Needs Analysis Framework in Technology-Mediated Task-Based Language Teaching (TMTBLT) - *Elaborated and implemented in the OPTIMIST Project*

RQ: Which sources can be triangulated to inform the design of digitally supported tasks?

The needs analysis of the OPTIMIST Project covered two areas:

1. Young learners' digital skills and technology-related needs
2. Young learners' communicative language needs

The following figure illustrates the TMTBLT needs analysis framework developed and implemented in the OPTIMIST Project, including the instruments and procedures applied in both areas.

Needs Analysis Framework in TMTBLT based on the OPTIMIST Project

1 Young Learners' Digital Skills and Technology-Related Needs

Sources
- University project partners
- EF Learners from each partner school (Austria and Türkiye)
- Language teachers from each partner school
- The existing DigiTask web app

Methods
Quantitative
- Shared document to collect information on digital tools used in classrooms
- Online survey with learners and teachers
Qualitative
- Usability report of DigiTask web app
- Focus group interview with selected teachers

Triangulation
- Validating results by comparing findings across sources (teachers and learners / used tools and usability report) and methods (online survey and focus group interviews / shared document and usability report and focus group interview)

2 Young Learners' Communicative Language Needs

Sources
- EFL textbooks from both partner schools
- European Language Portfolio (ELP) for learners aged 10-15
- EF Learners from each partner school
- Language teachers from each partner school

Methods
Quantitative
- Language learner diaries
Qualitative
- Analysis of EFL textbooks from both partner schools across grades 5 to 8
- Analysis of the ELP
- Group discussions in 2 learner groups (8th graders) from each partner school
- Focus group interview with selected teachers

Triangulation
- Validating results by comparing findings across sources (teachers and textbooks/ELP / teachers and learners) and methods (language learner diaries and group discussions)
- Considering educational backgrounds (e.g. public middle school vs. private IB middle school)

Triangulation for Task Design

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.