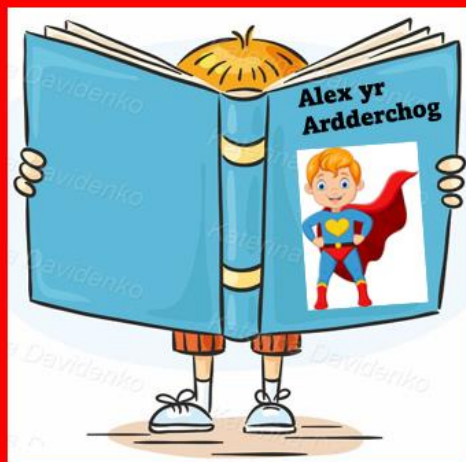


Amser Stori

Llwyfan Ffrwydio Stori Digidol Digital Storybook Streaming Platform



(Source: Freepik, 2024)



(Source: Tumblr, 2011)



(Source: Etsy, 2024)

Contents

Introduction to the Business

Page 2

Links to Early Years Development & Benefits

Page 5

Challenges & Barriers

Page 8

Conclusion

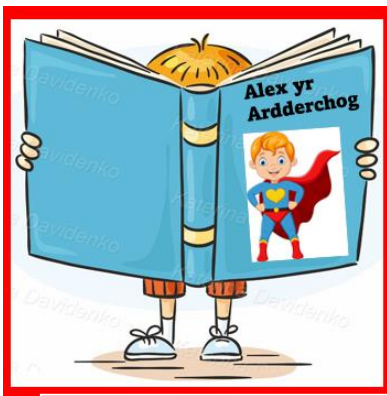
Page 12

Reference List

Page 13

Introduction to the Business

The name of the business that will be discussed within this business plan is Amser Stori. In English, this translates to 'Story Time'. Amser Stori is a Book streaming service which will offer a wide range of original Welsh stories and audio books in the form of a digital app. The business will be offering bookshop quality content through the medium of Welsh for young children to access from any digital device including PC's, laptops, iPads and smart phones. All of the stories and illustrations will be original, showcasing passion for creativity and the Welsh culture. The app will feature all original stories including some of the more traditional fairytales, which will be re-told by the author and founder of this company. According to Twinkl Parents (2023)



(Source: Freepik. 2024)

some of the most popular book titles searched for on Google are fairytales or books that feature animals as the main character, therefore, the strategy here is to bring the consumers in on those well-known titles, then introduce them to Amser Stori's version of the stories.

Amser Stori will be offering the stories partially for free. The consumer will have access to 25 stories for free, following this they will have the option to subscribe, allowing them to

upgrade to have access to the full range of 50 stories, with a new story being added weekly, for a small monthly price of £5.

The consumer will be required to sign up using their email address and create a password in order to access the stories. This information will be stored safely in line with *(the Data Protection Act 2018)*. The Data Protection Act 2018 is the United Kingdom's implementation of the General Data Protection Regulation (GDPR) 2018, which is in force to control how personal information is used by organisations and to protect an individual's right to confidentiality (BERA, 2018).

The idea of Amser Stori was created as way to promote the Welsh Language and culture in a fun and engaging way that children will be able to enjoy, whilst also developing their Welsh language skills and cognitive development.

As the founder of Amser Stori and a fluent Welsh speaker, I am keen to encourage young children and families to learn and read these Welsh stories whilst feeling a sense of belonging to the wonderful Welsh culture. I believe that as I have worked as a teaching assistant in a Welsh medium primary school for several years, truly understanding how to take a joyful approach to learning, and having a passion and desire to preserve the Welsh language I am the best person to create this business. Additionally, I believe I am a very creative person, both artistically and when it comes to writing and illustrating short stories with a whimsical imagination. I am driven and have the determination to make Amser Stori successful, which Boldureanu *et al.* (2020) believes are essential qualities for any entrepreneur to become successful.

The stakeholders of Amser Stori will likely be the Welsh Government and Neath Port Talbot County Borough Council (NPT CBC) if funding is approved through the Welsh Government's grant scheme to promote and facilitate the use of the Welsh language and NPT CBC's Business Support Services (Hughes *et al.*, 2023; Business Wales, 2024). According to Ferro-Sotto, Macias-Quintana and Vazquez-Rodriguez (2018) stakeholders hold a vested interest in a business, therefore, they can either affect or be affected by a business's operations and performance. Additionally, the consumers are considered stakeholders of the business too (Freeman, 2023). Amser Stori's targeted consumer will be primarily:

- Children
- Parents
- School's
- Nurseries



(Source: CFI Team, 2024)

According to McGrath and Whitty (2017) the consumers can be impacted by the quality of service and the value of the business. Furthermore, Freudenreich, Ludeke-Freund and Schaltegger (2019) suggest that businesses such as Amser Stori exist to serve their customers, therefore it is considered important that the wants and expectations of the consumer is considered in order for the business to create a service that holds the same value.

