por</i>	It presents the training of language teachers mediated	--

FINARDI, K. R. Brazil, 2022.	<i>Tecnologias Digitais</i>	by digital technologies through virtual exchange projects. The research covers four semesters before, during, and after the pandemic, using hybrid approaches. The results establish the advantages of intercultural learning and suggest revising teacher training curricula to incorporate lessons from the pandemic.	
PEREIRA, A. C. V.; DIAS, B. C. S.; BUENO R. R. Brasil, 2022.	<i>O Texto Literário e a Abordagem de Tarefas: Uma Experiência de Ensino de Língua Inglesa para a Terceira Idade</i>	The article investigates the alliance between literature and the task-based language teaching approach in teaching English to the elderly. The project integrated literary texts with tasks, increasing the motivation and language skills of the participants and highlighting the importance of integration for language teaching.	https://doi.org/10.30620/gz.v10n2.p193

Source: produced by the author.

Results and Discussion

In this section, we will focus on the six articles selected in the systematic literature review, which were read in full for an in-depth analysis. These studies focused attention on the key elements of our investigation: tasks, supervised internships, and digital technologies. As we'll see below, in addition to the task approach, the articles also show the use of different methodologies in English language teaching. At this point, we present the main concepts and objectives addressed in the studies found.

Tasks and autonomy

In the studies investigating the use of tasks and student autonomy in the classroom, there are some convergences and divergences in the objectives and results presented. Investigating the use of tasks and questions about learner autonomy in the classroom, Vieira (2017) sought

to understand the implementation of tasks by future teachers during their English language teaching internship. Its objectives included examining the impact of TBLT on student autonomy and exploring the relationship between tasks, professional development, and autonomy. As a result, the article points out that TBLT is viable in the school context. According to Vieira (2017), the trainees—Student-teachers—highlight a significant evolution of the students after the intervention in the internship. There were two tasks: role-play—dramatization tasks—aimed at a job interview (real situation) and a debate about climate change in English. The trainees point out that using activities that bring together the language used in the classroom and real-life situations can promote greater student commitment, encourage the use of communication and learning strategies, and enhance meaningful learning.

Similarly, Herrera Mateus, González, Alzate, and Lalle (2021) investigated beliefs about teacher identity and teaching practice. Although this study focuses more on beliefs about identity and motivation, its results also highlight the centrality of autonomy in the teaching-learning process. The authors emphasize that in order to promote autonomy, it is essential to integrate meaningful activities and contextual approaches into the process of becoming a teacher. In addition, the study revealed some general characteristics of the beliefs about language teaching and learning of teachers in initial training, namely: a) Herrera Mateus, González, Alzate, and Lalle (2021) strongly believe in the functional view of language and the need to promote meaningful activities in the language classroom; b) support the connection between the learning process and motivation, in the sense that learning is more efficient and occurs when students have fun and enjoy the lessons; c) take their experiences as learners as a resource for teaching (Rodríguez, 2018 *apud* Mateus *et al.* 2021, p. 12). Most trainees suggest promoting activities in which students interact and try to use the language in real contexts, rather than just teaching grammatical forms of the language.

Both studies, therefore, converge in valuing the connection between practical tasks and student autonomy. However, Vieira (2017) focuses specifically on the impact of tasks on the development of autonomy, while Herrera Mateus *et al.* (2021) broaden the discussion to teachers' beliefs and the importance of integrating the use of Information and Communication Technologies (ICTs) into the teacher training process. The authors state that mentor teachers and teaching programs should encourage meaningful learning in teaching experiences in order to enrich the beliefs and practices of trainee teachers. Finally, the use of ICTs and virtual

learning communities is proposed because of the wide variety of alternatives teachers can use in training to reflect on and express their experiences, thoughts, and beliefs.

