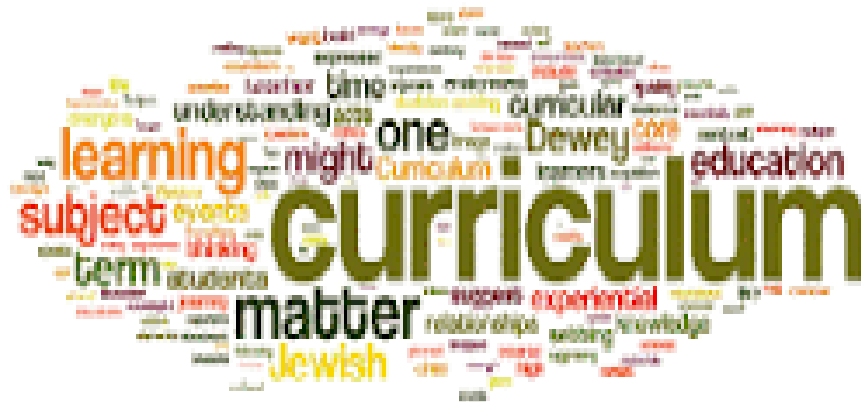


English for the students of

- **Preschool and Primary Education**
- **Educational Administration &**



Design

Dr. Mohammad Golsanamlu

Key to Phonetic Symbols

Consonants	Vowels
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p	<i>pen, copy, happen</i>	ɪ	<i>kit, bid, hymn, minute</i>
b	<i>back, baby, job</i>	e	<i>dress, bed, head, many</i>
t	<i>tea, tight, button</i>	æ	<i>trap, bad</i>
d	<i>day, ladder, odd</i>	ɒ	<i>lot, odd, wash</i>
k	<i>key, clock, school</i>	ʌ	<i>strut, mud, love, blood</i>
g	<i>get, giggle, ghost</i>	ʊ	<i>foot, good, put</i>
tʃ	<i>church, match, nature</i>	iː	<i>fleece, sea, machine</i>
dʒ	<i>judge, age, soldier</i>	eɪ	<i>face, day, break</i>
f	<i>fat, coffee, rough, photo</i>	aɪ	<i>price, high, try</i>
v	<i>view, heavy, move</i>	ɔɪ	<i>choice, boy</i>
θ	<i>thing, author, path</i>	uː	<i>goose, two, blue, group</i>
ð	<i>this, other, smooth</i>	əʊ	<i>goat, show, no</i>
s	<i>soon, cease, sister</i>	aʊ	<i>mouth, now</i>
z	<i>zero, music, roses, buzz</i>	ɪə	<i>near, here, weary</i>
ʃ	<i>ship, sure, n<u>a</u>tional</i>	eə	<i>square, fair, various</i>
ʒ	<i>pleas<u>u</u>re, v<u>i</u>sion</i>	ɑː	<i>start, father</i>
h	<i>hot, whole, ahead</i>	ɔː	<i>thought, law, north, war</i>
m	<i>more, hammer, sum</i>	ʊə	<i>poor, jury, cure</i>
n	<i>nice, know, funny, sun</i>	ɜː	<i>nurse, stir, learn, refer</i>
ŋ	<i>ring, anger, thanks, sung</i>	ə	<i><u>a</u>bout, comm<u>o</u>n, stand<u>a</u>rd</i>
l	<i>light, valley, feel</i>	i	<i>happy, radi<u>a</u>te, glori<u>o</u>us</i>
r	<i>right, wrong, sorry, arrange</i>	u	<i>thank yo<u>u</u>, influ<u>e</u>nce, situ<u>a</u>tion</i>
j	<i>yet, use, beauty, few</i>	ŋ	<i>sudden<u>l</u>y, cotton<u>o</u></i>
w	<i>wet, one, when, queen</i>	l	<i>middle<u>l</u>, metal<u>l</u></i>
ʔ	<i>(glottal stop) depart<u>m</u>ent, foot<u>b</u>all</i>	ˈ	<i>(stress mark)</i>

In the Name of God

ESP

Readings for the Students of

➤ **Preschool and Primary Education**
➤ **Educational Administration**
➤ **Curriculum**

Mohammad Golsanamlu, PhD

2025/1403

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Preface

This book has been designed as a textbook for university students in the field of education science, especially in the areas of preschool and primary education, curriculum studies, and educational administration. Its main objective is to teach English in a specialized familiar context in order to motivate the students to use specialized English sources and texts in a systematic way. Thus it will help the students strengthen their ability to use specific sources and improve their exploitation skills. The author expresses hope that this book can be useful for the students and improve their English skills in a way that they can gain their educational objectives efficiently. It is also expected that beside his students, this book will find readers among teachers, education administrators, curriculum designers and those researchers who want to increase their knowledge in the field of educational science. All the exercises are presented in the context of educational science and together with the reading passages provide a representative range of the relevant vocabulary.

