

Baker, (2001) says that the capacity to speak two languages is known as bilingualism. This might apply to someone who learned a second language later in life but becomes fluent in both it and their native language, or it could relate to someone who was raised speaking two languages, for example, parents from different countries (Baker, 2001). Abutalebi and Clashsen (2014), implies that being bilingual has several advantages, such as allowing one to travel the world and communicate in the native language of different countries. Antoniou (2019), states that an individual's travels will be much easier with this. An individual might have a far more genuine experience than someone who cannot converse with locals when they interact with them in a shared language (Hillman, 2019). Portes and Hao (2002), declares that a bilingual individual can transition between languages according to the situation, it is possible that they speak different languages with their friends and family or at work and at home. Bialystok (2011), says that due to the brain's ease of adaptation in changing language, the brain learns how to differ in different situations which helps new or unfamiliar situations including those unrelated to language not feel as difficult as they otherwise might. Bialystok (2011b), also states that the beginning of age-related brain illness is delayed by learning a second language. The extra effort required to learn a second language strengthens the brain over time. Spitzer (2016), research indicates that bilingual individuals recognised an average five-year delay in the beginning of Alzheimer's disease. Additionally, according to Horwitz, (1988), this cognitive protection is effective at any age, so someone may start taking language lessons tomorrow and still benefit from it even if you have not spoken another language before. Jessner (2006), suggests that learning a third language is easier for someone who has mastered the grammatical difficulties of not just one but two languages. According to Baker and Jones, (1998) a study showed that bilingual students performed 13% better on tests than monolingual students when it comes to learning English. Research indicates that bilingualism improves the learning of a third language. Although a recent study performed by Nicoladis, Luo and Vouronikos (2024), showed that Mandarin-English bilinguals done worse on a standardised test of complex sentence formation than English monolinguals of the same age. The bilingual preschoolers underperformed compared to age-matched English monolinguals, as expected.

Smidt (2016), describes multilingual as individuals who can talk and write in more than four languages, including sign language, French, Klingon, Japanese, and English. Sands, Kozleski and French (2000), implies that depending on how many languages they have learned,

someone is considered bilingual, trilingual, or multilingual if they can converse with them in their native language regardless of how they communicate. Hajar, (2022) says that speaking and understanding many languages might offer a multilingual applicant an advantage over a monolingual applicant in the employment field. Bokhorst-Heng and Marshall (2024), also states that speaking many languages is regarded by the worldwide business sector as a crucial skill for establishing successful relationships and achieving financial success.

Síthigh (2018) states that in Wales, Welsh and English are both recognised as official languages this is why it is important for children in wales to have a basic understanding of both English or welsh. Rees, (2015) says in order to guarantee that children and young people in Wales learn some Welsh and that Welsh is taught to a high quality, the Local Authorities in Wales, who are in charge of most of the country's schools, are required to create a "Welsh in Education" plan which allows children to learn an additional language. Lebrone (2013) implies that families who decide to bring children up using welsh as their first language, allows children to feel encouraged about their feelings of belonging and sense of their heritage and community while discovering their identity. Issa and Hatt (2013), implies that allowing children to speak their native language and learn about different cultures gives them an understand their culture and offer a path into new culture which will open opportunities to learn more about the different foods, music, religion, social habits of the culture they are originally from (Smidt, 2016b). According to Gov.uk (2023), the Annual Population Survey indicated that 29.5% of people aged three or older could speak Welsh for the year ending December 31, 2022. This amounts to around 900,600 individuals.

OFSTED, (2013) Learners whose native language is not English are referred to as having English as an additional language (EAL). The student may already speak many languages fluently or may be proficient in their native tongue.

Plaza-Pust (2016) refers bilingualism as the to the ability to transition between two different language structures, which means the minds are extremely adaptable and active. Disa Hynsjö (2015), talks about a recent study that revealed that bilinguals do better than their non-bilingual peers in the following areas: mathematics knowledge and sentence problem solving; strong cognitive abilities; use of logic; memory, focus, and decision making; language thinking; and learning a new language. Cummins (1982) also supports this in his journal about bilingual students and states that children who are bilingual have close links

between fluency in their native tongue and school attendance and achievement. Galindo, (1989), states that children who are bilingual or multilingual gain academic advantages from speaking many languages in many ways. Alsace and Colon, (2022), suggests that their ability to transition between languages allows them to think through challenges in more flexible ways. Violeta Mendoza Wagner (2008), implies that as well as having higher levels of abstract cognition which are encouraged by being able to read and think in two or more languages, which is beneficial for learning. According to a recent study by Singh, Kalashnikova and Quinn, (2023), multilingual individuals seem to be better at filtering out unnecessary information which is an advantage that might be shown as early as seven months of life and this is why practitioners should introduce basic welsh words into daily activities to familiarise children. Rajathurai Nishanthi (2020), explained that when learning a second language, children who are fluent in reading in their native tongue will have a solid foundation. They can effortlessly transfer their reading comprehension to their second language (Garrison-Fletcher, Martohardjono and Chodorow, 2019). Pliatsikas et al., (2021), implies that one of the best ways to maintain a healthy and sharp mind is to learn a language. Berkes et al., (2021), Being multilingual fosters creative problem-solving, attention management, multitasking, and problem-solving abilities because it encourages unconventional thinking. According to recent research, people who are multilingual have longer, more fulfilling lives because their brains age more slowly. Voits et al., (2020), supports this by stating that being multilingual helps postpone neurological conditions like dementia and Alzheimer's, as is now well acknowledged.

Hamers and Blanc, (2013) In relation to the results of studies on bilinguals with the findings from studies on creativity indicates that the cognitive-control style that appears to be developed through multilingualism corresponds well with the style suggested by convergent thinking. Kroll, Christoffels and Bajo, (2013) states that if this is the case, a simple hypothesis becomes apparent: in convergent thinking, bilinguals with high language ability should perform better than those with low language ability, and in divergent thinking, the opposite should occur (Luo, Luk and Bialystok, 2010).

Furlong and Lunt (2019), expressed that the Welsh Assembly Government created the Foundation Phase which helps enhance the standard and consistency of the services provided to children between the ages of three and seven. Wainwright et al., (2019), explained the focuses on seven areas of learning and a methodology that is more practical and

play based. Davies et al., (2013) The foundation phase is based on 7 areas which include the Welsh language and English communication, literacy and reading.

Harcourt and Hägglund, (2013), says that the UNCRC has provisions regarding children's rights; articles 7, 8, and 30 are crucial for all children, and practitioners must make sure that every child's rights are fulfilled. Children's right to a name and nationality is guaranteed by UNCRC article 7, which is crucial for enabling them to have an identity that is connected to article 8. Bezo (2017), explains that children from minority groups are guaranteed the freedom to enjoy their own culture, follow their own religion, and speak in their own tongue because of article 30.

In an activity, i choose to read an english reading book with the children as i believed this was suitable for children aged 1 years old. I in cooperated welsh into the story and we learnt colours and numbers, aswel as saying hello and welcoming ourselves in welsh and learning to say our names. By incooperating culture into everyday learning allows children to feel open about their culture, it allows children to feel a sense of identity and feel positive about their self-esteem.

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