When deciding to create a digital business like Amser Stori it was important to think of ways in which this business could be sustainable. According to Parida, Sjödin and Reim (2019) Amser Stori could be sustainable by implementing eco-friendly practices, such as optimizing server efficiency, reducing energy consumption and using renewable energy when possible. Furthermore, Palvia *et al.* (2018) and Peters, Calvo and Ryan (2018) consider it important that when creating a digital app that all features are reviewed and updated regularly, in order to keep the app up to date. Amser Stori will be updated regularly to reflect any changes in educational trends and curriculum changes, whilst ensuring to keep the readers engaged (Hameed and Irfan, 2019; O'Brien, Cairns and Hall, 2018).

Links to Early Years Development & Benefits

According to Hickey, Lewis and Baker (2016) non-Welsh speaking parents are reluctant to send their child to a Welsh school based simply on the fact that they do not speak the language themselves, fearing that they may not be able to support their child academically. However, with this business idea of the Welsh stories, parents could engage in the story-time with their child, not having to worry about being able to read the story to their child themselves, as they could choose the audio-book format, whilst still being able to see the words written down and the illustrations. Bergen *et al.* (2017) and Whalley (2017) believe this can encourage the parents to learn some basic Welsh alongside their child.

There are several ways in which Amser Stori could benefit young children's early years development, such as providing children with the opportunity to engage with the Welsh Language in a meaningful and enjoyable way, thus, Robin (2015) believes it is more likely that these children will continue to use and value the Welsh Language as they grow older. According to Horst, Stewart and True (2019) teachers who engage with Amser Stori with the children or parents who speak Welsh can model a joyful approach to learning when reading the stories with the children. Similarly, Widyawulandari, Sarwanto and Indriayu (2019) suggest the adult can model a joyful approach by using expressive and animated storytelling techniques if they choose not to use the audiobook option on the app. The use of different voices, facial expressions and gestures help to bring the story to life for the children (Barratt-Pugh and Rohl, 2020). Additionally, Vijayasimha (2020) suggests encouraging the children to participate by using their imagination to predict what will happen next in the story can promote the children's engagement and enthusiasm. Furthermore, Cunningham (2019) and Haslip and Gullo (2018) believe that when an adult shows their own joy and enthusiasm whilst telling a story they can inspire young children to find the joy in learning and storytelling.

Brodin and Renblad (2020) believe that Welsh medium storytelling can help young children develop strong language skills by exposing them to the Welsh language in an enjoyable and engaging way. Research conducted by Save the Children (2016)

found that eight out of ten teachers in Wales reported their concerns over how many children are starting school struggling to speak in full sentences. In addition, Save the Children (2016) suggests that as a result of this children may struggle to interact with friends or show understanding orally due to their delay in language skills.

Furthermore, Save the Children (2016) states there are consequences for children who start school with delayed speech and language skills, they could potentially fall behind other children in their learning.

There are several life experiences and environmental factors which can impact on a child's language development; however, Yabe *et al.* (2018) suggests that with key elements of repetition, onomatopoeia, actions and physical movement during storytelling sessions with the Welsh stories available on Amser Stori, can help to promote and support effective language development.

A report by Great Ormond Street Hospital for Children (2016) suggests that babies as young as six - nine months old can begin to recognise and understand words they hear frequently, through storytelling. Similarly, Clark and Casillas (2015) consider it important to read stories to babies as it is significant for their future literacy and language development and achievement. Through storytelling the babies will be able to look and recognise the digital illustrations on screen, whilst beginning to develop their imagination and having new ideas introduced into their world (Guasti, 2016). Furthermore, Hartshorne, Tenenbaum and Pinker (2018) suggest that engaging in storytelling with babies helps to support their social development along with their cognitive development. These early stages of a baby's life are the core years for cognitive, emotional and social development, therefore, Bates, Dale and Thal (2017) consider it vital that adults engage in storytelling with their babies for them to learn and grow in environments where educational, social and emotional needs are being met.

Amser Stori also links well with the digital competence framework within the Curriculum for Wales. Welsh Government (2018) states that digital competence is one of the three cross-curricular responsibilities, alongside numeracy and literacy. According to Guitert, Romeu and Baztan (2021) using a digital app can help children develop their digital skills which can be applied to a wide range of subjects.

When considering ideas for the creation of Amser Stori it was essential that it be through the medium of Welsh to meet the needs of the current educational market, which is also the unique selling point of this business. This business will help to promote cultural awareness and provides children with a sense of identity, connecting them with their language and heritage, whilst fostering their love for learning (Welsh Government, 2014). Furthermore, Welsh medium storytelling can stimulate children's creativity, imagination and critical thinking, as they listen and interpret the stories (Future Generations Commissioner for Wales, 2020).

Additionally, Amser Stori links well with the Welsh Government's 'Cymraeg 2050' strategy, which sets out the Welsh Government's long-term approach to achieving their target of 1 million Welsh speakers by 2050 (Welsh Government, 2017).

Therefore, with this in mind the aim is to see Amser Stori being used in both Welsh and English schools, and in households all across Wales, helping to promote and preserve the Welsh language and culture (Welsh Assembly Government, no date).

The children within the early years are the future of Wales, therefore, Future

Generations Commissioner for Wales (2020) considers it vital that strategies are implemented early on in a child's learning and development to promote and preserve the Welsh Language. As a result, this helps to achieve the Welsh Government's 'Cymraeg 2050' strategy.