Mohammad Golsanamlu, PhD

Preschool Education



Reading: preschool education

1. **Preschool education** is education that focuses on educating children from the ages of infancy until six years old. The system of preschool education varies widely, with different approaches, theories, and practices within different school jurisdictions. The term preschool education includes such programs as **nursery school**, **day care**, or **kindergarten**, which are occasionally used interchangeably, yet are distinct entities. While pedagogies differ, there is the general agreement that preschool is responsible for providing education before the commencement of statutory education.

The proliferation of preschool education in the twentieth century can be connected to advances in developmental psychology, such as in the work of Jean Piaget which revealed the nature of psychological development that occurs in the early years of childhood, and from the educators such as Froebel who recognized that children need stimulation, particularly that provided by play and role playing, from a young age in order to develop their full potential, as well as from the needs of large numbers of working mothers to provide a good environment for their young children during working hours. Thus, preschool environments vary depending on whether their main focus is care of the children such as in a daycare program, which nonetheless acts as a socialization experience that extends beyond the family and prepares the children for school, and those which were specifically designed to provide early educational experiences for young children, such as the kindergarten.

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- 1 History
- 2 Philosophy
- 3 Different preschool environments
 - 3.1 Day care
 - 3.2 Nursery School
 - 3.3 Kindergarten

While it can be argued that young children do not need these experiences as the family should be their primary learning environment, for many children a preschool environment offers experiences, educational, social, and other basic needs that unfortunately may not be satisfied in the home. Preschool education, thus, is a vital component of the development of many young people. Given the importance of the youth of any society for its future, investment in such programs, together with investment in the families who are the primary caregivers and first teachers of their children, can go a long way to support the development of good citizens for the future.

2. History

In the nineteenth century, several European educators, including Robert Owen of Great Britain, Johann Heinrich Pestalozzi of Switzerland, Friedrich Froebel in Germany, and Maria Montessori of Italy began to develop educational systems designed for early childhood in the hope of actively helping children during one of the most crucial stages in human development. Robert Owen was responsible for creating the New Lanark school for young children, most of whom were from the poor workers in Owen's cotton mills. His school was successful, and spurred similar institutions in England.

Froebel came up with the term "kindergarten" (meaning "children's garden") and created the first kindergarten school. Froebel believed that human beings were given almost limitless potential from God and saw kindergarten education as a means to start the process of realizing such potential at an early age. His curriculum focused on giving children the freedom to discover their abilities and personalities without forcing pre-determined self-images upon them, supporting the development of creativity, language, and social skills. Froebel's kindergarten program was spread by a number of teachers he trained, including the sisters Bertha Meyer von Ronge and Margarethe Meyer Schurz in Europe and America, although their programs were still taught in German.

Elizabeth Peabody and Susan Blow developed English kindergarten curricula in the US, where the "kindergarten" became part of required elementary education beginning at age five. However, in 1965, the Head Start program was initiated as

part of President Lyndon B. Johnson's "War on Poverty." This program provided early pre-school education opportunities to children of low income families, providing health and nutritional services as well as learning opportunities.

While the German idealism and Christian aspects that Froebel and other early preschool educators advocated were not as popular in secularly run educational systems, nonetheless the core principals were widely understood and beneficial to helping child development and a more educated public. Generally, however, preschool education is a matter of choice; formal, state mandated education beginning with entry into elementary school.

3. Philosophy

Early childhood education (ECE) is a pedagogical approach covering the education of children from the period from birth to six years of age.

Child development occurs in a number of domains:

- **Physical development** - Concerning the physical growth and the development of both gross (such as walking) and fine motor (such as finger movement) control of the body.
- **Perception and sensory development** - How a child functions using the senses and the ability to process the information gained.
- **Communication and language development** - Using visual and sound stimuli, especially in the acquisition of language, also in the exchange of thoughts and feelings.
- **Cognitive development** - Concerning how the individual thinks and react.
- **Emotional Development** - Concerning children's increasing awareness and control of their feelings and how does he react to these feelings in a given situation.
- **Social Development** - Concerning the child's identity, their relationship with others, and understanding their place within a social environment.

