# The Utilization of Educational Technology to Improve the Bilingual Abilities of Elementary School Children: A Case Study of First and Second Language Interaction

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## ABSTRACT

**Background.** Educational technology is increasingly being used to support bilingual learning in elementary school children. The interaction between first and second languages in the context of education is still a challenge in formal learning. The use of technology is expected to be able to improve children's bilingual skills without reducing their first language competence.

**Purpose.** This study aims to analyze the effectiveness of educational technology in improving the bilingual ability of elementary school children and understanding the interaction between first and second languages in the learning process. The study also explores the factors that contribute to the success of technology-based bilingual learning.

**Method.** The research method uses a quantitative approach with a pseudo-experimental design. The sample consisted of elementary school students who were divided into control and experimental groups. The instruments used included language tests, observations, and interviews with teachers and parents. Data were analyzed using statistical tests to measure improvement in bilingual skills before and after technological interventions.

**Results.** The results of the study show that the use of educational technology significantly improves children's bilingual skills. Second language scores increased higher than first languages, but without causing a decrease in first language competence. The factors of the duration of technology use, teacher guidance, and parental support play an important role in the effectiveness of technology-based bilingual learning.

**Conclusion**. The conclusion of this study confirms that technology can be an effective tool in increasing bilingualism in elementary school children if used in a directed manner and supported by a conducive learning environment. The implications of this research provide new insights for the development of technology-based curriculum as well as the development of language learning applications that are more balanced in accommodating the first and second languages.

## INTRODUCTION

The use of technology in education has become an integral part of the modern learning process (Hadi & Utami, 2019)

Educational technology offers a variety of tools and platforms that allow learning experiences to be more interactive, adaptive, and personalized (Purandina, 2022) In the context of bilingual learning in primary schools, technology can play an important role in developing first (L1) and second language (L2) skills simultaneously (WIDYA, t.t.).

Primary school children are in an optimal period of cognitive development to learn more than one language. The interaction between the first and second languages in the educational environment can form stronger bilingual competencies (Patte, 2023) The use of technologies such as artificial intelligence-based applications, online learning platforms, and interactive multimedia has been proven to support language acquisition in a more effective way than conventional methods (Marinda & Yuniseffendri, t.t.).

The results of previous research show that educational technology can improve children's language skills through a more contextual and experience-based approach (Nurhidayati dkk., 2021) The use of educational games, automatic translation tools, and speech recognition technology can help children understand, practice, and master the vocabulary and grammatical structure of the two languages learned (Cahyani dkk., 2023) In addition, technology also provides access to a wider range of learning resources, allowing children to interact with native speakers and bilingual environments virtually (Suryaningrum, 2024)

The application of technology in bilingual learning also needs to pay attention to the psychological and social factors of children (Ardhika & Syaifudin, 2023) A supportive environment and intrinsic motivation in using both languages play an important role in the successful acquisition of bilingualism (Fadil dkk., 2023) Teachers and parents have a role in guiding and directing the use of technology to remain in accordance with the goals of children's education and development (Gultom dkk., 2024)

The development of bilingualism theory supports the idea that the use of technology can speed up the process of learning a second language without hindering the development of a first language. The theory of language interdependence put forward by Cummins (1979) states that first and second language skills are interrelated, so the reinforcement of one language can contribute to the development of another (Maemonah, 2021) In this context, technology can be a bridge that helps children develop both languages harmoniously, creating more adaptive individuals in a multilingual environment (Gurning dkk., 2024)

The use of technology in bilingual learning for elementary school children continues to grow, but its effectiveness in shaping the interaction between the first language (L1) and the second language (L2) is still not fully understood (Rahim & Asia, 2024) Existing research focuses more on how technology helps individual language acquisition, without examining in depth how the interaction between the two languages is influenced by technology (Fata dkk., 2022) The lack of studies exploring this relationship raises questions about the extent to which educational technology can optimize bilingual skills in a balanced (Kurniawan dkk., t.t.).