(Source: Twinkl, no date)

Although Amser Stori is a new idea, therefore, being considered unique, within current practice Welsh Government (2016) states that Welsh storytelling does take place. However, this is in a more traditional format with physical storybooks, and not those all readily available at the click of a button online. Amser Stori's stories are available at any time and any place as long as the reader has a digital device.

Challenges & Barriers

According to Ribeiro-Soriano (2017) when starting a new business an entrepreneur can be faced with many challenges and barriers that they will need to overcome. Since Amser Stori is a small business Hisrich, Peters and Shepherd (2017) consider it important to be aware of their competitors. The competitors can copy the business idea or name and pass it off as their own (UK Government, no date). To limit this challenge there are strategies that businesses can implement to prevent their idea being copied, such as if the business idea is a new concept that does not already exist the business owner can apply for a patent (Ortiz-Villajos and Sotoca, 2018). Hingley and Park (2017) suggest that a business owner could not patent the entire business itself, however, they can seek patents for specific processes or inventions that are unique to the business. Therefore, with Amser Stori it is the original Welsh medium stories that is unique to this business, this is what the business could patent (UK Government, no date).

According to UK Government (no date) a patent can be applied for online and can vary in price depending on the type of patent that is required. Acquiring a patent will allow a business to protect their invention or unique process, providing them with exclusive rights to their invention, preventing any individual from copying or using it without their permission (Cheng, Lan and Liu, 2017). Additionally, Hingley and Park (2017) state that having a patent allows a business to take legal action against any individual or company who tries to copy their idea. Although having a patent could limit the risk of the business idea being copied, UK Government (no date) suggests that it can cost an estimate of £310 which can be a significant amount to pay for a new business. Furthermore, UK Government (no date) suggest that a business is unlikely to obtain a patent without the help of a professional patent attorney, as the application process can be a complicated and time-consuming process which could take several years. As a result, this could pose as a barrier for new entrepreneurs, causing them to feel disheartened (Lawrence and Weber, 2020).

Another challenge to consider when setting up Amser Stori is that it is a small business and there is always the risk of it not taking off or becoming successful (Ji, Wang and Gou, 2019; Hillary, 2017). Within the business pitch, the forecast for the

business was explained, stating that revenue will come not only from the monthly fee should the consumers wish to upgrade their access, but also from traction on Google. According to Weinberg and Mares (2015) offering a partially free service allows for good traction on Google, meaning the more consumers click on the app through advertisement on Google, the more money this will generate. Papadopoulos *et al.* (2017) suggests that using the traffic model, where views start to accumulate, this allows the business to monetise the app via adverts and sponsorships, generating more money over time.

However, Papadopoulos, Kourtellis and Markatos (2018) and Ji, Wang and Gou (2019) suggest that there may be barriers here, such as the expected consumers will be those in Wales only as this app is targeted at those wishing to read stories in Welsh. Similarly, Hillary (2017) suggests that the size of the population in Wales may limit how much traffic this business could generate, compared to if the stories were in English which could be engaged with nationwide, potentially worldwide. As a result, the less traffic this business generates the less revenue it will obtain, therefore there is the potential that further investments and funding will need to be considered to keep the business running, which has its own challenges, which will be explored later in this business plan (Storey, 2016).

Setting up a small business in Wales may have its own unique challenges, However, Business Wales (2017) suggests that Wales does offer various resources and support for small businesses including grants and networking opportunities. Furthermore, Goleman (2017) suggests that with passion, dedication and the right support Amser Stori could overcome this challenge and become a very rewarding business in Wales.

Another challenge that may arise when starting a new business is the costs involved with the whole process (Senedd Cymru, 2023). Rizos *et al.* (2016) and Bartik *et al.* (2020) suggest that businesses may face many challenges when trying to apply for funding, with a stringent and time-consuming application process and lengthy waiting times with no guarantee that funding will be granted, which can lead to the feeling of defeat. Similarly, Lewis (2017) and Storey (2016) believe that competition for funding may be tough, therefore it is considered important that a business showcase the unique value of their business in order for it to stand out.

According to Senedd Cymru (2023) a common financial challenge that businesses may face is securing enough funding to cover the initial costs of researching and developing the business. Similarly, Nkun (2020) believes that businesses may find it challenging to find investors or secure loans, especially if the business has not yet started up, therefore they will not have a proven track record. Furthermore, this will result in the business owner having to apply for several sources of funding in order to reach their target (Lewis, 2017). However, this then leads back to the challenge of a stringent and time-consuming application process, which Storey (2016) believes can feel like a never-ending cycle.