A wide array of educational philosophies circulate through the field in regards to how best promote healthy development in these areas. Some professionals adhere more closely to a behaviorist theory based on the work of those such as John B. Watson, B. F. Skinner, and Edward Thorndike. Others hold to the more

unstructured maturationist theory popularized by Jean-Jacques Rousseau and Maria Montessori. Additionally, stage theories such as those of Sigmund Freud and Erik Erikson are used to look at social and emotional development. Many early childhood teacher education programs teach a mix of theories dominated by the constructivist approach put forth by Jean Piaget and Lev Vygotsky.

Regardless of the theoretical underpinnings, in practice early childhood education is largely child-centered education. Therefore, there is a focus on the importance of play. Play provides children with the opportunity to actively explore, manipulate, and interact with their environment. It allows children to experiment with the world around them and the emotional world inside them. To many it might seem like mere entertainment, but during such activities progress takes place in skill building, problem solving, overcoming physical and mental challenges, and so forth. Playing with products made especially for the preschool children helps a child build self confidence, encourages independent learning, and clears his concepts. For the development of their fine and large or gross motor movements, and for the growth of the child's eye-hand coordination, it is extremely important for him to 'play' with the natural things around him. It encourages children to investigate, create, discover, and motivate them to take risks and add to their understanding of the world. It challenges children to achieve new levels of understanding of events, people, and the environment by interacting with concrete materials. Hands-on activities create authentic experiences in which children begin to feel a sense of mastery over their world and a sense of belonging and understanding of what is going on in their environment.

This use of play follows from Jean Piaget's idea that children should actively participate in their world and various environments so as to ensure they are not 'passive' learners but 'little scientists' who are actively engaged.



4. Different preschool environments

The different preschool environments cover those in which education is the main focus, such as kindergarten, to those in which the function is basic care of the young child, such as Daycare. Regardless of the level of overt educational goals, however, children in these environments develop social skills as well as developing familiarity with a situation in which the child is separated from his or her parents for an extended period and must spend time in the company of peers who are not their siblings. When the child learns these skills successfully, preschool education plays a valuable role in preparing the child for school. Preschool programs also may focus on aspects of health, nutrition, and hygiene that may be lacking in their home environment. Again, these experiences are part of socializing the child into the larger community. Programs such as Head Start were designed with these aspects as specific goals.

1-4. Day care

Day care or **child care** is care of a child during the day by a person other than the child's parents or legal guardians, typically someone outside the child's immediate family. The service is known as "child care" in the United Kingdom and Australia and "day care" in America. Child care or day care is provided in nurseries or creches or by childminders caring for children in their own homes. Child care or day care is ongoing care during specific periods, such

as the parents' time at work. Child care can also take on a more formal structure, with education, child development, and discipline falling into the fold of services.



Where the market is sufficiently large or there are government subsidies for daycare, for-profit corporate day care exists. In North America, Bright Horizons Family Solutions is one of the largest such companies. It is a publicly traded company operating over 600 daycare centers. The Australian government's childcare subsidy has allowed the creation of a large private-sector industry in that country. ABC Learning Centers is a publicly traded company running about 1000 daycare centers in Australia and New Zealand and another 500 in the US. Another factor favoring large corporate day cares is the existence of childcare facilities in the workplace. Large corporations often do not handle this employee benefit directly themselves and will seek out large corporate providers to manage their daycares. Most smaller for-profit day cares operate out of a single location.

Non-profit day cares have some structural advantages over for-profit operations. They may receive preferential treatment in rent, especially if they are affiliated with a church that is otherwise unoccupied during the week, or with a school that has surplus space. Location within a school may further bring the advantage of coordinated programs with the school and the advantage of a single location for parents who have older school-age children. Parents are typically the legal owners of the non-profit day care and will routinely provide consulting services (for example accounting, legal, human resource) for free. Non-profits have an advantage in fund-raising as most people will not donate to a for-profit

organization. Non-profits, however, are typically limited in size to a single location as the parent-owners have no motivation to manage other locations where their children are not present. They may suffer from succession issues as children grow and parents leave the