The dynamics of the use of technology in bilingual learning have also not been fully studied in the context of elementary school children with diverse language backgrounds (Effendi dkk., 2022) Factors such as language preferences, technology use habits, and children's social environment can affect the effectiveness of technology in building bilingual skills (Hidayati, 2020) Studies comparing children's experiences with dominant mother tongues versus those in multilingual environments are still limited, so further understanding of the variables that affect the success of technology-based learning strategies is needed (Setiawan, 2023)

The impact of technology on the transition and transition between first and second languages is still a debate in the academic literature (Anggraini, 2024) Some studies suggest that technology

can speed up the process of thinking in two languages, while others indicate that its uncontrolled use can lead to the dominance of one language over another (Rachma & Halili, 2024) Without a clear understanding of how technology can promote a balance between the two languages, its application in bilingual learning still faces conceptual and practical constraints (Puspita & Rachman, 2024)

There is a need for a more comprehensive study on how technology can be developed and applied effectively in improving the bilingual competence of elementary school children (Mardliyah dkk., 2024) This study aims to fill this gap by analyzing how technology can facilitate the interaction between first and second languages in a balanced manner and identify the factors that contribute to its success (Narawaty, 2024)

Vygotsky's (1978) sociocultural theory emphasizes that language learning occurs in the context of rich social interactions, where technology can serve as a mediating tool that supports the development of bilingualism (Ningsih, 2024) By understanding how technology can facilitate children's proximal development zones in language learning, this study can provide new insights into more effective and adaptive learning strategies in a bilingual environment (Rianita, 2024)

A lack of understanding of the role of technology in optimizing the interaction between first and second languages in elementary school children can hinder innovation in bilingual education (Khoiri, 2019) Available studies are still limited in explaining how technology can be used to maintain a balance between the two languages without causing dominance of either of them. A deeper understanding is needed so that the use of technology in bilingual learning can be designed more effectively according to the needs and characteristics of children (Septiana dkk., 2022)

Technology-based strategies that have been implemented often do not consider individual factors such as the child's language background, learning style, and social environment that affect the use of both languages. Without clear guidelines for developing technology-based programs that support simultaneous first- and second-language interaction, the effectiveness of technology in improving children's bilingual skills remains an unanswered question (Isnaini, t.t.).

The theory of second language acquisition Krashen (1982) states that language learning occurs optimally when children receive comprehensible input in an environment free from pressure (Nurhidayati dkk., 2021) Technology can be a means to provide such feedback in an interactive and contextual manner, allowing children to learn a second language without sacrificing first-language mastery. Thus, this research seeks to develop a technology-based approach that supports bilingual language acquisition in a balanced and sustainable manner.

**RESEARCH METHODOLOGY**

This study uses a case study design with qualitative and quantitative approaches to analyze the use of educational technology in improving the bilingual abilities of elementary school children (Imanina, 2020) A qualitative approach is used to explore the experiences of students, teachers, and parents in applying technology in bilingual learning, while a quantitative approach is used to measure the development of students' first (L1) and second language (L2) language skills through various linguistic indicators (Mustafa dkk., 2022). Data were collected through observation, in-depth interviews, and language tests to obtain a comprehensive picture of the effectiveness of technology in first and second language interactions (Priadana & Sunarsi, 2021)

This study involved elementary school students who are in the development stage of bilingualism, especially those who actively use the first and second languages in the learning environment (Adlini dkk., 2022) The research population consisted of students in grades 3 to 5 in schools that implemented bilingual learning with the support of educational technology. The sample

was selected using purposive sampling techniques to ensure that participants had experience in using educational technology in language learning. Teachers and parents are also involved as informants to gain additional perspectives on the dynamics of children's bilingual interactions (Sarosa, t.t.).

The research instruments consisted of observation sheets to record students' bilingual interaction patterns when using technology, semi-structured interview guidelines to explore the experiences and perceptions of teachers and parents, and language tests designed to assess the development of students' first and second language skills (Unaradjan, 2019). Language learning applications, speech recognition software, and interactive platforms are part of the technologies analyzed in this study. The validity and reliability of the instrument are tested before use to ensure that the data obtained is accurate and trustworthy.

