A2.3 Needs analysis in the foreign language classroom – students' perspective

RQ: In what ways do young learners use digital tools in and beyond EFL coursework to support their English learning?

We conducted an online survey with 254 learners from both partner schools (4th to 8th grade) in Hall in Tirol and Ankara. The questions focused on the use of digital tools within and beyond EFL classes, learners' accessibility to these tools, their digital skills, the level of engagement with digital tools, as well as their satisfaction and enjoyment in using them. These are some selected findings:

🔑 *Confidence and access*
91% of students **felt very confident using digital tools**, and 88% reported having **good access** to these tools both at school and at home.

🖥️ *Use of digital tools in EFL classes*
Although 47% of students reported being satisfied with the current use of digital tools in their EFL classes, 37% still expressed a **desire for more frequent use**. They particularly enjoyed using these tools to **practice speaking to others**, **learning new vocabulary**, **exchanging messages**, and **improving listening skills**, but found them **less engaging for writing and grammar practice**.

⚠️ *Perceived limitations of digital tools*
Students felt digital tools were **less appropriate for practicing speaking in front of others, grammatical forms, reading, and writing**.

📊 *Most frequently used digital tools*
Popular digital resources are **YouTube, social media, online dictionaries**, and **Wikipedia**. Dedicated **learning apps** such as Kahoot, Hangman, and Quizlet were also highlighted as useful.

✏️ *Engagement and enjoyment*
Games and **videos** were the most liked features of digital tools, described as **fun** and **entertaining**. Games were rated as the most engaging, followed by videos or animations and quizzes.

🌍 *Use of English outside the classroom*
Students primarily used English out of the classroom for **watching films, TV shows**, and **videos**, **listening to songs**, and **playing online games**.

Main take away messages for the development of the DIGITASK Web App:

🎯 Students enjoy using digital tools to learn English and express a desire to use them more frequently.

🎯 Currently, students mostly use tools that focus on receptive skills, such as watching videos, as well as games and quizzes. This highlights the novelty and importance of the DIGITASK Web App, particularly because students show a preference for using digital tools to practice interactive skills, such as speaking with others.

Cf. Schmiderer, K./Nuzzo, E./Konzett-Firth, C./Brocca, N./Balaman, U. (accepted, 2026). Conducting Task-Based Needs Analysis in Digital Lower Secondary School Contexts. In S. Khezrlou (Ed.). TBLT for young learners: Challenges, opportunities and goals. John Benjamins.