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Activity link - [IMG 3320.mov](#)

Firstly, in this assignment I will be discussing Bilingualism and Multilingualism, which will include the benefits. I will discuss how Bilingualism and Multilingualism can help a child's brain development further cognitively and then go deeper into how the brain development works into the child's divergent thinking. Lastly, I will discuss how Policies and Frameworks help the Welsh Language.

Benefits of Bilingualism and Multilingualism

Baker and Wright (2026) describe Bilingualism as one that can speak in two languages; they then proceed to describe Multilingualism as one that can speak more than two languages. Similarly to Baker and Wright (2026), The Raising Children Network (2021) describes Bilingualism and Multilingualism as one that can only speak two languages and fleet from one to another, and then the other as one that can speak more than two languages and fleet from them confidently and fluently. Additionally, The Raising Children Network (2021) adds that there are many benefits of being either Bilingual or Multilingual. They state that a child having one or more languages can help them have a better sense of self-worth, self-confidence and a sense of belonging in the world. Kennard (2023) believes one of the benefits of Multilingualism is that helps it helps the brain flexibility and their cognitive development as they are effectively changing from one language to another every time they speak more than one. Furthermore, Kennard (2022) describes Bilingualism as someone who can plan better, retrieve and retain

information by exercising the brain, and how they can switch from one language to another and pick up small grammatical errors which can lead to better cognitive memory. Similarly, Kennard (2022) describes how both Bilingualism and Multilingualism can help a child's cognitive memory, as it helps their brain work harder in a smarter, more efficient way as they begin to learn how to switch between different languages.

Welsh/English as an additional language

Denbighshire County Council (2025) states that Welsh is part of the national curriculum in Wales and is taught in first and second language depending on if it is an English or Welsh medium school. As can be seen in the video, there are a lot of switching languages and repeating different phrases. This is used in practice, especially with younger children. To support this the University of Wales Trinity Saint David (UWTSD) (2025) believes that switching from English to Welsh or vice versa, is not just a skill but helps the cognitive development, supports a person academically, helps creativity and helps to build bridges within cultures. Similarly, Baker (2024) states that the Welsh and English language gives children access to two cultures, which can be two different experiences. This entails different history, literature, music, and traditions. Shoebottom (1996) discusses Cummins' threshold hypothesis by looking at the language through English/Welsh. Supporting this view, Goodrich and Lonigan (2017) argue that children are supported to be able to develop in both languages, helping them to reach their full development. In this case, singing in different languages helps children to retain different words and phrases. Learn Welsh (2025) provides evidence that Welsh music attracts and supports the Welsh language. Therefore, in practice, practitioners often use Caru Canu or Siani Sionc to be able to help children develop that additional language whether that is English or Welsh. (232)

Brain Development

Pilatsikas et al. (2020) believes that Bilingualism and Multilingualism affect the structure of the brain from early childhood to young adulthood. This view is supported by Schnellmann (2023) who believes that learning an additional language changes the brain and helps the brain develop in different neurons, giving them that cognitive

advantage. Schnellmann (2023) believes that Bilingualism and Multilingualism is beneficial as the child's learning becomes more advanced when different parts of the brain become activated consistently. Marian and Shook (2012) believe that having two or more languages helps the brain structure, helping their gray matter and improve their white matter as their brain communicates between the regions. Elizabeth et al (2012) makes the case for Vygotsky's theory that pointed out that different languages or more than one helps the child's cognitive development in the brain. Elizabeth et al (2012) believe that research has shown that Multilingualism and Bilingualism influence the child's brain development and different parts of their brain, this is then supporting Vygotsky's theory that different language and social interaction can help a child's brain and semantic development. Likewise, Bialystok (2023) holds a similar view to Vygotsky however she explains how bilingual and multilingual develop metalinguistic awareness. Bialystok (2023) defines metalinguistic awareness as an ability for children to use and be able to analyze languages, by developing new skills within the brain to define words, identify grammatical errors, and recognize synonyms. Science direct (2018) believes that Bialystok's theory enhances and helps children and their metalinguistic awareness in the brain by allowing them to manage two or more languages, which helps their cognitive processes.

Divergent Thinking

Thakral et al (2021) describes Divergent thinking as someone who can be creative and construct and generate different ideas. According to Booton et al (2021), multilingual and bilingual children are divergent thinkers. They believe that studies have shown that divergent thinking which can be linked to multilingual and bilingual children, shows that it helps the child develop creativity, and helps them perform better in their first language or additional language. Storme et al (2017) provides evidence that divergent thinking is important. They point out that it helps develop creativity, enhances their learning, develops problem solving skills, and helps support a child's emotional development. As can be seen in the video linked above, open-ended questions were asked such as 'What will happen in this story?' and repeated in Welsh. More often children offer different responses and ideas, which shows creativity within the divergent thinker.

Referring back to the video above, 'Pa anifail yw Peppa?' was asked, the child would answer either with 'Pig' or 'Mochyn' which further refers back to Bialystok's theory of metalinguistic awareness as they have that ability to retain the question and analyze what their response will be. JL (2023) highlights that to become a divergent thinker, children must become more creative; this can be done through building engagement and explorative skills. JL (2023) believes that creativity is a cyclical process, where children tend to develop in two different phases, such as an Explorative and Generative stage. JL (2023) explains the Explorative stage as one that helps children develop from stronger experiences and helps them evaluate and develop their ideas. Furthermore, JL (2023) describes the Generative stage as one where children can form images and ideas in their heads or thinking of multiple possibilities. A bilingual child can come up with different ideas, create different scenarios which help them become a divergent thinker.

Policies and Frameworks

According to the Welsh Language Measure (2011), the Welsh language must be treated no less than the English language, it creates rights for the Welsh speakers. Similarly, ESTYN (2013) states that the Welsh language is one of the seven areas of learning in the foundation phase. ESTYN (2013) policy believes that Welsh should be taught in all schools in Wales, including English medium schools as it promotes Bilingualism within the child. Therefore, in practice, looking at YGG Cwmnedd's (2025) policy, they ensure that the Welsh language is encouraged and promoted within the school and every aspect of the curriculum whether you come from a Welsh or English culture. The Early Years Wales (2020) identified that there are many language policies and frameworks that have been introduced in Wales over the years by the government. For example, The Welsh Language Act (1993), Iaith Pawb (2003), and as spoken briefly above, The Welsh Language Measure (2011). For example, frameworks that are used commonly in settings are Mudiad Meithrin which is funded by the Welsh Government. Mudiad

Meithrin (2026) promotes the Welsh language by using songs, encouraging 'Ti a fi' groups for parents and young children, training for staff and parents and carers, nursery groups which we have on the premises. They have a strong belief in working with practitioners, children, and parents/carers to ensure that the Welsh language is being promoted. As can be seen in the video above, the Welsh language is promoted through repetitive words, from switching from Welsh to English or English to Welsh. Singing a song to catch the child's attention, which ideally should have been done more to keep the child/children's attention.

In conclusion to what has been discussed above, I have learned that Multilingualism and Bilingualism offer cognitive benefits for children, which enhances their brain development from an early age which will then prove Bialystok's theory of metalinguistic awareness which helps a child's cognitive brain. It helps promote different languages, in this case the Welsh and English language and how important it is for a child to be able to speak two or more languages. It strengthens a child's language skills by speaking or singing in different languages.

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