

Part One – Video Script for Activity

Hayley Alderman

2307183

Introduction to Children via leading adult:

Bora da Dobath un.

Good Morning Class one.

Sut wyt ti?

How are you? (pause for children)

Dwi yn hapus.

I am happy today children and ready to have a fun morning.

Introduce topic:

Leading adult to introduce the topic.

Today we are going to look at the beautiful colours that make up the colours of a rainbow.

Rainbow in Welsh is Enfys. Leading Adult to encourage a group verbal attempt to say 'Enfys'.

Repeat this three times followed by the leading adult praising the attempts as group.

Example :- Well done boys and girls and then translated to Welsh, Da iawn boys and girls.

Encourage independent verbal attempts. Ask if anyone is brave to attempt 'Enfys' alone. Support this with positive praise. Example: - Excellent in English translated to Welsh rhagorol. That is great work.

Offer to any other child following praise given to peer. Repeat positive praise and the word 'Enfys' whilst encouraging independent task.

Move on to showing a visual resource of a picture of a rainbow.



Whilst pointing to each colour in English the leading adult is to illustrate the colours in the order of the song. We have colours here this one is red, here is yellow, where is pink? (open the question to the group to keep focus on introduction) pink,

green, purple, orange, and blue. Continue to offer the group of children to recognise the colours independently.

Repeat the above however changing to Welsh working for colours Coch, Melyn, Pinc, Gwyrdd Porffor Oren an Glas. Again, the leading adult should encourage the group of children to identify the colour and use the Welsh translation to describe the colour.

Following this the leading adult should ask the children to repeat colours as a group after verbally pronouncing in English and Welsh.

The leading adult is now focusing the session towards the screen. Introduce the rainbow song in Welsh:

<https://youtu.be/rySWpRmZS7A> This is to be repeated twice.

Following this the leading adult is to introduce the rainbow song in English:

<https://youtu.be/DlmM1JXkLgc>

Activity:

Place the face resources facing the leading adult and to flip them around introducing the coloured faces separately. These should be described in English first then Welsh independently and repeated twice on each colour. Whilst mentioning the colour of the face place them on the floor in front of both adult and children.

Coch – Red

Melyn – Yellow

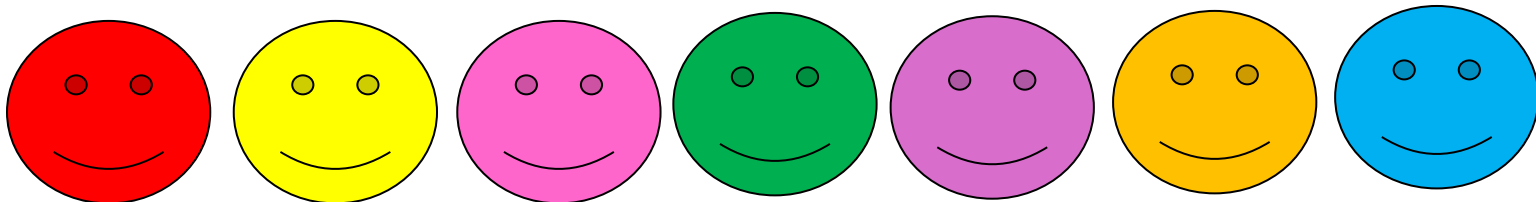
Pinc – Pink

Gwyrdd – Green

Porffor – Purple

Oren – Orange

Glas – Blue



The leading adult is to repeat each colour once again in order of placing them on the floor repeating in Welsh to English.

A rainbow decorated box will now need to be introduced. Explain the box as a 'dip in the box' which is full of lots of coloured toy items. This colourful dip in the box has lots of Enfys, rainbow colours for us to put on the right colour face. These will include:

- Red Car, Red Duck,
- Yellow Car, Yellow Duck
- Pink Car, Pink Duck
- Green Car, Green Duck
- Purple Car, Purple Duck
- Orange Car, Orange Duck
- Blue Car, Blue Duck

The children will need to be instructed to take it in turn to have a 'dip in the box' collecting only one item at a time. They will be expected to identify the colour and describe in English and attempt independently after leading adult supporting their correct answer. They will need to then place the correct coloured toy on the correct colour face.

