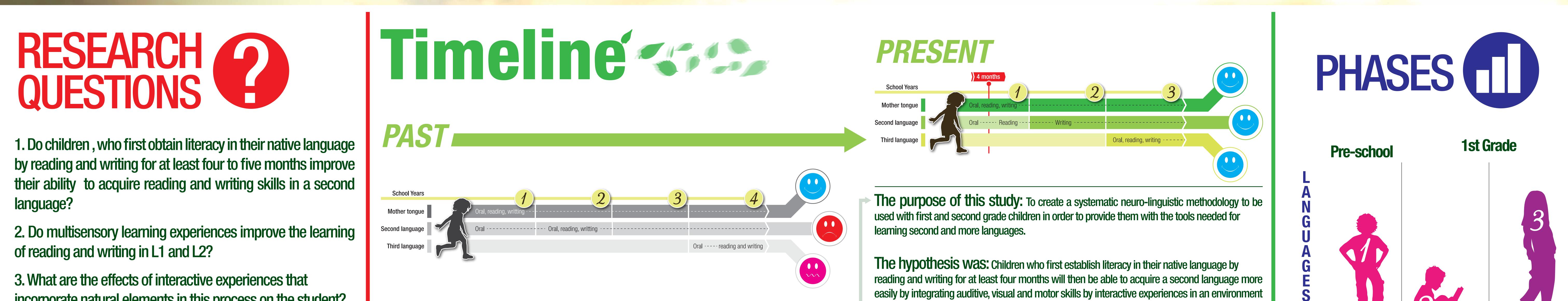
LITERACY THROUGH TRILINGUAL AND ENVIRONMENTAL EDUCATION

QUESTIONS

- 1. Do children, who first obtain literacy in their native language by reading and writing for at least four to five months improve their ability to acquire reading and writing skills in a second language?
- 2. Do multisensory learning experiences improve the learning of reading and writing in L1 and L2?
- 3. What are the effects of interactive experiences that incorporate natural elements in this process on the student?
- 4. What is the role of the teachers in this case?
- 5. How can parents get involved in this process?
- 6. What is the role of technology?
- 7. What is the impact of this system on education?



In many bicultural schools in Latin America children learn to read and write in two or more languages. The problem that arises is that schools using a total emersion approach have had mixed results. The question was how to best begin the process of speaking, reading and writing in a second and third language without negatively affecting the development of the children in their native language and in their thinking processes.