Tasks and literature

Focusing on literature, two studies have investigated the link between tasks and literary texts: *O Texto Literário e a Abordagem de Tarefas: Uma Experiência de Ensino de Língua Inglesa para a Terceira Idade* by Pereira, Dias and Bueno (2022), and *Um Nariz de Porquinho e uma Máscara de Lobo: A Percepção de alunos do Ensino Fundamental sobre a Contação da História dos Três Porquinhos em Língua Inglesa* by Specht and Mendes (2021).

Pereira, Dias and Bueno (2022) investigated the alliance between literature and tasks in teaching English to long-term learners. The article shows that the use of the literary text (a novel) anchored to the task approach in the context of teaching English as a foreign language proved to be significant for the development of the four language skills of the participants, especially with the audience of elderly learners. According to Pereira, Dias and Bueno (2022), this implementation had a positive impact on the student's performance in carrying out the proposed tasks, as it encouraged their motivation and interest by making Scrapbooks, albums with descriptive texts in English and photographs of each participant's family members. The authors also highlight the relevance of the excerpts from the novel, which were used in the pre-task phase as preparation for the main task. The students were placed at the center of all the activities offered, in addition to being given the opportunity to actively use the language they were learning and actively construct their own knowledge. In short, the trainees advocate the integration of literature and linguistics, as these two areas of knowledge can make an effective contribution to the English language classroom.

Specht and Mendes (2021) explored the perception of 8th-grade students about a cycle of tasks related to storytelling in English. The analysis showed that the pre-tasks facilitated comprehension and identification of the story, while the dramatized telling of the story *Os Três Porquinhos*, the main task developed, effectively involved the students in the proposal in English. The study shows that it is conceivable to work with storytelling based on tasks in elementary school classrooms.

According to Specht and Mendes (2021), it can be seen that the pre-task phase helped them to understand the story being told, as the students stated that it became easier to understand the content through the cognates that were studied, the intonation of the voice and the training to recognize the story with the words studied. The authors state that the elements and visual clues played an important role in helping the students to identify the story presented. Some students summarized and were able to see the details that made the new version of the story different, while others summarized the story, they already knew without paying attention to the fact that the one presented contained some changes. According to the authors, with the creation of a playful and dramatized environment, the students felt involved and reacted in a way that was coherent with the construction of the story, being receptive and attentive during the telling.

Although the two studies deal with different contexts—one with adult learners and the other with children—they both agree on the importance of putting students at the center of the learning process. They also point out that the combination of tasks and literature stimulates students' motivation, interest, and involvement in the activities. The studies also underline the importance of the pre-task phase, which offers students opportunities to prepare and familiarize themselves with the content, making the learning process more effective and meaningful.

Remote learning and digital technologies

Remote teaching and the use of digital technologies have been central themes in language teaching research, especially during and after the pandemic. Zaccaron (2021) analyzed adaptations to a VLE during a supervised internship in English at a secondary school in order to improve the student's experience in the context of emergency remote teaching. The teaching approach used was task-based learning. According to Zaccaron (2021), this approach was chosen because it focuses on the message, as opposed to the form. In addition, the possibility of using a task cycle with a large number of pre-task moments was highlighted, which helped to reduce the cognitive demands required to complete a task.

Zaccaron (2021) also states that the use of collaborative tasks with *breakout rooms*—group rooms that allow participants in a larger meeting to be divided into small groups—is beneficial, since the contributions in these spaces, with smaller groups of learners, have been rich. The author points out that tasks in line with digital technologies are opportunities to be

used. Finally, regarding the use of technologies in the context presented, Zaccaron (2021) points to positive practices in language teaching in digital format, which could have an impact on post-pandemic teaching.