According to Toumeh, Yahya and Amran (2023) in the early stages of a new business managing cash flow and ensuring a steady revenue stream can also prove challenging. Scarborough and Cornwall (2016) suggest this can look like underestimating how much money the business will require to run by failing to accurately predict and account for all expenses, resulting in cash flow shortages. Similarly, Higgins (2016) suggests that overestimating revenue projections is also a common mistake that can result in a mismatch between expected income and actual cash flow. As a result, Williams *et al.* (2018) suggests that this can have significant implications for a new business. Similarly, Higgins (2016) states this can lead to financial instability, making it difficult to cover expenses such as utilities or employee salaries. This can hinder the ability to invest in growth, limiting the potential for long-term success or ultimately lead to business closure (Scarborough and Cornwall, 2016). However, Ebert and Griffin (2020) suggest that monitoring and tracking the businesses cashflow regularly, and creating a detailed and realistic budget, provides potential for the business to maintain financial stability and seize opportunities to thrive in a competitive market.

Lastly, another challenge that particularly women in business face are gender bias, a lack of representation in leadership positions and limited access to funding resources (Goffee and Scase, 2015). Similarly, Carli and Eagly (2016) suggest that these obstacles can make it challenging for women to establish their businesses, navigate male-dominated industries and gain recognition. However, Geffee and Scase (2015) state that many women have successfully overcome these hurdles and achieved success in entrepreneurship. Although, for many women then follows the experience of imposter syndrome (Ladge, Eddleston and Sugiyama, 2019). According to

Huecker *et al.* (2023) imposter syndrome is a psychological pattern where an individual doubts their accomplishments and blame their success on 'good luck' rather than hard work and dedication. Similarly, Ladge, Eddleston and Sugiyama (2019) believe that women in business may experience imposter syndrome as a result of gender biases, social pressures or feeling as though they do not belong in male-dominated industries. Furthermore, Prothero (2023) considers it important to remember that many successful women in business have overcome the feeling of imposter syndrome. Additionally, through building a supportive network and celebrating achievements, Ladge, Eddleston and Sugiyama (2019) believe this can help empower women in their entrepreneurial journey.

Conclusion

In conclusion, Amser Stori has potential to become the go to digital storybook platform for children seeking stories in the medium of Welsh that are engaging, fun and innovative. Additionally, Amser Stori provides potential for Wales to take one step closer to reaching the Welsh governments target of 1 million Welsh speakers by 2050 (Welsh Government, 2017). Although Amser Stori may be a small business starting off, there is potential for Amser Stori to be implemented across the whole early years market in Wales, being used in every primary school, nursery, and household all across the country. Allowing children to engage in joyful and meaningful learning whilst preserving the Welsh language and culture.

Reference List

Allen, M. W. (2016) *Michael Allen's Guide to e-Learning: Building Interactive, Fun and Effective Learning Programmes for Any Company*. 2nd edn. New Jersey: Wiley.

Barratt-Pugh, C. and Rohl, M. (2020) *Literacy Learning in the Early Years*. Oxon: Routledge.

Bartik, A. W., Bertrand, M., Cullen, Z., Gleaser, E. L., Luca, M. and Stanton, C. (2020) 'The impact of COVID-19 on small business outcomes and expectations', *Proceedings of The National Academy of Sciences*, 117, pp. 1-11.

doi.org/10.1073/pnas.2006991117

Bassot, B. (2022) *Doing Qualitative Desk-Based Research: A Practical Guide to Writing and Excellent Dissertation*. Bristol: Policy Press.

Bates, E., Dale, P. S. and Thal, D. (2017) 'Individual Differences and their Implications for Theories of Language Development', in Fletcher, P. and MacWhinney, B. (eds) *The Handbook of Child Language*. Oxford: Blackwell Publishing Ltd.

Bennett, N. and Lemoine, G. J. (2014) *What VUCA really means for you*. Available at: <https://hbr.org/2014/01/what-vuca-really-means-for-you> (Accessed: 16 February 2024).

BERA (2018) *Ethical Guidelines for Educational Research*. 4th Edn. Available at: [file:///C:/Users/Emily/Downloads/BERA-Ethical-Guidelines-for-Educational-Research 4thEdn 2018%20\(1\).pdf](file:///C:/Users/Emily/Downloads/BERA-Ethical-Guidelines-for-Educational-Research%20(1).pdf) (Accessed: 9 February 2024).

Bergen, E. V., Zuijen, T. V., Bishop, D. and Do Jong, P. F. (2017) 'Why Are Home Literacy Environment and Children's Reading Skills Associated? What Parental Skills Reveal', *International Literacy Association*, 52(2), pp. 147-160.

doi.org/10.1002/rrq.160

Boldureanu, G., Ionescu, A. M., Bercu, A., Bedrule-Grigoruta, M. V. and Boldureanu, D. (2020) 'Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions', *Sustainability*, 12, pp. 1-33.

doi.org/10.3390/su12031267

Brodin, J. and Renblad, K. (2020) 'Improvement of pre-school children's speech and language skills', *Early Child Development and Care*, 190(14), pp. 2205-2213.
doi.org/10.1080/03004430.2018.1564917

Business Wales (2017) *Big Ideas Wales: Be Your Own Boss*. Available at:
https://businesswales.gov.wales/bigideas/sites/bigideas/files/documents/compressed_start_up_2.pdf?_gl=1*153h0tc*_up*MQ..&gclid=CjwKCAiAivGuBhBEEiwAWiFmYT_aCdUJXr0HSUJHz7QfWPJRcaUImQG1ndx40HyIbOT50p5FdoYovRxoCJXwQAvD_BwE (Accessed: 26 February 2024).

