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Ai Cover sheet

AI cover sheet I confirm that I have not presented any AI generated text as my own work, I confirm I have copies of my drafts, notes and other resources I used before, and after use of AI tools which I may be asked to provide in evidence

ECEY4010
2419341
Word Count 1,396

Video link

20250406_193933(1).mp4.crdownload ([file:///LAPTOP-S40083HI/Users/nicol/OneDrive/20250406_193933\(1\).mp4.crdownload](file:///LAPTOP-S40083HI/Users/nicol/OneDrive/20250406_193933(1).mp4.crdownload))

Introduction

According to Merriam-Webster, (2025) bilingualism is the ability to speak two languages and the ability to frequently use two languages. Referring to the individual being able to use two languages effectively. Also, communities that have the use of two languages within it and are commonly used. According to Cambridge Dictionary, (ND) multilingualism is defined as being able to use more than two languages to communicate as an individual or as a community.

Throughout will investigate the benefits of bilingualism and multilingualism, Welsh and English as a second language. Also brain development and brain divergent will be explored in depth, as well as the policies and frameworks and programmes.

Main Body

According to Chumbow (2018) there is research that shows that those who are bilingual are more cognitively developed through enabling them to have rich resources for some new and existing ideas to help with problems whilst also moving between the two languages. Which will link to their development stages such as their creativity and mental agility allowing them to think flexibly and adapt to new situations. According to Nacamulli (2015) using more than two languages will make the brain look and act differently to those who are monolingual, most bilinguals use their languages with varying proportions. Also, according to Nacamulli (2015) bilingualism can help make the brain healthier and more complex and actively engaged, being bilingual and multilingual will exercise the brain. Being bilingual increases the and attention of individuals, it can enhance cognition and the functioning skills. Being bilingual stimulates the development of thinking skills and creativity not only in children but adults also. Bilinguals perform better in pattern recognition, creative thinking, divergent thinking, and problem solving. Other benefits include deeper social and emotional intelligence among bilinguals, the social skill help children to build connections with others, be able to communicate effectively with them and process their emotions. Being multilingual enables people to

understand others better and be able to empathise better with them (Fabulingua Kids, 2023).

To support children with Welsh or English as an additional language there are many forms of resources that can be used. According to Department for Education (2024) should model the accurate use of English offering short, precise words and phrases that are easy for children to understand, building on what the child already knows and strengthening their knowledge and understanding. Also recasting what the child has said will help the child to hear the and understand the correct pronunciation, building up the child's confidence with the words and language and gaining them confidence in their ability to use the words and language they are learning. Also, according to Department for Education (2024) practitioners should observe the children so that they know what level the child is on and what support the child needs in order to progress, observations are a great tool for tracking the developments that the children have already made within the language. The children can also develop their second language through activities and play, through play children can observe other children and learn how to communicate their needs and wants to the other children. According to Department for Education (2024) practitioners will need to be face to face with the children when talking, gaining their attention first and demonstrating the meaning of their words with actions. Giving the children time to think and respond to them without any extra language added in to the conversations. Techniques such as OWLING, observe, wait and listen are effective within these situations as they give practitioners the opportunity to wait while the child is processing what has been said and giving time to be able to react and respond without added pressure, ensuring the thinking time for the children.

According to Participate Learning (2020) bilingual brains are more developed in areas that organise speech. Bilingual children demonstrate increased reading comprehension, they have better long-term memory, and they can find it easier to apply logic to scenarios. Also, according to Participate Learning (2020) bilingual adults are more resistant to forms of dementia. Bilingual and multilingual children are exposed to other cultures, and they demonstrate more empathy for other in these

situations and show more understanding for the cultures as well as being better equipped to succeed in areas in the future. According to Wallace (2001) the brain is programmed to develop language from birth to eight years of age. However, at the lower end of the age infants may show some confusion when learning to two languages or more but by age eight they will have caught up and will be able to comprehend the differences and abilities of the languages by the age of eight. According to Macamulli (2015) being bilingual or multilingual keeps your brain complex, actively engaged and healthier.

According to Improvement Cymru Academy (ND) divergent thinking is a thought process that enables an individual to explore various possibilities and a wide range of solutions to problems by using free flow thinking, the exploration of possibilities, creativity and open-ended questions or problems. According to Booton, *et al* (2021) most children grow up bilingual, however research shows that bilingual children are no different from monolingual children when it comes to divergent thinking.

Welsh Government (2024) states that the ambition is that everyone learning in a school or setting in Wales is supported to enjoy using Welsh. According to Welsh Government (2024) the framework consists of Welsh being a mandatory requirement of the Curriculum for Wales under Languages, Literacy and Communication. The focus on Welsh is dependent on the needs of the children, which the practitioners will assess through observations and assessments. Showing that a child of five years or under will be using a different range of the Welsh language, they will be learning the basics of Welsh through play and their activities and talking to their peers and the practitioners. In the video at the start of this assignment it is demonstrated through the basic names of body parts and putting them into a song that is already well known in English. Showing the switch between the two languages, to model the language and showing the pronunciations of the words that are directly linked to the song.

To conclude the findings of bilingualism and multilingualism shows that the use of having two languages or more can put a slight disadvantage on the child at the beginning due to the confusion of the two, however as they progress they will gain more knowledge and understanding of the languages that they are learning and this will show in their abilities to perform tasks and develop their skills. Throughout their life they will be able to have access to more opportunities and in their future.

Practitioners will have to follow guidelines to ensure that all children can learn the languages and switch up their use of languages in day-to-day activities and conversations and take time to allow children to process what they are being taught and think about the language before they respond.

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