

Language Acquisition and Culture in Early Educational Programs and Learning In The United States: A Critical Perspective Using the Cooperative Principle and Pedagogy

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Abstract

An early childhood education incorporated with foreign language learning is very important and pertinent in the successful development of children. In the United States of America, there are inequalities and discrepancies in early educational experiences among bilingual children, especially among those who do not speak standard English, which has a lasting impact on their lives. The different cultures of students who live in low-income communities impact a child's performance in school. Minorities are directly affected by academic development because schools do not incorporate diversity in the curriculum, and this limits their ability to educate these children. The impact of implementing early childhood education programs in elementary schools will promote school success outcomes. These children will develop language, literacy, motor, and social skills. The theory used to undergird this study of early childhood educational programs is that of pedagogy, which is based on the idea that "experience causes a change in an individual's knowledge or behavior" (Lowenfeld, 2003:1179). A Simple Time-Series design is employed for this study of implementing foreign language learning in early educational programs like Head Start, which will lead to child success outcomes. For this study, the technique used to collect the data is a combination of observational and document analysis techniques because it is a study of direct and indirect research and secondary sources.

Keywords: Language Skills, Cognitive Skills, Bilingual, Monolingual, Early Educational Programs