Business Wales (2024) *Finance Locator*. Available at:
https://businesswales.gov.wales/businessfinance/finance-locator?_gl=1*zvd8vm*_up*MQ..&gclid=CjwKCAiArLyBhA7EiwA-gq80AvWxPFujh3PG8iKQb7Q5dxqH56jSn_MlHkLCOIbACG5koPzKtIFJB0C5YYQAvD_BwE (Accessed: 16 February 2024).

Carli, L. L. and Eagly, A. H. (2016) 'Women face a labyrinth: an examination of metaphors for women leaders', *Gender in Management*, 31(8), pp. 514-527. doi.org/10.1108/GM-02-2015-0007

CFI Team (2024) *Stakeholder*. Available at:
<https://corporatefinanceinstitute.com/resources/accounting/stakeholder/> (Accessed: 22 February 2024).

Cheng, J., Lan, T. and Liu, S. (2017) 'Patent market dynamics: In view of the business model of non-practicing entities', *World Patent Information*, 48, pp. 61-76.
doi.org/10.1016/j.wpi.2017.01.003

Clark, E. V. and Casillas, M. (2015) 'First Language Acquisition', in Allen, K. (eds) *The Routledge Handbook of Linguistics*. London: Routledge, p. 18.

Cunningham, K. E. (2019) *Start with Joy. Designing Literacy Learning for Student Happiness*. Portsmouth: Stenhouse Publishers.

Data Protection Act 2018, c. 12. Available at:
<https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted> (Accessed: 9 February 2024).

Duran, A. and Omeroglu, E. (2021) 'How parents spent time at home with their preschool-aged children during the COVID-19 pandemic of 2020', *Journal of Early Childhood Research*, 20(1), pp. 13-26. doi.org/10.1177/1476718X211059906

Ebert, R. J. and Griffin, R. W. (2020) *Business Essentials*. London: Pearson.

Etsy (2024) *Baby Bunny With Carrot PNG Clipart*. Available at:

https://www.etsy.com/uk/listing/1463776304/baby-bunny-with-carrot-png?gpla=1&gao=1&&utm_source=google&utm_medium=cpc&utm_campaign=shopping_uk_en_gb_e-art_and_collectibles-drawing_and_illustration-other&utm_custom1=k_CjwKCAiAuNGuBhAkEiwAGId4auyldgakpH9kUchQb0TKYaiy93fQp9_wtcayfTXm11dbbg1ajSYRHhoCZRMQAvD_BwE_k&utm_content=go12603390431_119978860956_508715160672_pla-317092176943_c_1463776304engb_554490789&utm_custom2=12603390431&gad_source=1&gclid=CjwKCAiAuNGuBhAkEiwAGId4auyldgakpH9kUchQb0TKYaiy93fQp9_wtcayfTXm11dbbg1ajSYRHhoCZRMQAvD_BwE (Accessed: 20 February 2024).

Ferro-Sotto, C., Macias-Quintana, L. A. and Vazquez-Rodriguez, P. (2018) 'Effect of Stakeholders-Oriented Behaviour on the Performance of Sustainable Business', *Sustainability*, 10(12), pp. 1-27. doi.org/10.3390/su10124724

Freeman, R. E. (2023) 'Stakeholder Management: Framework and Philosophy', In Dmytriiev, S.D. and Freeman, R. E. (eds) *R. Edward Freeman's Selected Works on Stakeholder Theory and Business Ethics*. Switzerland: Springer, Cham. doi.org/10.1007/978-3-031-04564-6_3

Freepik (2024) *Cartoon superhero boy isolated on white background*. Available at: https://www.freepik.com/premium-vector/cartoon-superhero-boy-isolated-white-background_7687452.htm (Accessed: 20 February 2024).

Freudenreich, B., Ludeke-Freund, F. and Schaltegger, S. (2019) 'A Stakeholder Theory Perspective on Business Models: Value Creation for Sustainability', *Journal of Business Ethics*, 166, pp. 3-18. Available at: <https://link.springer.com/article/10.1007/s10551-019-04112-z> (Accessed: 22 February 2024).

Future Generations Commissioner for Wales (2020) *The Future Generations Report 2020*. Available at: <https://www.futuregenerations.wales/wp-content/uploads/2020/06/Chap-3-Culture-and-Lang.pdf> (Accessed: 23 February 2024).

Fuxman, L., Elifoglu, H., Chao, C. and Li, T. (2014) 'Digital Advertising: A More Effective Way to Promote Businesses' Products', *Journal of Business Administration Research*, 3(2), pp. 59-67. doi.org/10.5430/jbar.v3n2p59

Goffee, R. and Scase, R. (2015) *Women in Charge. The Experiences of Female Entrepreneurs*. Oxon: Routledge.

Goleman, D. (2017) *Leadership That Gets Results*. Massachusetts: Harvard Business School Publishing.

Gordon, W. and Langmaid, R. (2017) *Qualitative Market Research: A Practitioner's and Buyer's Guide*. Oxon: Routledge.