This activity is expected to last for four minutes. As the end of the activity approaches even if toys are left in the enfys box the leading adult will now summarise the activity. This is to be done by looking at how many coloured items are on the smiley faces. Leading adult and children as a group will identify and count how many items are on the correct colours.

All to be addressed in Welsh language:-

- Un coch – One red
- Dwy glas – Two blue
- Dwy oren – Two orange
- Un – Pinc – One pink
- Dwy -porffor – Two purple
- Dwy – gwyrdd – Two green

Conclude the activity by separating the colours and placing them back in the box. Again, the leading adult should encourage the children to choose the colour to go in the box and in what order using the Welsh language translation.

- All the coch back in the box
- All the melyn back in the box
- All the Pinc back in the box
- All the gwyrdd in the box
- All the porffor in the box
- All the oren in the box
- All the glas in the box

Leading adult to show positive compliments to the children with Da iawn, this was impressive work.

Present a A4 piece of paper of a rainbow now coloured it and explain that we are all going to now create our own rainbow using the colours we have all just learnt. However, before we explore a focused task with a structured aim the leading adult is to now to encourage all the children to sing along to the enfys song to end the session. This can be done once or twice giving the group options to enjoy the song again .

Part 2 – Video Script

Hayley Alderman

Student number 2307183

Introduction

The purpose of this presentation is to introduce you to the meaning of bilingualism and multilingualism and to highlight the benefits through the support of the curriculum in the early years. I will explore the frameworks and programs supporting the growth of bilingualism in not just the early years but for the Welsh country. I will take this opportunity to explore the divergent thinking and the brain development when a child is exposed to bilingualism.

What is Bilingualism and Multilingualism?

Baker (2021) describes bilingualism as a person who can speak two languages and multilingualism as a person who can speak more than two languages. Bialystok, E et al (2017) suggests that more than half the world's populations are in fact bilingual and that bilingualism is unique in context to a child's learning experience. Baker (2021) continues to support this and further explains the routes in which children acquire languages through home, wider communities, and education. In the home that language is expected as part of a culture and wider community there is an element of pressure to learning a language. However, in educational settings language is provided within the curriculum offering the opportunity to learn a second language. Most children are being raised as monolingual, usually English-speaking households. Monolingual children can learn quickly, if given the chance to learn a second language (Cambridge Dictionary 2024).

The opportunity and exposure to learn a second or maybe third language in early years offers many benefits. According to Issa (2013) the ability to learn a language in the early year's will enhance the child's quality of English and make a positive affect to their social and emotional development. Additionally, Diamond (2010) believes that children that are raised bilingually develop cognitive benefits during early years age and that bilingualism potentially protects older people against symptoms of Alzheimer's.

Early bilingualism is often taken for granted. A child learning multiple languages will no doubt support their future travel, employment opportunities and enable new connections with different cultures and friendship networks (Byers-Heinlein 2013). Additionally, there are barriers to bilingualism opportunity and to be able to practise, access and explore further with a learnt language. This is impacted by the social influence at home or social communities because culturally or ethnically it is not supported nor encourage to practise (Giovannoli et al 2020).

Welsh as an Additional Language (WAL) and English as an Additional Language (EAL)

In Wales currently there is increasing opportunity to learn Welsh as an additional language (WAL). WAL is whereby the child's first language is neither Welsh or English however, are choosing to attend Welsh-medium education and will need support to access the curriculum through the medium of Welsh (Welsh Government 2014). Additionally, English as an additional language (EAL) involves teachers, early years practitioners to support children in accessing mainstream curriculum taught in English. A learner's first language may not be English, however they will be taught through the English language (Clements 2023).