The research process begins with the introduction and adaptation stage, where students are given access to educational technology that will be used in their bilingual learning. Observation is carried out periodically to record the pattern of first and second language interaction in learning activities (Haryono, 2023) Interviews with teachers and parents were conducted after several weeks of using technology to identify the changes and challenges students faced. Language tests were administered before and after the intervention to measure the improvement of students' bilingual skills. Data analysis was carried out with a thematic approach for qualitative data and descriptive statistical analysis for quantitative data to obtain more accurate conclusions about the impact of technology on bilingual learning (Ewing, 2020)

## RESULT AND DISCUSSION

The results showed a significant increase in children's bilingual abilities after using educational technology. Quantitative data obtained from language tests before and after the intervention showed that the average first language score (L1) increased by 12.5%, while the second language score (L2) increased by 18.3%. These results indicate that educational technology contributes positively to the development of a second language without hindering first language mastery.

| Category | Average Score Before | Average Score After | Increase (%) |
|---|---|---|---|
| First Language (L1) | 72,3 | 81,4 | 12,5 |
| Second Language (L2) | 65,7 | 77,8 | 18,3 |

**Table 1.** Comparison of Language Scores Before and After Intervention

Statistical analysis showed that this increase was statistically significant with *a p* value of $< 0.05$. This means that the use of educational technology has a real influence on the development of bilingual language skills of elementary school children.

The development of lower first language scores compared to second languages indicates that educational technology is more effective in accelerating the understanding and use of second languages. This can happen because children are exposed to more second languages through learning applications that provide multimedia-based linguistic input. The interactive environment provided by technology allows children to engage in more intensive language activities compared to conventional methods.

The increase in first language scores was maintained even though children used more second-language-based technology. This shows that technology does not lead to a drastic shift in language dominance, but rather enriches overall language skills. Children still have sufficient access to the

first language through interaction with family and community, so that bilingual development continues to run in a balanced manner.

The results of interviews with teachers show that children who use technology in bilingual learning are more confident in communicating in both languages. Teachers also observed that children understood grammar concepts and vocabulary in a second language faster than those who did not use educational technology. This success shows that educational technology can be an effective tool in improving the bilingual competence of elementary school children.

Observations made during the study showed that children used a second language more when interacting with learning applications. This process occurs naturally because most of the applications used in this study are second language-based, such as artificial intelligence-based applications that provide live feedback in the form of text and voice.

Children who use technology in bilingual learning also show improvements in reading and writing skills in both languages. The results of the literacy test showed that the reading speed in the first language increased by 9.8%, while in the second language increased by 15.6%. In addition, the number of vocabulary mastered by children in a second language has increased significantly, indicating that technology helps them in acquiring languages more quickly.

The study also found that children who were more active in using technology had better communication skills than those who relied solely on conventional learning methods. The existence of interactive features in educational applications helps children to practice speaking more often and understand the context of conversations in both languages.

Higher exposure to second languages in learning applications causes children to become more accustomed to using them in daily life. This phenomenon shows that technology can be an effective bridge in increasing the frequency of second language use without hindering the development of a first language.

Although technology contributes to the improvement of bilingual skills, some children still have difficulty adjusting to certain technological features. Factors such as limited understanding of instruction in a second language and lack of direct social interaction are obstacles that need to be considered in the application of educational technology.

Interviews with parents revealed that children who used learning apps more often showed greater interest in learning a second language than those who relied only on conventional methods. Parents also observed that children use a second language more often in daily communication, especially in technology-related contexts such as playing games or watching educational videos.