Great Ormond Street Hospital for Children (2016) *Speech and language development from birth to 12 months*. Available at: <https://www.gosh.nhs.uk/conditions-and-treatments/procedures-and-treatments/speech-and-language-development-birth-12-months/#:~:text=By%20six%20to%20nine%20months,his%20or%20her%20own%20name>. (Accessed: 23 February 2024).

Guasti, M. T. (2016) *Language Acquisition. The Growth of Grammar*. 2nd edn. Massachusetts: The MIT Press.

Guitert, M., Romeu, T. and Baztan, P. (2021) 'The digital competence framework for primary and secondary schools in Europe', *European Journal of Education, Research, Development and Policy*, 56(1), pp. 133-149. doi.org/10.1111/ejed.12430

Hague, P. (2022) *Market Research in Practice: An Introduction to Gaining Greater Market Insight*. 4th edn. London: Kogan Page Limited.

Hameed, I. and Irfan, Z. (2019) 'Entrepreneurship education: a review of challenges, characteristics and opportunities', *Entrepreneurship Education*, 2, pp. 135-148.

doi.org/10.1007/s41959-019-00018-z

Hartshorne, J. K., Tenenbaum, J. B. and Pinker, S. (2018) 'A critical period for second language acquisition: Evidence from 2/3 million English speakers', *Cognition*, 177, pp. 263-277. doi.org/10.1016/j.cognition.2018.04.007

Haslip, M. J. and Gullo, D. F. (2018) 'The Changing Landscape of Early Childhood Education: Implications for Policy and Practice', *Early Childhood Education Journal*, 46, pp. 249-264. doi.org/10.1007/s10643-017-0865-7

Hickey, T. M., Lewis, G. and Baker, C. (2016) 'How deep is your immersion? Policy and practice in Welsh-medium preschools with children from different language backgrounds', in Hickey, T. and De Mejia, A. (eds) *Immersion Education in the Early Years*. London: Routledge, p. 20.

Higgins, R. C. (2016) *Analysis for Financial Management*. New York: McGraw-Hill.

Hillary, R. (2017) *Small and Medium-Sized Enterprises and the Environment*. Oxon: Routledge.

Hingley, P. and Park, W. G. (2017) 'Do business cycles affect patenting? Evidence from European Patent Office filings', *Technological Forecasting and Social Change*, 116, pp. 76-86. doi.org/10.1016/j.techfore.2016.11.003

Hisrich, R. D., Peters, M. P. and Shepherd, D. A. (2017) *Entrepreneurship*. Chicago: McGraw-Hill Education.

Hodges, R. and Prys, C. (2019) 'The community as a language planning crossroads: macro and micro language planning in communities in Wales', *Current Issues in Language Planning*, 20(3), pp. 207-225. doi.org/10.1080/14664208.2018.1495370

Horst, K. M., Stewart, L. H. and True, S. (2019) 'Joyful Learning with Stories', *National Association for the Education of Young Children*, 74(1), pp. 14-21. Available at: <https://www.jstor.org/stable/26808888> (Accessed: 23 February 2024).

Huecker, M. R., Shreffler, J., McKeny, P. T. and Davis, D. (2023) *Imposter Phenomenon*. Available at: <https://www.ncbi.nlm.nih.gov/books/NBK585058/> (Accessed: 26 February 2024).

Hughes, B., Jones, K., Jones, R. and Lewis, H. (2023) *Review of the Welsh Government Grant Scheme to Promote and Facilitate the Use of the Welsh Language*. Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2023-06/review-of-the-welsh-government-grant-scheme-to-promote-and-facilitate-the-use-of-the-welsh-language.pdf> (Accessed: 16 February 2024).

Jackson (2023) *How much does it cost to make an app in 2023?* Available at: <https://riselabs.co.uk/blog/how-much-does-it-cost-to-make-an-app-in-2023/#:~:text=The%20cost%20to%20build%20a,140%2C000%20for%20a%20startu p%20business.> (Accessed: 16 February 2024).

Ji, Y., Wang, R. and Gou, Q. (2019) 'Monetization on Mobile Platforms: Balancing in-App Advertising and User Base Growth', *Production and Operations Management*, 28(9), pp. 2202-2220. doi.org/10.1111/poms.13035

Kaz (2017) 'VUCA Contexts in Children's Centres Demands Systems Leadership', *Children's Centre Leadership*, pp. 10-14. Available at: <https://medium.com/children-s-centre/childrens-centres-systems-leadership-vuca-contexts-ffed3fceb64> (Accessed: 16 February 2024).

Ladge, J., Eddleston, K. A. and Sugiyama, K. (2019) 'Am I an entrepreneur? How imposter fears hinder women entrepreneurs' business growth', *Business Horizons*, 62(5), pp. 615-624. doi.org/10.1016/j.bushor.2019.05.001

Lawrence, A. T. and Weber, J. (2020) *Business and Society: Stakeholders, Ethics, Public Policy*. New York: McGraw-Hill.

Lewis, J. (2017) *Thinking of applying for funding? – some tips and guidance to give you the maximum chance of success*. Available at:

<https://communityinterestcompanies.blog.gov.uk/2017/10/19/thinking-of-applying-for-funding-some-tips-and-guidance-to-give-you-the-maximum-chance-of-success/>

(Accessed: 19 February 2024).

