

Multilingual Practice in the early years.

Activity video link:

[IMG_0984.mov](#)

[Activity, ECEY4010C Student code 2413474.mov](#)

Supporting Paper page:

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Bilingualism is the ability to be fluent in two languages having a wider variety of words, as well as being able to read and write in two languages. However, when children are constantly building on that different language, when you stop building on the language you lose it slowly, as when a language fades, its culture and knowledge that it entails fades with it (Cherian 2016). Baker, (2011) believes that simultaneous bilingualism is learning two languages at the same time during early development, he addresses the idea that a child's bilingual development starts before birth, in the fetal stage. Younger the child the more able the child will learn, strengthening their understanding (Baker, 2011). There is also the functional bilingualism where someone can do a task in both languages and use the sandwich technique using two languages at the same time, in glossed in Welsh and English as seen in the activity video. If you want productive bilinguals you need to have the right environment where the child reads, listens, writes and speaks using the child centred approach to see what will work for that child to support their additional language development (Happy Bilinguals,2022). On the other hand, children learn fast from using code switching. This technique is where there are two beliefs and two languages get used at the same time, mixing the language into each other, alternating between both, switching one or two words around in the sentence (Baker 2011). Many say bilingualism is important to children because, it helps them understand and appreciate the different cultures, understanding the world better, having increased empathy (American University 2020). However, Naldic,(2011,p.1) suggests that being bilingual is different to everyone with different meanings. Article 30, from the UNCRC (1989), states that everyone has the right to enjoy your own culture, using your own language.

Bilingualism is important because it's strengthening your co muscles to live a healthy life in the future, however being bilingual use to have thought to be a bad thing, as it would confuse children and hold them back (BBC,2025). When having the use of

two languages, research shows that it impacts your life, it causes higher self-esteem, positive self-identity, greater problem-solving skills, creativity, improved memory and it helps with better critical thinking (Soken-Huberty,2022). An article from American university (2022) states that, introducing additional languages to a child at an early age has a huge positive impact, which leads to better focus, improved cognitive function, and improved social and cultural relations, having less racism. The school curriculum in England, states that the schools must foster the spiritual, moral, cultural, intellectual, and physical growth of children at the school and around their environment (Department for Education 2014). Having an additional language support the child better in the future with future employment. ACCA careers (2015) states that having knowledge from another language puts you above many other candidates that are going for the same position, as being bilingual can certainly enhance your opportunities, as many employers in the workplace prefer to employ those who are bilingualism. Bilingualism also supports you to communicate more effectively with people, developing those good communication skills (American university, 2022). Strengthening communication skills with an additional language, benefits those traveling opportunities and supports employment in another country to be able to converse with others around (Cherian 2016). Many children speak different languages as well as their parents, so as a practitioner having that extra language supports the communication back and forth, collaborating with parents correctly and understanding the child to be able to support that child's holistic development as understanding someone's language converts into an understanding of their own culture being the most effective way to support families and children with any additional language (Early years careers, 2018). Cherian (2016) believes that the benefit of bilingualism also enhances the brain function, keeping the brain healthy. It's important to recognise how a child brain develops through different languages. It happens in 4 stages which include, auditory cortex, Wernicke's area, Broca's area a, and motor cortex. If a child has additional needs, you can see if there is an issue in brain development (Pediatric Brain Foundation 2024) it's a benefit having that awareness to be able to support that holistic development. Goksan, Sezgi, et al (2020), suggests early life experiences play an important role in shaping brain development and cognitive growth, many facts say that a bilingual newborn can separate two languages hours after birth. It is often said that back in 2007 in Toronto a scientific breakthrough came where a scientist made a huge discovery