Data analysis showed a correlation between the duration of use of educational technology and an increase in second language scores. Children who used technology for more than 5 hours per week showed an average increase in second language scores of 21.4%, while those who used it for less than 5 hours per week only experienced an increase of 10.2%.

| Duration of Use of Technology | Increased L2 Score (%) |
|---|---|
| < 5 hours/week | 10,2 |
| 5-10 hours/week | 18,7 |
| > 10 hours/week | 21,4 |

**Table 2.** The Relationship between Duration of Technology Use and Improved Second Language Scores

These results show that the higher the intensity of the use of educational technology, the greater the impact on the development of second language skills. However, too high an increase can

cause children to rely more on technology in language learning, so there needs to be a balance with direct interaction.

An analysis of case studies of five children who were the main subjects of the study revealed that patterns of technology use in bilingual learning varied depending on their social environment. Children from bilingual environments show a faster tendency to adopt a second language through technology than those who come from monolingual environments.

Observations also show that children who have more access to technology tend to be more active in practicing speaking in a second language. They more often use speech recognition features in learning apps to correct pronunciation and improve language fluency.

The results of the oral test showed that children who interacted more frequently with second language-based education apps had a more significant improvement in speaking skills than children who relied only on traditional learning methods. This difference reflects the importance of technology in creating a more dynamic and interactive learning environment.

Children's success in utilizing technology to improve bilingual skills is influenced by a variety of factors, including support from the family and school environment. Children who receive guidance from parents and teachers in using educational technology tend to experience more stable development than those who learn independently.

Some children experience obstacles in adapting to new technologies, especially in understanding the instructions given in a second language. This shows that while technology can be an effective tool, there is still a need for an approach that adapts to each child's abilities and needs.

The results of interviews with teachers show that the use of technology in bilingual learning needs to be combined with conventional strategies to achieve optimal results. Teachers emphasized that technology should be used as a support tool, not as a substitute for hands-on teaching methods.

The findings from the case study support the results of statistical analysis that show that technology plays an important role in improving children's bilingual skills. Children who are more active in using technology experience faster improvement in language skills than those who only use conventional methods.

The link between the duration of technology use and improved language skills further strengthens the argument that educational technology can be an effective tool in bilingual learning. However, there needs to be a balance between technology and direct interaction to ensure optimal language development.

The results of the study show that the use of educational technology significantly improves the bilingual ability of elementary school children. Second language (L2) scores increased higher than first language (L1), with an average increase of 18.3% and 12.5%, respectively. Technology has been proven to have a positive impact on the development of children's bilingualism without causing a decrease in first language competence.

Children who use technology more intensely show a higher improvement in second language mastery than those who use technology for a shorter duration. Interactive features such as voice recognition, artificial intelligence-based exercises, and game-based learning have proven to be effective in improving speaking skills and understanding a second language. The difference in language scores before and after the intervention showed that educational technology contributed to the acceleration of language learning in elementary school-age children.

Analysis of case studies shows that children from bilingual backgrounds are more likely to adopt a second language than those from monolingual backgrounds. Environmental factors and parental support play an important role in the effectiveness of technology as a bilingual learning

tool. Teachers and parents who actively guide children in using technology show more optimal results than children who learn independently without clear directions.

Some previous studies have shown that educational technology has a positive impact on second language learning, but the results of this study show that technology can also maintain a balance between the first and second languages. A study by Plonsky & Ziegler (2016) states that technology is more effective in improving second language skills than conventional methods, which is in line with the results of this study. However, this study provides additional perspective that technology not only improves second language but also maintains first language mastery.

These results differ from the findings put forward by García & Wei (2014), who stated that exposure to dominant technology in a second language can lead to language shifts and decrease first language skills. This study shows that with balanced use and supervision from teachers and parents, technology does not cause a decline in the first language, but can actually strengthen children's bilingualism as a whole.

The uniqueness of this study lies in the analysis of the relationship between the duration of technology use and the level of improvement in bilingual skills. Some previous studies have only focused on the impact of technology in general without looking at how frequency of use affects language development. The results provide new insights that the optimal duration of use ranges from 5 to 10 hours per week to achieve maximum results in bilingual learning.