Children whose home language is English, practitioners are to take responsibility to embed opportunities for children to develop and use language through play and learning in their home (Smidt 2016). Exposure to the Welsh language during early years gives a child the ability to acquire a language is at its peak, can benefit their later learning of Welsh in school. In partnership with the early year's curriculum, Sinencyn (2017) agrees that children should be provided with opportunities to experience different aspects of Welsh culture and heritage. Introducing Welsh cultural elements through Welsh language at an impressionable age can lay strong foundation for the child to build upon when learning the Welsh language at school age.

Brain Development

It is believed that bilingual children are to be presented as confused or that the child must be extra smart to be able to learn more than one language (Houwer 2021). In fact, it is the natural brain plasticity that plays a role in building the foundations of shaping the cognitive and behaviour development process of a child. The plasticity, referred to as the capacity of the brain continuously structures and functions the brain and the way connections are made. This is what helps the child learn and retains the information and knowledge through different stages of development (Fandakova *et al* 2020). Bialystok *et al* (2016) explore this theory and suggests that the neural network in the brain is strengthened in early years and responsible for language processing. It will also positively affect the cognitive development throughout the child's life.

The way in which I presented my activity through play supports the capacity of the brain retaining information and cognitive learning development. Play helps a child learn a language and seek opportunity to review the evidence presented to them. The social element and interaction enhance language skills (Weisberg *et al* 2013). For example, presenting them with faces with colours allows them to visually see colours in different concepts. This was done through repetition and songs that guided a scaffold for the child to initiate learning for developing language skills.

Christos (2020) claims that bilingualism affects the structure of the brain's language learning, processing, and control within adult life. In recent years there has been multiple studies carried out comparing monolingual and bilingualism in adults. It showed that bilingual adult was more likely to benefit from long term structural brain changes when faced with learning new skills and developing knowledge when retaining new information. Furthermore Tomlinson (2011) supports that activities that involve repetition support a child to strengthen their language and produce better understanding of the task. This was also something

projective through my video, clearly repeating the colours slowly and providing the English translation to absorb the meaning of the word describing the colour in Welsh. Repeating the song allowed them to familiarise the learnt words in form of a rhythm and not just spoken words.

Divergent thinking

Divergent thinking also known as lateral thinking, involves creating numerous varied ideas or solutions when trying to solve a problem. It enhances the thought process that encourages spontaneous, unrestricted exploration of diverse possibilities. Divergent thinking requires you breaking away from conventional approaches and producing answers or potential pathways to move forward (Dianne 2013). In supporting divergent thinking in language learning, practitioners can incorporate activities that encourage the child to brainstorm their ideas. It is suggested that using open ended discussion and empowering the learners to create projects with their creative minds is beneficial to divergent thinking. The learner embracing divergent thinking can develop a more flexible and innovative approach to language acquisition and ultimately enhancing their overall proficiency and culture understanding (Tomlinson 2011).

Waterford (2020) also refers to divergent thinking as a learning strategy that encourages children to explore their own solutions and problem solve. Waterford (2020) explains that studies suggest that children have stronger divergent thinking skills than adults. Children are better at visualising divergent ideas than adults. It is believed that as a person grows older the ability to think divergent decreases. Therefore, you could argue that a practitioner teaching divergent thinking to a child is less about teaching them a new skill and more about maintaining a skill of their own.

Divergent thinking encourages a child to make possible solutions to a problem or concept. The skill divergent thinking thrives on unexpected connections and open mindedness to problem with no right or wrong answer leading to better solutions. Typically, children are taught and trained to find the most correct path and right solution, this is called convergent thinking (Beachboard 2023).

Frameworks and Programmes

Weisberg *et al* (2013) suggests that in early years, play is beneficial with supporting a child's learning development especially when learning a language with the close guidance of an adult. The adult is required to pay careful attention to the aim of the play involved and the core results expected. In the UK the curriculum is divided into two sets of guidance these are in place for language and language exposure at the centre of both. There is a clear recognition of the importance in learning a language in early years. The curriculum encourages and expects the children to learn to communicate verbally with their peers and adults in using Welsh language spoken and written (Smidt 2016). Supported by the United Nations Conventions Rights of a child (UNCRC 2023) Article 7 outlines that a child has a right to a nationality and is encouraged by Article 30 that a child's should practise their cultural background and use their own language (UNICEF 2023).

