



MA in CALL Thesis

**EXPLORING THE USE OF A SYNERGY OF AGE-APPROPRIATE TOOLS FOR
YOUNG LEARNERS IN EFL: STUDENTS' ATTITUDES AND CHALLENGES**

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Limassol, May 2019

CYPRUS UNIVERSITY OF TECHNOLOGY

LANGUAGE CENTRE

in collaboration with the Department of Multimedia and Graphic Arts

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Approval Form

Master's Thesis

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LIST OF ABBREVIATIONS

AR	Action Research
CALL	Common European Framework of Reference for Languages
CBBC	Children's British Broadcasting Corporation
CEFR	Computer-Assisted Language Learning
COPPA	Children's Online Privacy Protection Act
CUT	Cyprus University of Technology
EFL	English as a Foreign Language
HEFCE	Higher Education Funding Council for England
IELTS	International English Language Testing System
IGCSE	International General Certificate of Secondary Education
NAEYC	National Association for the Education of Young Children
NTIA	National Telecommunications and Information Administration
PC	Personal Computer
SM	Social Media
STs	Social Technologies

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Abstract:

Social Media have a great impact on different aspects of people's lives and especially young age groups labelled as 'digital natives'. Although researchers in the field of Computer-Assisted Language Learning (CALL) have unsurprisingly attempted to explore how both educational and non-educational social technologies (ST) could be employed to enhance language learning, the integration of social technologies in kindergarten-6th grade (K-6) education has received inadequate attention compared to research entailing teenagers or tertiary education students as the exploration of literature of the last two decades indicate. One reason for this is, most probably, the fact that children under the age of 13, are legally bound not to use social media. The present study sets out to explore students' attitudes as well as benefits and challenges towards a synergy of age-appropriate, educational-oriented technologies in the context of a three-month intervention in a pre-intermediate level group of three 10-year-old male English as a Foreign Language (EFL) learners in Cyprus. Thematic analysis of students' interviews, focus groups, observations and usage of age-appropriate technologies revealed students' overall positive attitude towards these technologies, as well as challenges that need to be taken into consideration in the use of these technologies. The dissertation concludes with a discussion of findings and implications for further research.

Keywords: CALL, age-appropriate technologies, ESL, K-6 education, social technologies