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I have not used AI for this assignment. I can confirm that I have not used any AI materials as my own.

1. Video link <https://uwotstd-my.sharepoint.com/my?id=%2Fpersonal%2F2330336%5Fstudent%5Fuwtstd%5Fac%5Fuk%2FDocuments%2FECEY4010%20video>
2. Paper

According to Spitzer (2016) bilingualism is defined as the everyday use of more than one language. However, according to Chen and Padila (2011) bilingualism is classed in various ways, including by the degree of proficiency. A few examples of this would be early versus late learners, where people may start to learn a second language later in their life, and some learners may have different abilities to learning a second language. Hirsch and Kayam (2020) support this by stating that bilingualism is difficult to define due to its variety of perspectives and interpretations. Definitions can be based on a learner's language abilities, dominance and development.

Bilingualism has many benefits, the first being communication. Baker and Wright (2021) explain the theory that there is no language without a language community. Baker and Wright use the example of a language community using a minority language at home for religious reasons but using a majority language at work or education. Bhatia and Ritchie (2012) support the theory of language communities and says that these communities range from a few individuals to a few thousand. Individuals of these communities may not be able to verbalize their language clearly as others in their community but may have enough knowledge and understanding of their language to understand what is

being spoken. For example, picking up when a joke is being made. Bhatia and Richie explain that it is crucial for these sorts of communities to provide a sense of solidarity. According to Fan, Limberman, Keysar and Kinzlar (2015) early exposure to multiple languages helps to promote development of effective communication but diverse language at any point in life could help support people in effectively interpreting others' communicative intent. Lee et al (2015) says that raising children as bilingual would give them better opportunities in life for job opportunities and those from migrant families, children are able to help support their family in learning a second language. Takala (2016) supports Lee's claims of bilingualism creating more opportunities for better job prospects by stating that it is one of the most important effects that bilingualism has on children. Takala says that it is a competitive advantage in the workplace and that people who are raised to speak bilingually have better opportunities to work abroad. Bilingualism has cognitive benefits; it has the potential to have positive impacts on the brain's structure and function through a lifetime of learning and practicing a second language. An example of this would be the brain's capability to achieve a goal without being distracted by thoughts or certain things. Byrd (2012) says that the benefits of bilingualism can be visible as early as infancy. Early language learners have an advantage over monolinguals in understanding interpersonal associations. Byrd also states that when a bilingual learner is spoken to, they are actively listening to words in both languages. Some bilingual learners may also be activating both grammar systems when switching back and forth from one language to another. According to Kim et al (2019) bilingualism is associated with cognitive benefits throughout the human life span and those who are bilingual have a higher brain function than those who are monolinguals. Kim says that older people who are bilingual perform better at cognitive tasks. Increasing brain activity through bilingualism may contribute to adult neurogenesis in the brain.

Ofsted (2013) defines English as an additional language as a learner whose first language is English. Learners may have knowledge of several other languages, but the English language would be in addition to that. According to Wilson et al (2020) Noam Chomsky's idea on language acquisition is that children are born with an ability to learn language and do not have to rely on exposure to an additional language and is

biologically determined. Chomsky describes universal grammar as a device of the human brain which helps people learn languages fast. Chomsky (2002) explains that speakers are faced with several expressions that they may have not been familiar with previously but are able to understand them with no effort. Chomsky says that this level of capacity is remarkable and is a crucial component to human nature. However, according to Wlodkowski and Ginsberg (2017) language tends to progress faster the younger the learner is. Wlodkowski and Ginsberg say that older learners of language, due to changes in their nervous system slowing down their reaction times, may take more time in learning new things. A decline in hearing and vision is also a reason why it may be more difficult to learn a new language. Hearing loss as people become older may develop a translation problem. Older people may have more difficulty deciphering very soft sounds and high pitch sounds. According to Yildiz and Celik (2020) the scaffolding technique, first used by Bruner refers to using techniques to extend the learners understanding and promote independence in their learning. Scaffolding has been helpful in learners learning an additional language. Yildiz and Celik use examples of simplifying the language, using visuals and asking for completion. Scaffolding is associated with the zone of proximal development (ZPD) developed by Vygotsky. ZPD is defined as several tasks a learner can perform with support but cannot do independently. Where is the learner currently at and what needs to happen for the learner to progress.

According to Mukhija and Rajan (2025), bilingualism improves cognitive ability and divergent thinking and states that learning additional languages is an investment in a learner's cognitive future. Divergent thinking is closely linked to creative thinking, having the flexibility and capacity to generate unique ideas. Storme et al (2017) supports the claim that bilingualism improves cognitive ability and states that bilingualism is positively related to with cognitive functions for example flexibility, control and shifting. Increased cognitive flexibility enhances a learner's creative ability. Bilinguals have an advantage over monolinguals with creativity due to the constant monitoring of language systems. Kharkhurin Koncha and Charkhabi (2023) say that some scholars have emphasised the link between plurilingualism and creativity and argue that are competent in speaking two languages or more have increased communitive sensitivity

and awareness and understanding of a language. According to Booton et al (2021) there is conflicting findings on the impact of bilingualism and children's creativity. Booton et al Says some studies suggest that bilingual children [perform better than monolingual children in terms of verbal creativity, whilst other studies suggest that this has no effect. Booton et al also suggests that bilingual children may have more creativity due to having more diverse life experiences. For example, participating in multiple cultures.

According to Berken, Gracco and Klein (2017) bilingualis is related to the brain structures that reflect second language experiences. Berken, Gracco and Klein suggest that later in life a second language is learnt the greater the activity requires to manage demands of reading and articulation. In bilinguals' early exposure allows the brain to adapt easily to both languages. Early acquisition strengthens connections in the brain. Bialystok, Craik and Luk (2012) say that it was once believed that childhood bilingualism would have had a negative effect on development. It was argued that it would become too confusing for children to learn two languages. However, Bialystok, Craik and Luk say that a study conducted by Peal and Lambert challenged this belief by demonstrating that bilinguals performed better than monolinguals on various tests. This led to further research resulting in bilingual children having an advantage in solving linguistic problems and as previously discussed by Kharkhurin Koncha and Charkhabi and better understanding and awareness.

According to The Welsh Government (2020) understanding languages is a way of understanding the world. Learners should be able to experience and respond to diverse literature that gives them a better understanding of the history and culture of Wales and other parts of the world around us. According to Estyn (2023) reports, the 2020 pandemic has continued to have a negative effect on Welsh learners in schools across Wales but has been a cause for concern for a long period of time. Estyn stated several challenges for education such as the ability to recruit staff to teach through the medium of Welsh, with the numbers training to teach in specialist subjects being very low. It has been noted by Estyn that practitioners need better support to develop their understanding of how learners acquire language and the most effective way to support learners. According to the Welsh Government (2025) the curriculum for Wales is a framework designed to help different settings in education. The Curriculum and

Assessment (Wales) Act 2021 places duties on governing bodies and head teachers and local authorities. According to the Welsh Government, under the curriculum Welsh is made mandatory, the needs of the learner must be assessed when deciding what is to be taught and learnt and how the learner is able to make areas for improvement. Practitioners must consider relevant, engaging and challenging stimuli to inspire purposeful speaking and writing. Ensuring rich language environments for all learners that include multilingual environments and use this opportunity to teach learners respect and empathy for other languages and identities.

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