On the other hand, Guimarães, Hildeblando Júnior and Finardi (2022) analyze teacher training experiences mediated by digital technologies through “virtual exchange” projects carried out during the Supervised Internship course in an English Language course. Intercultural interactions were held between trainee teachers (Brazilian and foreign) to prepare tasks and lesson plans using various digital tools. The authors adopted aspects of a case study approach in order to describe training experiences over four semesters, covering one semester before the pandemic, two semesters during the pandemic, and one semester post-pandemic upon returning to classroom teaching. Classes were held in the TBLT⁵ format and, as a strategy to bring students closer to the school context, the teacher in charge included COIL⁶ projects, since the trainees were unable to go into the field due to the pandemic. Thus, four projects were incorporated in partnership with teacher-trainers responsible for the same subjects at foreign partner universities: one COIL project carried out before the pandemic (in Chile), two during the pandemic (in England and Spain) and one after the pandemic (in Turkey). The profile of the foreign teachers and teachers-in-training was similar to that of the Brazilians.

Although both studies focus on the use of digital technologies in language teaching, the approaches are different: while Zaccaron (2021) concentrates on the remote teaching of high school students, focusing on the adaptation of learning tasks, Guimarães, Hildeblando Júnior and Finardi (2022) analyze teacher training in a virtual exchange context. The main similarity between the two studies is the recognition of the positive impact of digital technologies on language teaching, both in the teaching of students and in the training of future teachers, showing that these technologies play a crucial role in education.

⁵ Temporary and Emergency Remote Teaching-Learning (EARTE) “was a temporary and emergency solution that forced the migration from face-to-face teaching to the remote format” (Guimarães; Júnior; Finardi, 2022, our translation).

⁶ *Collaborative Online International Learning* (COIL).

Final considerations

As a result, this research made it possible to achieve the main objective of mapping studies centered on the use of the TBLT approach (Ellis, 2003; Skehan, 1996; Willis, 1996; Nunan, 2004)—combined with digital technologies in the supervised internship scenario. It also made it possible to observe proposals that, in addition to TBLT, made use of other methodologies in supervised English internship contexts. It was also realized that adopting a communicative approach (Vieira, 2017), such as TBLT, can promote student autonomy, which is a central practice in internship environments. In addition, some trainees support the connection between the learning process and motivation, and hold the belief that only positive experiences generated by the inclusion of pleasurable activities lead to learning (Herrera Mateus *et al.*, 2021).

We also observed different supervised internship contexts with different audiences. One of the studies found that the implementation of TBLT had a positive impact on the performance of long-serving students during the proposed tasks, as it encouraged their motivation and interest. We also realized the importance of initial preparation activities for the proposal to be developed - the pre-task phase - in which the learner “is linguistically and cognitively prepared so that they can carry out the task itself” (Specht; Mendes, 2021, p. 206, our translation), since this allows the teacher to insert elements into the main task, as well as helping students to reduce the cognitive demands needed to complete the task. Finally, the inclusion of numerous digital tools (*e.g.*, moodle, padlet, socrative, answer garden etc.) in the internship context stands out as possibilities to be further explored (Zaccaron, 2021).

As far as the use of digital technologies is concerned, its importance in the educational field is defended, especially in language teaching, since its use can provide teachers and students with various forms of teaching and learning, thus possibly transforming traditional classrooms. In addition, the use of these technologies can allow learners to experience the learning process with interaction and creativity (Trevisol, 2019). According to Gonzalez-Lloret and Ortega (2014), TBLT can be greatly enriched as an approach by the introduction of new technologies, just as these new technologies can become exceptionally useful for language learning when supported by the task-based approach.

Thus, it is believed that the knowledge acquired in this research has contributed to analysis and discussions about interventions developed within the context of TBLT, digital

technologies, and supervised internships in a fruitful way. This research is relevant to those who study the topics covered in the area, to readers looking for a systematized study, as well as being useful for the creation of curricula and teaching programs. In addition, it offers enriching information for education professionals, researchers, and trainee teachers, providing a basis for future discussions and developments in pedagogical practices, especially in the context of supervised internships and the use of technologies in language teaching. It is therefore hoped that this work will encourage more research in the area, enabling greater depth to be given to its advantages and challenges in the field of language teaching. In addition, the aim is to help trainee teachers plan pedagogical tasks or activities suitable for their target audience during the internship period, encouraging participants to engage in their learning process.

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