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TIRANA

Jean Monnet Module

EU Health Issues

Dr. Stela Dhima

A collection of colorful wooden letters and numbers scattered on a blue surface. The letters and numbers are in various colors including red, green, yellow, and blue. Some are large and some are small. The background is a solid blue color.

Promoting Language Development in Early Childhood

Dr. Stela Dhima

❖ Studies related to the topic that you can read:

- *Dhima, S. (2016) Fifth International Conference on New Advanced Methodologies and Techniques in Scientific Research, ISBN 9789928218032 – Article: A study of reading attitudes, interests and preferences of freshmen students in Albania*
- *Dhima, S. (2015) International Journal of Academic Research in Business and Social Sciences Nr. 4, Vol. 5, ISSN 2222-6990, Impact factor 0.305 – Article: A reliability study of Parent Reading Belief Inventory (PRBI) – the case of Albania*
- *Dhima, S. (2015) International Journal of Academic Research in Progressive Education and Development Nr. 1, Vol.4, ISSN 2226-6348, Impact factor 0.497 – Article: Enhancing language development through shared reading in preschool children in Albanian kindergartens*
- *Dhima, S. (2015) Scientific bulletin of University “Ismail Qemali”, Vlorë, Nr. 3, Vol. 1, 2015: ISSN 2310-6719 – Article: Ndikimi i mjedisit letrar familjar në zhvillimin gjuhësor në moshën parashkollore (The impact of home literacy environment in preschool language development)*
- *Dhima, S. (2014) Periodic journal, “Shkenca Shoqërore, Ekonomike dhe të Edukimit” University “Eqerem Cabej” Gjirokastër; (Social, Economic and Educational Sciences) Nr. 36, ISSN 2226-082X – Article: Leximi si aktivitet nxitës i zhvillimit gjuhësor në moshën parashkollore (Reading as an activity that promotes language development in pre-schoolers)*

Dr. Stela Dhima

❖ Working experience:

❑ Steinbeis University Berlin

❑ University of New York in Tirana

❑ University of Tirana

❑ Albanian University

❑ Marin Barleti College

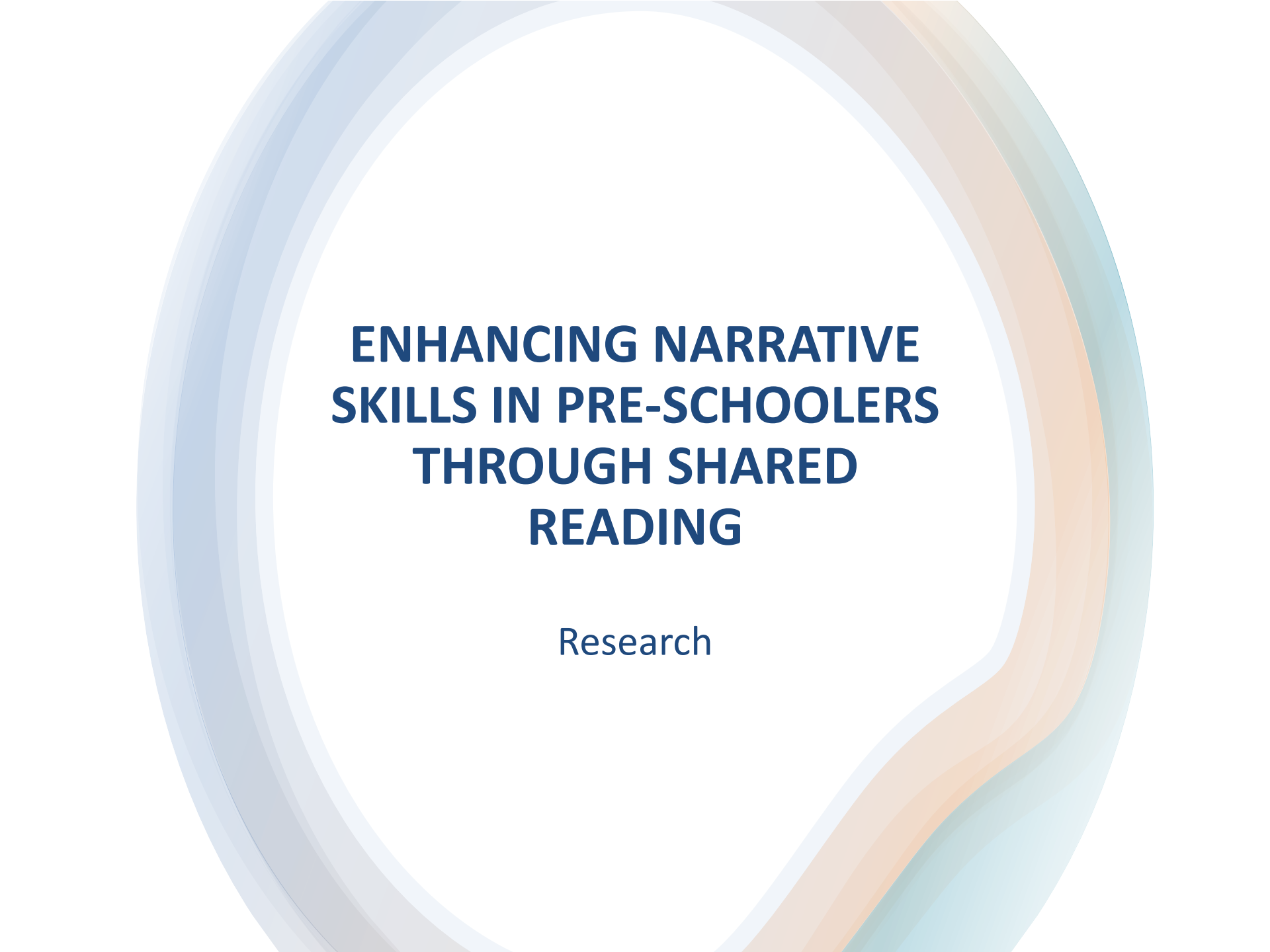
❑ https://unyt.edu.al/index.php/our_team/stela-dhima-phd/

