








A2.3 Needs analysis in the foreign language classroom – teachers’ perspective


RQ: What are teachers’ experiences and needs regarding the use of digital tools for teaching English?

We conducted a focus group interview with 5 selected teachers from our partner schools in Hall in Tirol and Ankara. The main topics were the general use of digital tools for teaching English, students’ perspectives on digital tools, challenges encountered in the classroom, the implementation of (digitally supported) tasks, peer collaboration, as well as the specific needs for a web application designed for young learners. These are some selected findings:

 <i>General use of digital tools</i>	<ul style="list-style-type: none"> Teachers frequently digitally implement activities from the school book app, quizzes as well as grammar exercises incorporating gamification elements. Digital classroom management tools are also used. Showing videos and pictures (e.g., to visualize and clarify the meaning of texts or topics) is a common practice in the classroom.
 <i>Students’ perspective on digital tools (from the teachers’ point of view)</i>	<ul style="list-style-type: none"> Students appreciate gamified and competitive elements. Digital tools are perceived as novel, which helps capture students’ attention.
 <i>Challenges associated with integrating digital tools</i>	<ul style="list-style-type: none"> They criticize the closed format of many exercises, which allow only right or wrong answers.
 <i>Implementation of (digitally supported) TBLT</i>	<ul style="list-style-type: none"> In general, students enjoy doing (offline) tasks like role-plays. Although digital tools were initially associated with grammar exercises, teachers provided examples of digitally supported communicative tasks they used in class. Students enjoy sharing their work with the entire class. Teachers recommend presenting students with an example task before they perform the task themselves.
 <i>Sharing tasks with colleagues</i>	<ul style="list-style-type: none"> Teachers expressed a desire for an easy task-sharing option and the ability to personalize activities created by other teachers.
 <i>Needs for a web app for young learners</i>	<ul style="list-style-type: none"> Teachers find the possibility to generate images with AI tailored to the specific requirements of a task useful. Tools should enhance student collaboration and equal distribution of work among the students. Features like side quests could engage faster learners. The app should make learning progress visible and rewarding.

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

 Digital tools are still often linked to grammar exercises, highlighting the relevance of the DIGITASK Web App with a focus on oral interaction tasks.

 Provide model tasks and templates that teachers can customize (Work Package 3)