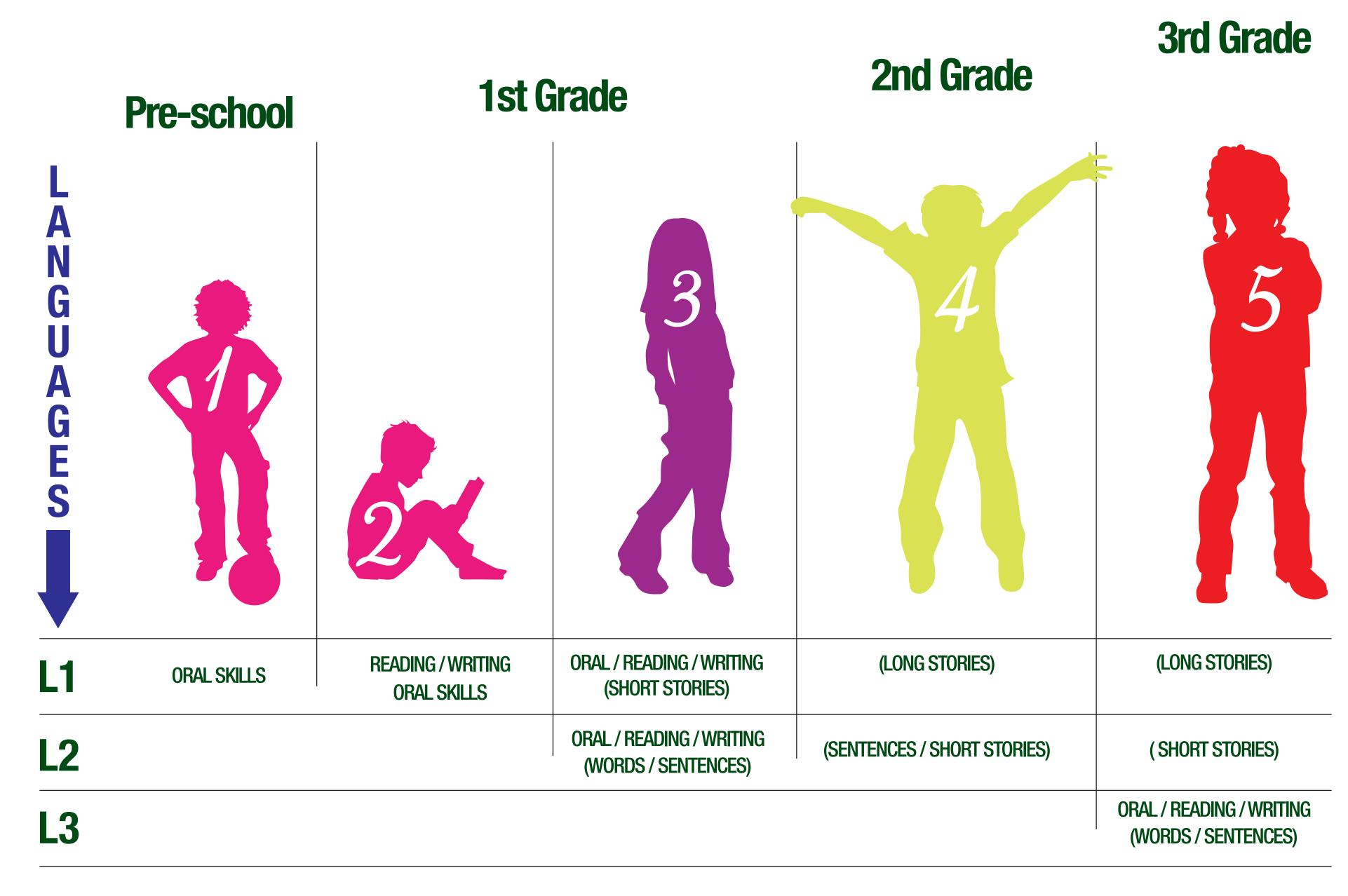
The purpose of this study: To create a systematic neuro-linguistic methodology to be used with first and second grade children in order to provide them with the tools needed for learning second and more languages.

The hypothesis was: Children who first establish literacy in their native language by reading and writing for at least four months will then be able to acquire a second language more easily by integrating auditive, visual and motor skills by interactive experiences in an environment that incorporates natural elements.

The solution according to the hypothesis was:

To develop a systematic method for bilingual literacy with neuro-linguistic, constructivist, social, cultural and an environmental focus which begins by developing reading and writing in the native language.