McCarthy, J. E. (1964) *Basic Marketing. A Managerial Approach*. Homewood, Illinois: Irwin.

McGrath, S. K. and Whitty, S. J. (2017) 'Stakeholder defined', *International Journal of Managing Projects in Business*, 10(4), pp. 721-748. doi.org/10.1108/IJMPB-12-2016-0097

Nkun, U. I. (2020) *CHALLENGES YOUNG ENTREPRENEURS FACE WHEN SEEKING FUND TO ESTABLISH A BUSINESS: GHANA AS A CASE STUDY*.

Bachelor's Thesis. Turku University of Applied Sciences. Available at:

<https://www.theseus.fi/bitstream/handle/10024/353971/CHALLENGES%20YOUNG%20ENTRENEURS%20FACE%20WHEN%20SEEKING%20FUND%20TO%20ESTABLISHED%20A%20BUSINESS.pdf?sequence=3&isAllowed=y> (Accessed: 27

February 2024).

O'Brien, H. L., Cairns, P. and Hall, M. (2018) 'A practical approach to measuring user engagement with the refined user engagement scale (UES) and new UES short form', *International Journal of Human-Computer Studies*, 112, pp. 28-39.

doi.org/10.1016/j.ijhcs.2018.01.004

Ortiz-Villajos, J. M. and Sotoca, S. (2018) 'Innovation and business survival: A long-term approach', *Research Policy*, 47(8), pp. 1418-1436.

doi.org/10.1016/j.respol.2018.04.019

Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R. and Sindhi, S. (2018) 'Online Education: Worldwide Status, Challenges, Trends, and Implications', *Journal of Global Information Technology Management*, 21(4), pp. 233-241.

doi.org/10.1080/1097198X.2018.1542262

Papadopoulos, P., Kourtellis, N. and Markatos, E. P. (2018) 'The Cost of Digital Advertisement: Comparing User and Advertiser Views', *WWW '18: Proceedings of the 2018 World Wide Web Conference*, 8, pp. 1479-1489.

doi.org/10.1145/3178876.3186060

Papadopoulos, P., Kourtellis, N., Rodriguez, P. and Laoutaris, N. (2017) 'If you are not paying for it, you are the product: how much do advertisers pay to reach you?', *Association of Computing Machinery*, 17, pp. 142-156.

doi.org/10.1145/3131365.3131397

Parida, V., Sjodin, D. and Reim, W. (2019) 'Reviewing Literature on Digitalization, Business Model Innovation, and Sustainable Industry: Past Achievements and Future Promises', *Sustainability*, 11(2), pp. 1-18. doi.org/10.3390/su11020391

Parise, S., Guinan, P. J. and Kafka, R. (2016) 'Solving the crisis of immediacy: How digital technology can transform the customer experience', *Business Horizons*, 59(4), pp. 411-420. doi.org/10.1016/j.bushor.2016.03.004

Peters, D., Calvo, R. A. and Ryan, R. M. (2018) 'Designing for Motivation, Engagement and Wellbeing in Digital Experience', *Frontiers in Psychology*, 9, pp. 1-15. doi.org/10.3389/fpsyg.2018.00797

Pohjanan, R. (2019) *The Benefits of Search Engine Optimization in Google for Businesses*. Master's Thesis. University of Oulu. Available at:

<https://oulurepo.oulu.fi/bitstream/handle/10024/14391/nbnfioulu-201910112963.pdf?sequence=1&isAllowed=y> (Accessed: 22 February 2024).

Prothero, A. (2023) 'Me, the Patriarchy, and the Business School', *Journal of Management Studies*, 1, pp. 1-8. doi.org/10.1111/joms.12985

Restifo, D. (2022) *Best Sites and Apps for Digital Storytelling*. Available at:

<https://www.techlearning.com/tl-advisor-blog/30-sites-and-apps-for-digital-storytelling> (Accessed: 16 February 2024).

Ribeiro-Soriano, D. (2017) 'Small business and entrepreneurship: their role in economic and social development', *Entrepreneurship and Regional Development*, 29(1), pp. 1-3. doi.org/10.1080/08985626.2016.1255438

Rizos, V., Behrens, A., Van der Gaast, W., Hofman, E., Ioannou, A., Kafyeke, T., Flamos, A., Rinaldi, R., Papadelis, A., Hirschnitz-Garbers, M. and Topi, C. (2016) 'Implementation of Circular Economy Business Models by Small and Medium-Sized Enterprises (SMEs): Barriers and Enablers', *Sustainability*, 8(11), pp. 1-18. doi.org/10.3390/su8111212

Robin, B. R. (2015) 'The Effective Uses of Digital Storytelling as a Teaching and Learning Tool', in Flood, J., Heath, S. B. and Lapp, D. (eds) *Handbook of Research On Teaching Literacy Through The Communicative And Visual Arts*. London: Routledge, pp. 429-439.