Jones (2019) supports the structure of school children's experience in Wales through the foundation phase with encouraging the Welsh language through the key stages of school. The government implemented four curriculum aims to create ambition, enterprising, ethical and health. These encourage learners to be capable learners, be creative and be well informed citizens of Wales and the world and to be ready to live fulfilled lives as valued members of society.

The Welsh language is described as "one of the treasures of Wales" (Welsh government 2017 p.2). Through a framework called Cymraeg 2050, the ambition is to reach one million Welsh speakers by 2050. The central vision of this framework is to drive Welsh language through education and to empower the children to be proud to use the Welsh language in all contexts. In addition, the Welsh government will be supporting workplaces to become bilingual and supporting the social use of the language.

Alongside one framework comes another framework, supporting children to have full exposure to their own culture and heritage of their country in Wales. The curriculum in Wales, curriculum in cymreig, lists five requirements for a child's educational structure. These are culture, economic, environmental, historic, and linguistic. These ideas are modelled to enforce positive engagement in Welsh culture and its heritage like the eisteddfod and St Davids Day. The curriculum in Wales can be used to promote a sense of belonging for the child in Wales and increase their understanding of the country (Welsh Government 2003).

Conclusion

To conclude, there is obvious benefits to bilingualism for a child within early years and as they become adults. It is believed that bilingualism positively affects their social and emotional development (Issa 2013) and potentially protects older people against symptoms of Alzheimer's (Diamond 2010). Science shows that the brain development is strengthened in early years and the social interaction through play enhances language skills (Weisberg *et al* 2013). Divergent thinking supports a child to explore alternative solutions to problems they may face (Waterford 2020) and many frameworks and government guided curriculums are set out to support the opportunity, exposure and practices of learning a language in Wales (Welsh Government 2014).

References

Baker, C, & Wright, WE 2021, Foundations of Bilingual Education and Bilingualism, Multilingual Matters, Bristol. Available from: [ProQuest Ebook Central](#). (Accessed: 08 April 2024).

Bialystok, E and Werker, F. (2016) The systemic effects of bilingualism on children's development. *Developmental Science*/Volume 20/Issue 1 Available at: [Editorial: The systematic effects of bilingualism on children's development - Bialystok - 2017 - Developmental Science - Wiley Online Library \(uwtsd.ac.uk\)](#) (Accessed: 16 April 2024).

Beachboard, C. (2023) 'Five techniques to promote divergent thinking' *Encouraging Students To Generate Many Solutions To A Particular Problem Leads To More Creative Thinking And Better Problem-solving* Available at: [Promoting Divergent Thinking to Foster Students' Creativity | Edutopia](#) (Accessed: 17 April 2024).

Byers-Heinlein, K. (2013) 'Bilingualism in the Early Years' *What The Science Says*. Available at: [Bilingualism in the Early Years: What the Science Says - PMC \(nih.gov\)](#) (Accessed: 01 April 2024).

Cambridge Dictionary (2024) Monolingual Available at: [MONOLINGUAL | definition in the Cambridge English Dictionary](#) (Accessed: 17 April 2024).

CHRISTOS, P., LOTTE, M., VERÍSSIMO JOÃO, DELUCA, V., SHATTUCK, K. and ULLMAN, M.T., (2020). The effect of bilingualism on brain development from early childhood to young adulthood. *Brain Structure and Function*, **225**(7), pp. 2131-2152. Available at: [The effect of bilingualism on brain development from early childhood to young adulthood - ProQuest](#) (Accessed: 16 April 2024).