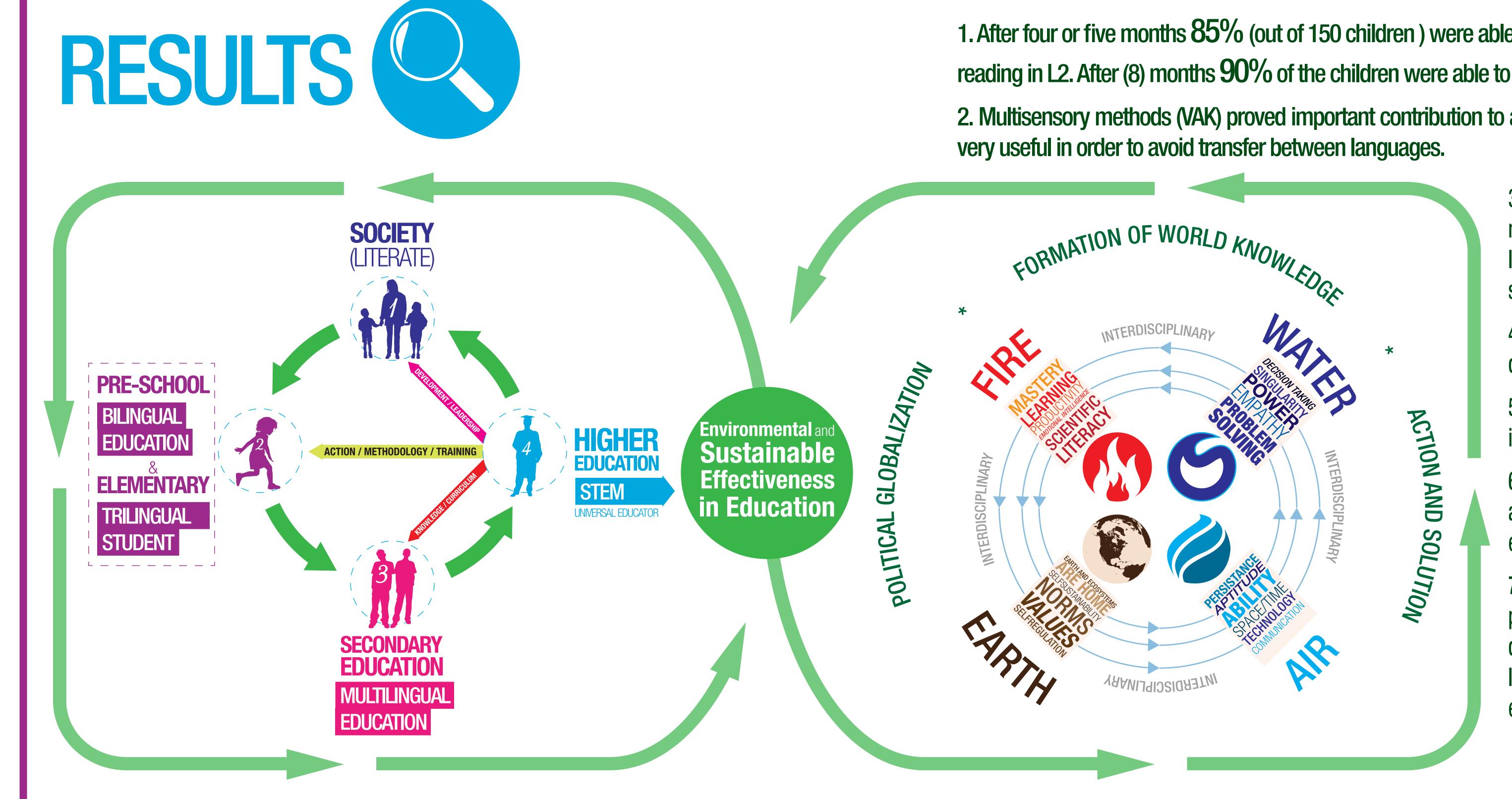




METHODS ()

- Reading:
- Synthetic phonics: 100% (Decoded letter by letter) Holistic Word Recognition: 60% (Words recognized by their shape) Whole language: 20% (Words recognized by the context)
- Writing Method:
- For L2, L2 and L3 the same hand writing style, and the same use of space in papers.
- Multisensory Methods :
- VAK (Visual, auditory and kinesthetic)
- Interdisciplinary Education:
- L1 and L2 (Language, science, mathematics, art and music)
- Social developmental methods:
- (peers, small groups, co-evaluation, self evaluation)
- Materials:

Let's Read, Let's Write (Systematic method for nuero-linguistic learn María Cristina de Mai ing of reading and writing.)



1. After four or five months 85% (out of 150 children) were able to read and write in L1 and started reading in L2. After (8) months 90% of the children were able to read and write in L1 and L2.

2. Multisensory methods (VAK) proved important contribution to additive language acquisition. It was

3. The effect of interactive experiences using natural sciences increased student involvement in learning and jointly constituted the beginning of scientific literacy.

4. The need for a team teaching approach clearly demonstrated.

5. Parent involvement in the topic of ecology increased the interest in children.

6. Technology was essential for student research, and proved to be important resource for encouraging reading.

7. The system showed that multilingualism is possible, even if the languages are considerably different as in Spanish and German. It proved that literacy skills developed in the mother tongue will enhance third/multilanguage acquisition.

FUTURE RESEARCH



- Does this system work for other languages and other ethnographical groups?
- Does an interactive approach using natural sciences improve additive language acquisition?
- Will children that learn at early age through this system, interact in a positive away with the environment?
- How many languages can an "average" child learn following this system?
- Will multilingualism contribute to create better understanding among different cultures and ease the strains of globalization?
- How incorporate Higher Education best be integrated into the learning system as an integral unit?
- In which areas should a bilingual teacher be trained?



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