where she discovered that speaking multiple languages reduces your risk of dementia, makes you more empathetic, and improves certain cognitive functions (BBC,2025). Also, according to BBC (2025) when children are learning new language in the bilingual brain, their languages become more active when going back and forth between two languages, exercising the brain but when learning another language in the late years of life, it can be more difficult and challenging, yet the benefits can be massive. However, in 1956 J.R Guilford, thought of two cognitive approaches, one of which was divergent thinking which is creative thinking and as children think differently, therefore we must help them learn through creative ways, including the different learning diversity (Guilford,1980). Spencer (2019), states that divergent thinking is “web like” concentrating more on the connections between ideas, using cognitive development to come up with different ways. It’s the process of having original ideas that have value. Children will think how their play can be changed into different ways of doing play, using their own imagination in pretend play, enhances them to be better divergent thinkers as play encourages greater development of divergent thinking skills (Hoffman and Russ, 2012). Furthermore, Creativity underpins neuro divergent thinking. Children are neuro divergent, they do not all think the same way. Cherry(2017), suggested that Piaget stated that all children are different, and because children do not all think the same way we must ensure that the learning environments enables neuro divergent thinking by embedding creativity. Creativity also enables the child to lead on their play and engage in way that suits their learning style (Robinson 2025).

The meaning of English as an additional language (EAL) indicates, teaching English to those whose who are fluent speakers in another language. Therefore, the term English as a second language (ESL) is unsuitable (Ofsted, 2013, p.2). There are many reasons that children don’t have their first language as English EAL, this could be because they were born in a different country, parent speak a different language around home, or they may have only used English language since joining a nursery or school (NHS no date). It is a well-known fact that there is a 5-stage model of EAL acquisition. According to Teach4learning (2025) The 5 stages are, A – New to English: understanding a word here and there. B – early to acquisition; certain words, common words. C- developing competence; trying to form sentences and understanding. D- competent; being more confident. E- Fluent. Having an awareness

of the 5 stages is beneficial for when a child is coming into the sessions, so we can identify what stage that child is at and give the right support. EAL learners, go through the steps at different rates, while having different starting points. In the setting, recognising the role of the practitioner is support. McLeod (2024), suggest that the caregiver is to provide a learning environment, by scaffolding, building on existing knowledge and combining new thoughts into the new ones. As Vygotsky highlighted that language plays a massive role in cognitive development and how children learn of the MKO helping them reach the next steps (*Simply Psychology* 2025) EAL learners needs support by, learning through the curriculum and socialising with other children in the language they do not know yet, engaging children with group activities to learn from one and other. (Naldic, 2011) To support the children learning English as an additional language the practitioner, should modelling the work, observe, use visual aids, correct the child, get children to work with target groups and use the correct body language (GOV.UK 2005). Their role also is to work closely with parents as this is a crucial part in a child's development and to work with other professionals, multiagency working such as health visitors to support their language as there could be a development delay. There are many community links, such as Carmarthenshire's Communication Support Service who engages closely with Speech and Language Therapy services, to create support packages together to support children with early signs of difficulties, complex speech, language and communication difficulties (Carmarthenshire County Council 2024). EAL have many challenges such as unable to follow routine or meet the basic needs. According to *Simply psychology* (2025), Maslow believed that it's essential for the child to grow and development but without the basic needs being met the child wouldn't be able to holistically develop and again linking it back to Maslow with the challenge of not having the right routine. Maslow also suggested in his theory that if a child feels safe, they will be able to learn and develop as we don't want the child to feel insecurity causing the child to be stressed as this will stop the progress of learning and cause developmental delay if the child isn't having those basic needs (Studious guy ND). Another theorist Bowlby, cited the importance of attachment and positive relationships, feeling safe, having that sense of belonging that brings independence as this has a huge impact on that child in later life but if that child can't understand the language, they won't be able to have that trusted relationship with a practitioner to feel safe this will cause an impact on the child's learning and sense of

security in later years (The Attachment Project 2024). Overall, speaking another language has many benefits in a child's development and future.

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Appendix

I haven't used AI to help support me, with this assignment.