Clements, P. (2023) English language explained. Available at: [English as an Additional Language explained | Cambridge](#) (Accessed: 17 April 2023)

Dianne, C. (2013) The interaction design foundation Available at: [What is Divergent Thinking? — updated 2024 | IxDF \(interaction-design.org\)](#) (Accessed: 17 April 2024)

Diamond, J. (2010) 'The Benefits of Multilingualism' *Bilingual Rearing Of Children, Instead Of Confusing Them, May Bring Lifelong Advantages*. Vol 330, (Issue 6002) pp.332-333 Available at: [The Benefits of Multilingualism | Science](#) (Accessed: 09 April 2024).

Giovannoli, J., Martella, D., Federico, F., Pirchio, S., and Casagrande, M. (2020). The Impact of Bilingualism on Executive Functions in Children and Adolescents: A Systematic Review Based on the PRISMA Method. *Frontiers in Psychology*, 11, Article 574789. Available at: [The Impact of Bilingualism on Executive Functions in Children and Adolescents: A Systematic Review Based on the PRISMA Method - PMC \(nih.gov\)](#) (Accessed: 16 April 2024).

Fandakova, Y., & Hartley, C. A. (2020). Mechanisms of learning and plasticity in childhood and adolescence. *Developmental Cognitive Neuroscience*, **42**, [Article 100764](#) Available at: [Mechanisms of learning and plasticity in childhood and adolescence - PMC \(nih.gov\)](#) (Accessed: 16 April 2024).

Houwer, A. (2021) Bilingual Development in Childhood: *Elements in Child Development Series* Available at: [Bilingual Development in Childhood: Elements in Child Development Series « Psychology & Psychiatry# « Cambridge Core Blog](#) (Accessed: 16 April 2024)

Issa, Y. and Hatt, A. (2013) Language, culture and Identity in the Early Years New York: Bloomsbury Academic. Available at: <https://search.ebscohost.com.ezproxy.uwtsd.ac.uk/login.aspx?direct=true&db=nlebk&AN=2299063&site=ehost-live> (Accessed: 08 April 2024).

Jones, C. (2019) Fit for the Future Education in Wales. Available at: [Course: Amlieithrwydd, Aml-feddwyl/Multilingualism, Multi-thinking \(ECEY4004/C\), Tile: Students Based in Wales \(uwtsd.ac.uk\)](#) (Accessed: 17 April 2024).

Smidt, S. (2016). *Multilingualism in the early years: Extending the limits of our world*. Routledge. Available at: [- VleReader](#) (Accessed: 16 April 2024).

Tomlinson, B. (2011) Materials Development in Language Teaching (second addition) Available at: [9780521157049pre_pi-xx.indd \(cambridge.org\)](#) (Accessed 17 April 2024).

UNICEF (2023) United Nation Convention on the Rights of the Child Available at: [UNCRC summary-1 1.pdf \(unicef.org.uk\)](#) (Accessed: 17 April 2024).

Waterford (2020) How to teach divergent thinking skills in the classroom Available at: [How to Teach Divergent Thinking Skills in the Classroom - Waterford.org](#) (Accessed: 17 April 2024).

WEISBERG, D.S., ZOSH, J.M., HIRSH-PASEK, K. and GOLINKOFF, R.M., 2013. Talking It Up: Play, Language Development, and the Role of Adult Support. *American Journal of Play*, **6**(1), pp. 39-54. Available at: [Talking It Up: Play, Language Development, and the Role of Adult Support - ProQuest](#) (Accessed : 16 April 2024).

Welsh Government (2003) Developing the Curriculum Cymreig Available at: [developing-the-curriculum-cymreig.pdf \(gov.wales\)](#) (Accessed: 17 April 2024).

Welsh Government (2014) Welsh as an Additional Language Research into the level of need and current support provided to black and minority ethnic pupils with Welsh language support needs, Available at: <https://gov.wales/sites/default/files/statistics-and-research/2019-07/140430-welsh-additional-language-en.pdf> [Accessed: 02 April 2024].

Welsh Government (2017) 'Cymraeg 2050' *A Million Welsh Speakers* Available at:
[Cymraeg 2050: A million Welsh speakers \(gov.wales\)](#) (Accessed:17 April 2024).