Save the Children (2016) *Concern over children in Wales struggling with speech in school*. Available at: <https://www.savethechildren.org.uk/news/media-centre/press-releases/concern-over-children-wales-starting-school-struggling-speech> (Accessed: 23 February 2024).

Scarborough, N. M. and Cornwall, J. R. (2016) *Essentials of entrepreneurship and small business management*. London: Pearson.

Senedd Cymru (2023) *The rising cost of doing business: What are the issues and what support is available?* Available at: <https://research.senedd.wales/research-articles/the-rising-cost-of-doing-business-what-are-the-issues-and-what-support-is-available/> (Accessed: 27 February 2024).

Sooperbooks (2024) *Get 100 Sooper Books, Free*. Available at: <https://sooperbooks.com/> (Accessed: 16 February 2024).

Storey, D. J. (2016) *Understanding the Small Business Sector*. Oxon: Routledge.

Toumeh, A. A., Yahya, S. and Amran, A. (2023) 'Surplus Free Cash Flow, Stock Market Segmentations and Earnings Management: The Moderating Role of Independent Audit Committee', *Global Business Review*, 24(6), pp. 1353-1382. doi.org/10.1177/0972150920934069

Tumblr (2011) *Rock paper scissors glue*. Available at: <https://rockpaperscissorsglue.tumblr.com/post/10477145468/freakyfauna-quentin-blake-is-the-best-via> (Accessed: 20 February 2024).

Twinkl (no date) *Welsh as an additional language*. Available at: <https://www.twinkl.co.uk/resources/adnoddau-cymraeg-welsh-resources/curriculum-for-wales-english-medium/welsh-learners> (Accessed: 23 February 2024).

Twinkl Parents (2023) *Top Fairy Tales for Kids*. Available at: <https://www.twinkl.co.uk/blog/top-fairy-tales-for-kids> (Accessed: 16 February 2024).

UK Government (no date) *Apply for a Patent*. Available at: <https://www.gov.uk/patent-your-invention> (Accessed: 26 February 2024).

Vijayasimha, I. (2020) *Achieving Literacy Through Joyful Learning*. Available at: https://publications.azimpremjiuniversity.edu.in/2284/1/9_Achieving%20Literacy%20Through%20Joyful%20Learning.pdf (Accessed: 23 February 2024).

Weinberg, G. and Mares, J. (2015) *How Any Start Up Can Achieve Explosive Customer Growth*. New York: Penguin.

Welsh Assembly Government (no date) *Welsh Language Development*. Available at: <https://hwb.gov.wales/api/storage/b4174a47-34fb-447d-8a11-46f21d12c804/welsh-language-development.pdf> (Accessed: 16 February 2024).

Welsh Government (2014) *A living language: a language for living – Moving forward. Policy statement*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/welsh-language-strategy-2012-to-2017-moving-forward.pdf> (Accessed: 23 February 2024).

Welsh Government (2016) *Lead Creative Schools' Case Study - Storytelling improves literacy levels at Ysgol Gymraeg Pwll Coch*. Available at:

<https://hwb.gov.wales/news/articles/c2aff4f8-f52f-4323-a72e-f2d5f192a5e9>

(Accessed: 23 February 2024).

Welsh Government (2017) *Cymraeg 2050: A million Welsh speakers*. Available at:

<https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf> (Accessed: 15 February 2024).

Welsh Government (2018) *Digital Competence Framework guidance*. Available at:

<https://hwb.gov.wales/api/storage/337437b8-cfe3-4305-ae32-f47ad82f3e76/digital-competence-framework-guidance-2018.pdf> (Accessed: 15 February 2024).

Whalley, M. (2017) *Involving Parents in their Children's Learning: A Knowledge-Sharing Approach*. London: Sage Publications Ltd.

Widyawulandari, R., Sarwanto and Indriayu, M. (2019) 'Implementation of Joyful Learning Approach in Providing Learning Motivation for Elementary School Student', *Advances in Social Science, Education and Humanities Research*, 277, pp. 1-5.

[DOI10.2991/steach-18.2019.12](https://doi.org/10.2991/steach-18.2019.12)

Williams, J. R., Haka, S. F., Bettner, M. S. and Carcello, J. V. (2018) *Financial & managerial accounting: the basis for business decisions*. New York: McGraw-Hill.

Yabe, M., Oshima, S., Eifuku, S., Taira, M., Kobayashi, K., Yabe, H. and Niwa, S. (2018) 'Effects of storytelling on the childhood brain: nearinfrared spectroscopic comparison with the effects of picture book reading', *Fukushima Journal of Medical Science*, 64(3), pp. 125-132. doi.org/10.5387/fms.2018-11

Yang, K. C. (2018) 'Multi-Platform Advertising as a Global Phenomenon', in Yang, K. (eds) *Multi-Platform Advertising Strategies in the Global Marketplace*. Pennsylvania: IGI Global, pp. 1-28. doi-org.ezproxy.uwtsd.ac.uk/10.4018/978-1-5225-3114-2.ch001

Zipke, M. (2017) 'Preschoolers explore interactive storybook apps: The effect on word recognition and story comprehension', *Education and Information Technologies*, 22, pp. 1695-1712. doi.org/10.1007/s10639-016-9513-x