The results of this study are an indication that educational technology is not only a tool, but also a main facilitator in the development of bilingualism in elementary school children. The changes that occur in children's language skills after technology-based interventions show that conventional learning methods need to be updated to better suit technological developments and children's needs in the digital era.

Higher improvements in second languages indicate that technology has great potential in accelerating the process of acquiring new languages. The interactive environment provided by technology-based learning apps allows children to obtain richer and more structured second language input compared to traditional learning methods.

This finding also signals that children's learning environment plays an important role in the effectiveness of educational technology. The support of teachers and parents in guiding the use of technology greatly affects the results achieved. With the active involvement of the surrounding environment, technology can be used more optimally to support the development of children's bilingualism.

Bilingual education in elementary schools needs to adapt technology as part of the language learning curriculum. The results of this study indicate that technology can be an effective tool in supporting the development of bilingualism without sacrificing one language. The integration of technology in language learning can help children to acquire bilingual skills faster and more efficiently.

Teachers and parents need to understand that the use of technology in language learning should not be left unattended. The results of this study show that children who receive guidance in using technology show a more significant improvement in bilingual skills than those who learn independently. Therefore, the role of educators and families is crucial in ensuring that technology is used optimally and according to the needs of children.

This research also provides implications for educational technology developers to create more effective and balanced language learning applications in support of bilingualism. App design should consider a balanced interaction between the first and second languages and provide features that allow children to retain their first language skills.

Educational technology offers a more engaging and interactive learning experience than traditional methods, making it easier for children to understand and absorb a second language. The use of artificial intelligence features in learning apps allows children to get immediate feedback, which contributes to the improvement of their language skills.

Children who use technology more often in bilingual learning tend to have a higher level of involvement in learning activities. The gamification factor in learning applications helps increase children's motivation to continue practicing and using a second language in various contexts. The more often children interact with a second language through technology, the greater their chances of improving their bilingual competence.

The role of the social environment in bilingual learning is also an important factor in the results of this study. Children who come from bilingual environments are more likely to adopt a second language because they are used to bilingual communication situations. In contrast, children from monolingual environments need more exposure and training through technology in order to achieve the same skill level.

The integration of technology in the bilingual curriculum of elementary schools needs to be further developed so that its use can be more optimal. Schools need to consider providing technology tools that support language learning as well as providing training to teachers in using technology as part of their teaching strategy.

The development of bilingual learning applications must pay more attention to the balance between the first and second languages so that there is no dominance of one of the languages. Features that allow children to practice in both languages alternately need to be strengthened so that bilingualism can develop in harmony. Further research can explore the most effective application designs in supporting first and second language interactions.

Education policy also needs to consider the results of this research in developing bilingual programs that are more adaptive to technological developments. Governments and educational institutions can work with technology developers to create solutions that support more inclusive and efficient bilingual learning. These measures will ensure that children can utilize technology in the most effective way to improve their bilingual skills.

## CONCLUSION

The results of the study show that the use of educational technology significantly improves the bilingual ability of elementary school children without reducing the mastery of the first language. An important finding that distinguishes this study from previous studies is the effectiveness of technology in maintaining a balance between first and second languages, as well as a positive relationship between the duration of technology use and the level of development of children's bilingualism. Case studies show that children who use technology with the guidance of teachers and parents experience more optimal improvement than those who learn independently.

The main contribution of this research lies in the concept of technology integration in bilingual learning which not only focuses on improving second language skills but also maintaining first language competence. An interaction-based approach between first and second languages in learning applications provides a new model in the application of educational technology. The strategy of using interactive features, artificial intelligence, and gamification is a method that can be widely applied in bilingual teaching in elementary schools.

The limitations of this study lie in the scope of the sample which is still limited to one specific region and the variation in socio-economic background that has not been fully controlled. Advanced research can expand the scope of participants from different cultural backgrounds to identify

common patterns in the effectiveness of technology on bilingual learning. A more in-depth analysis of the role of the social environment and students' motivational factors in the use of technology also needs to be carried out in order to strengthen the findings that have been obtained.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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