

Student Number: 2504703
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I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Part 1

Video hyperlink - [VID 20260316 161137.mp4](#)

Part 2

This essay will discuss multilingualism and the effects it has on someone being bilingual or multilingual. Baker & Wright. (2026) reference Grosjean (2012: 4), Valdés (2015:38), and Mohanty (2019:17) when defining what bilingualism and multilingualism are, suggesting that to be multilingual is to use two or more languages on a regular basis. However, being multilingual does not mean that the language is only spoken, it can be understood, written or read to be noticed as a multilingual person.

Fogwe Chibaka,E .(2018) highlights the benefits of being multilingual, suggesting that being multilingual allows for a wider range of opportunities when it comes to jobs. Therefore, in the early year sector, by providing children with opportunities to develop the skills to be multilingual, it can support them to reach their esteem needs and reach their full potential. This can be linked to Maslow's hierarchy of needs Weinberg. (2011) discusses Maslow's concept of self-actualisation, which is the last part of the pyramid and therefore the highest level of the hierarchy, to be what individuals naturally strive to understand their sense of purpose and are aware of their actions. Fogwe Chibaka,E .(2018) also outlines the links to enhanced cognitive development and meta-linguistic development of being multilingual. Baker & Wright. (2026) further discuss the benefits that multilingualism has on metalinguistic awareness, linking to Bialystok. (2001a) discusses how multilingualism creates awareness of language, aiding in the development of academic skills.

This links to practice and can be seen in the video where I switch from Welsh to English, showing how I am aware of the structure needed in both languages. For example, in the video I use the words 'Sudd oren' and then repeat in English 'orange juice'. This therefore shows my awareness and understanding that in Welsh, 'sudd' meaning juice needs to come before 'oren' meaning orange, however, in English, it is the other way around, and I understand it would be incorrect to say in English 'juice orange'.

According to Hickey & de Mejía. (2014) Mother tongue is referred to as the first language that is learnt as a child; however, additional language is any language that is not the initial language learnt. Therefore, Welsh as an additional language would not be the mother tongue and could be unfamiliar to children entering Welsh schools.

Hickey, & de Mejía. (2014) highlights how immersion plays a role in allowing children to learn. It is described as complete exposure during school to an additional language, and the additional language is the only language taught. They further discuss the importance of resources provided for immersion, stating that not only is immersion teaching in the additional language, but also learning through play and everyday interactions. This links to Vygotsky's theory of social culture, discussed by Baker & Wright. (2026), who state that learning through social experiences creates opportunities for understanding an additional language. Learning through real-life experiences.

In contrast, Tedick & Lyster. (2020) outlines the key role that Vygotsky's theory of scaffolding plays in learning an additional language. Stating that understanding children's abilities and providing them with the correct support whilst building knowledge of the language, allows the individual to have increased learning.

This can be used in practice and can be observed through the video when repetition is used, whilst also going back to the mother tongue language. An example of this is when the Welsh word 'afal' is repeated and then repeated in English 'apple' to allow understanding. Further on in the session, the question 'beth sy'n yn y fasged' is asked and then answered 'mae afal yn y fasged'. This allowed for the progression of additional language.

The development of the brain has been shown to differ in monolingual individuals in comparison to multilingual individuals (Pliatsikas et al, 2020). Van Dijk et al. (No date) indicates that individuals who speak more than one language have high creativity and imagination in comparison to those who speak one language.

Pliatsikas et al. (2020) further discuss studies showing links to brain development of individuals who speak two or more languages, highlighting the link to cortical thickness. ScienceDirect (2023) describes the cerebral cortex as a layer of grey matter within the brain, which has many functions such as memory and understanding. Therefore, an increased layer of cortical may benefit the individual who is multilingual to have more knowledge and critical thinking.

Although Pliatsikas et al. (2020) discuss the increase in cortical thickness during childhood due to being multilingual, they state that the differences between thickness in multilingual and monolingual individuals decrease when moving into adulthood. However, it is important to be aware of the limitations through the studies such as

environment and individuals abilities, may affect the outcome and development of the brain and may not be only because of multilingualism.

This can be reflected in the video, where there is use of repetition in both Welsh and English. For example, 'cresion' and 'crisps' were repeated to aid the understanding of the children, showing awareness of the learners' current abilities. This links to Vygotsky's theory discussed by Tedick & Lyster. (2020) of knowing the 'zone of proximal development'. Repeating allowed for support and to enhance memory of the language and switching back to English allowed to develop understanding.

Pliatsikas et al. (2020) describe divergent thinking as the ability an individual has to find solutions to problems through creativity and the use of critical thinking to decide the most effective solution. It is stated that increased creativity is linked directly to those who are multilingual. Booton et al. (2021) further adds to this by discussing that multilingual individuals could be more exposed to different cultures and have more experiences to develop cognitive skills.

Boaton et al. (2021) link divergent thinking to four subcategories: fluency, how many ways something can be done; flexibility, the different situations or ways in which something can be done; originality, the uniqueness of the solution and elaboration of how detailed the solution is, all contributing to the element of creativity. This can be linked to multilingual individuals, as the use of more than one language may allow for increased cognitive development and therefore, may allow for increased problem-solving skills with a variety of solutions.

This can be linked to my video, where the use of English and Welsh is code-switching. The use of two languages may allow for opportunities of flexible thinking, using different languages and switching between two to gain understanding. Through gaining flexibility, it may allow for enhanced creativity through possibilities of advanced divergent thinking.

In Wales, there are both programmes and frameworks in place to support the Welsh language. Welsh Government (2018) have a programme in with a target of reaching one million Welsh speakers in Wales by 2050. The programme is centred around education, stating that providing education and understanding of the Welsh language may help learners feel pride through use of the language and, in effect, may encourage more use of the Welsh language.

Welsh Government (2021) further discuss the framework set out in Wales to support the use of the Welsh language with families. Through education and informing of the benefits of Welsh speaking through programmes such as TWF Welsh government encourages bilingual parents who can speak Welsh to use the language with their children. Showing that the policies in place not only support children through education but also parents or carers.

The primary use of Welsh in education is discussed by the Department for Education (2016), who state that all schools through Wales, both Welsh-medium and English-medium, use the Welsh language, which could only be through greetings in English-medium schools. Through the children and adults experiencing the Welsh language on a daily occurrence, it may contribute to the development of the language as well as the language being used naturally. This can be linked to the theory of social culture discussed by Baker & Wright. (2026) referring to Vygotsky, highlighting that learning can be created through social experiences, suggesting that everyday greetings provide opportunity for language development.

In conclusion, bilingualism and multilingualism provide benefits through the development of language, critical thinking, as well as social interaction, creating understanding. Having an additional language may support brain development linking to the development of divergent thinking. To support additional languages in Wales policies and frameworks are in place, which play a role in aiding education and providing opportunities.

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