Overview

- Language and literacy development;
- Factors that impact the narrative development in preschoolers;
- Shared reading and its benefits in language development;
- Research methodology – quasi-experimental research design;
- Instrument development: PRBI, HLE, NAP;
- Enhancing narrative skills through shared reading;
- Research results and discussions;
- Questions from the audience;
- Conclusions.



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**ENHANCING NARRATIVE
SKILLS IN PRE-SCHOOLERS
THROUGH SHARED
READING**

Research

Language development in pre-schoolers

- At this age, children will begin to learn and use more:
 - connecting words, like ‘when’ and ‘but’
 - words that explain complicated emotions, like ‘confused’, ‘upset’ and ‘delighted’
 - words that explain things going on in her brain, like ‘don’t know’ and ‘remember’
 - words that explain where things are, like ‘between’, ‘above’, ‘below’ and ‘top’.
- Children are also learning more and more adjectives that help him explain things better – for example, ‘empty’ and ‘funny’.
- In general, preschoolers understand many more words than they can use.



Encouraging language development

- Speaking with children in a clear, correct, and simple manner. NO baby talk.
 - Making conversations with children a two-way street. Take time each day to listen to and talk with your child.
 - When children speak, modeling good listening behavior.
 - Encouraging children to use language (and not just gestures or actions) to express ideas, observations, and feelings.
 - Asking questions that require them to make and express a choice.
 - Trying to enrich and expand children's vocabulary.
 - Engaging them in activities and games that require listening and following directions.
- Reading and singing nursery rhymes with them.
 - Reading and telling stories that have interesting characters and easy-to-follow plots. Discussing the stories together.

Shared reading



- Interaction
- Including adults and children
- In kindergartens or at home
- Activity to help children learn sounds and words



WHAT I MEASURED

Narrative skills
development
through shared
reading

Research variables

HLE

Home
Literacy
Environment

informal –
exposure to
books

formal –
discussing the
content

ILE

Institutional
Literacy
Environment

Same to HLE
but in the
kindergarten

PRB

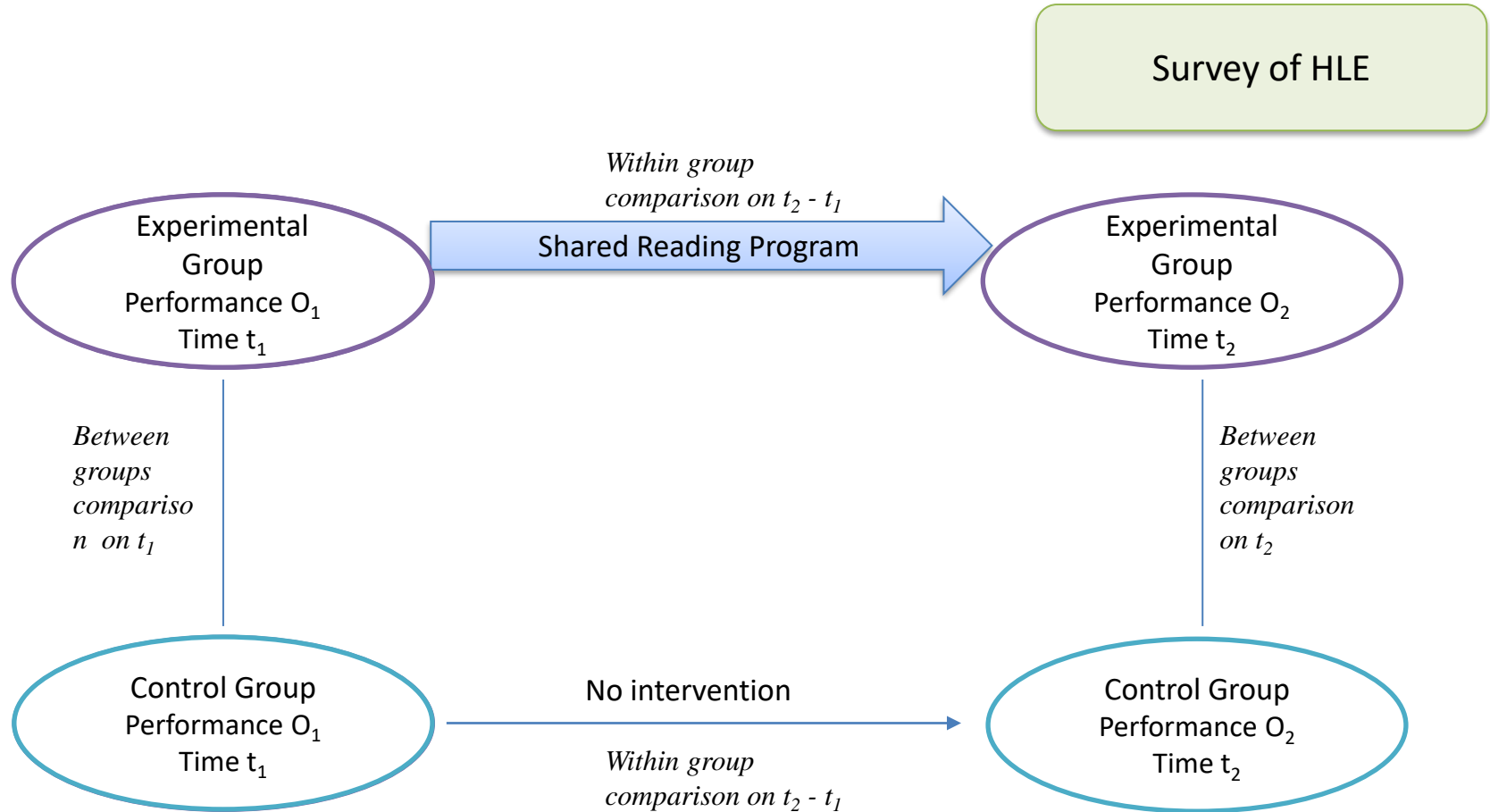
Parent
Reading
Believe

Perception of
parents on
the benefits
of shared
reading



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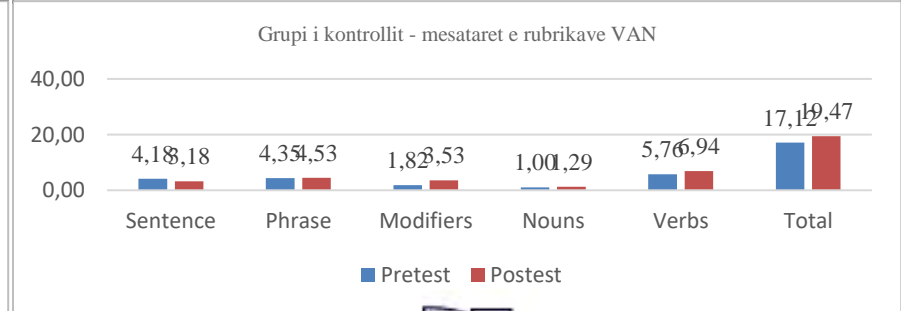
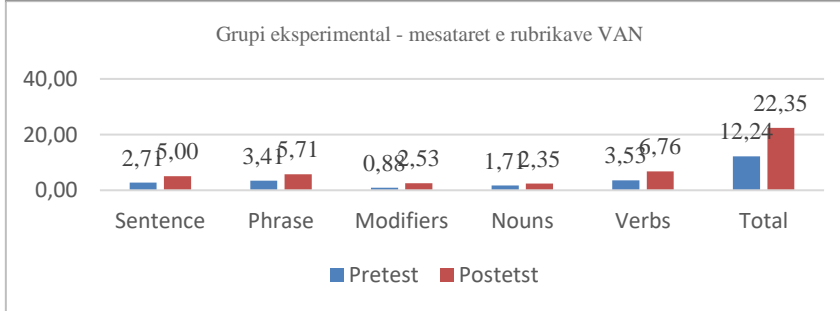
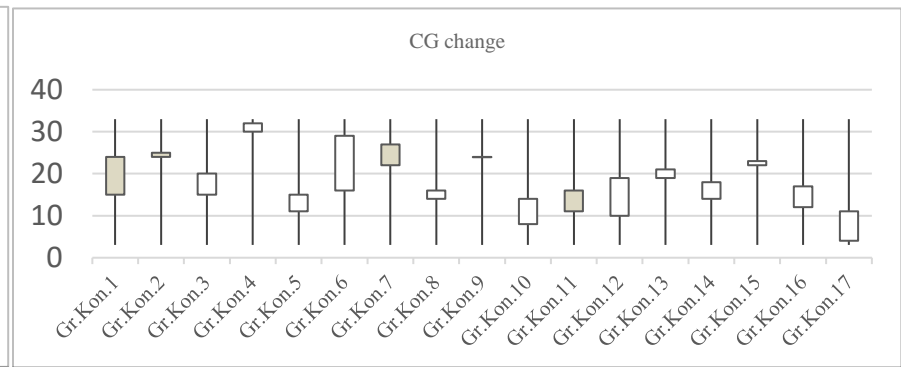
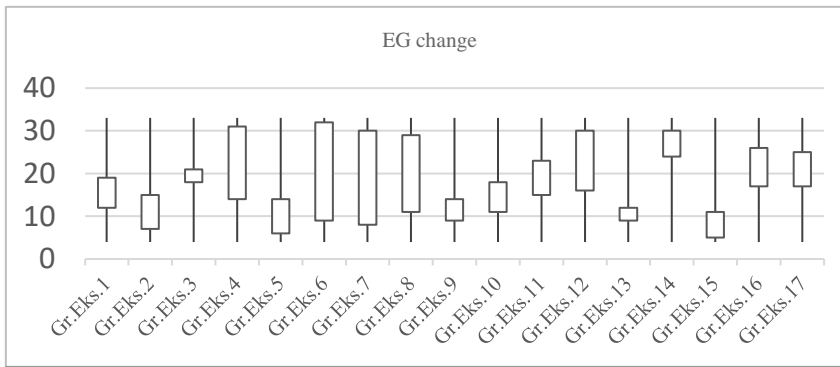
Research Design



Results

Experimental group

Control group



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Conclusions

1. Albanian parents are aware of the importance of HLE to child development.
2. Children in rich HLEs possess more advanced narrative skills.
3. Shared reading and verbal participation parents-child enhances narrative skills.
4. Group shared reading will improve pre-schoolers narrative skills.



Recommendations

- Parents are encouraged to engage more in the reading activities with their children
- Reading activity should not end with the ending of the reading material
- Educators and teachers are encouraged to increase their reading time in the kindergarten program



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Shared Reading Program



Dr. Stela Dhima
Lecturer at University of New York Tirana, Tirana (Albania)



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New ideas (2021-2022)

- The current challenges we are facing in the global pandemic raises new questions:
- Can the same activity held online have the same effect?
- Language courses online – are they similarly effective?
- Will children be able to concentrate long enough to overgo the attention threshold?

Contact information

PhD Stela Dhima

steladhima@unyt.edu.al

+355 672158335

Faculty of Law and Social Sciences

University of New York Tirana

Kodra e Diellit

Tirana, Albania



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