



Volume: 2, Issue: 6, 155-159
June 2015
www.allsubjectjournal.com
e-ISSN: 2349-4182
p-ISSN: 2349-5979
Impact Factor: 3.762

P.Manohar
Institute of Linguistics
& Literature, Center for
Albanian Studies,
National Research Institutes,
Tirana, Albania.

Teaching albanian as a foreign language to Italian students: Some phonetic problems and solutions

Juljana Kume

Abstract

This article is an overview on the problems that stand in the way of Italian adult learners of the Albanian language. This present article sheds light on the phonetic background of learners as one of the factors causing difficulties in their pronunciation. English, the language they have studied during school years, and Italian, their mother tongue, are introduced as the main sources of such problems, due to the differences they have with Albanian. This paper focuses on the discriminating phonemes and segmenting words. Attempts have been made to offer some solutions for the existing problems as well. Teaching phonemes meticulously from the very outset of training can be one of the solutions to this problem. As the next step, after having acquired some preliminary skills, teachers should focus their students on some other aspects including self correction and self monitoring exercises, most of which realized in the Albanian Laboratory inside of the e-tandem project. They should also ask learners to record their voice and listen to it and to guess the meaning from context with the help of native Albanian students. VLE (Virtual Learning Environment) comes as support to traditional teaching through the e-tandem project, but as essential and integrated into the process environment teaching / learning. E-tandem through the technological tools (chat, forum, www.gonimate.com to create cartoon; <http://notaland.com/> to make a brainstorming of ideas; Movie Maker 2.6 (Windows version - Mac) to create movies) create the entertainment learning products (fumetti, web-documentary, web-TV, e-book).

Keywords: Teaching Albanian, phonemes discrimination, segmentation, comprehension, pronunciation, e-learning.

Introduction

Teaching Albanian to Italian students, but at the same time to Arbereshe (Albanians displaced to Italy more than 5 centuries ago) has its difficulties, requiring proper treatment and solutions. More specifically, in this first study we will try to treat some of the phonetic problems that the Italian and Arbereshe students face while in the process of learning the Albanian language and the way how these problems are tackled.

The Albanian language and the Italian language are two different languages within the Indo-European linguistic family. The Italian language is part of the Neolatin linguistic family, while Albanian is another separate branch inside this great linguistic family. The Albanian language is a difficult language with lots of consonant and vowel phonemes, with a rich grammatical system as is the case with the Italian language. These two languages have differences and common features both in the phonetic level and in the morphological level.

Subject to this study are the Italian and Arbereshe students of the Calabria's University in the first and the second levels (A1 and A2) of the Albanian language's learning. Along the years of university study the subjects of this study learn the Albanian language as their third language. Some of them have mostly studied English, German and Spanish as a first foreign language. The present study tries to shed light on the main phonetic problems of Italian and Arbereshe adult learners of the Albanian language and to introduce some tools to solve pronunciation and discrimination issues and to enable an easier learning of the Albanian phonemes.

The issue of teaching Albanian as a foreign language has preoccupied the minds of many scholars of the field for many years. Linguists and Albanian teachers have paid attention to this point agreeing that comprehension and production of oral materials are the two skills the class programme should focus into, especially during the first sessions of training.

In order to better understand the problems that Italian and Arbereshe students face during the process of learning the Albanian language we will briefly introduce some common issues of the two languages in the phonetic and morphological levels.

Correspondence:
P.Manohar
Institute of Linguistics
& Literature, Center for
Albanian Studies,
National Research Institutes,
Tirana, Albania.

2. Brief phonetic confrontation between Italian and Albanian alphabet

The Italian alphabet is composed of 21 letters (phonemes), from which 5 vowels a [a], e [e], i [i], o [o], u [u] and 16 other consonant phonemes b [bi], c [ci], d [di], f [effe], g [gi], h [acca], l [elle], m [emme], n [enne], p [pi], q [cu], r [erre], s [esse], t [ti], v [vi, vu], z [zeta]. (S. Battaglia – V. Pernicone, 1977).

The Albanian alphabet is composed of 36 letters (phonemes), from which 7 vowel phonemes and 29 other consonant phonemes like: b [b], c [ts], ç [tʃ], d [d], dh [ð], f [f], g [g], gj [ʃ], h [h], j [j], k [k], l [l], ll [ʎ], m [m], n [n], nj [ɲ], p [p], q [c], r [r], rr [R], s [s], sh [ʃ], t [t], th [θ], v [v], x [dz], xh [dʒ], y [y], z [z], zh [ʒ] (Gj. Shkurtaç – E. Hysa, 2001). Some of different sounds between these two languages are: Albanian has two vowel phonemes (ë and y) that are not in Italian language's alphabet, while the consonant phonemes in Albanian alphabet are 14 more than Italian one, as: dh [ð], gj [ʃ], j [j], k [k], ll [ʎ], nj [ɲ], rr [R], sh [ʃ], th [θ], x [dz], xh [dʒ], y [y], z [z], zh [ʒ]. The common consonant phonemes of these two languages are: b, d, f, l, m, n, p, r, t, v.

At universities, since the learners are adults, it is a good idea to work on phonetic transcriptions along with the regular repetition and listening comprehension activities. The use of phonetic transcriptions helps learners to find a logical relation between the signified and the signifier. It should be continued so that learners enter into the stage of conversation when they can read and write properly even without resorting to phonetic transcriptions. That is why in the available textbooks, the transcriptions are offered in the first lessons, but for the rest they are not included. That way, the learner can understand the difference between Albanian phonemes and Italian phonemes. Besides, it will be easier for the learner to learn new phonemes. The problems are mainly in learning some vowels and consonants, for example follow below.

The Italian learners of Albanian, especially during the first lessons, should be trained in the discrimination of phonemes. Thus, on the one hand, it is necessary for them to get familiar with the phonemes and letters of this language, and, on the other hand, it is imperative to discriminate these phonemes from the similar ones in their own mother tongue as well as the second language they learnt before (English, in this case). Along teaching of the first phonemes the discriminatory skills should be developed in learners.

1. The guttural sound of the consonant phoneme k (kappa) is not present in the Italian alphabet; it mainly, represents the foreign words in Italian language, while in Albanian alphabet it has a very active role. The sound of guttural phoneme k in Italian language is formed by the association of the c phoneme and vowels a and o > ca [ka], co [ko].

2. The Italian palatal consonant phoneme ce [tʃe], ci [tʃi] in Albanian alphabet is represented by the phoneme ç [ʃ] that its sound is the same like the Italian joined letters c + i > ci [tʃi] and c + e > ce [tʃe].

3. The Italian guttural consonant phoneme g [g], which is formed by the association of the g phoneme with the vowels a, o, u > ga [ga], go [go], gu [gu] (ex.: *gatto, gola*, etc), coincides with the Albanian consonant phoneme eg.: alb. *gabim* (error), *gotë* (glass) etc.

4. When the Italian consonant phoneme g [g] is associated with the vowels i, e > gi [dʒi], ge [dʒe] (ex.: *gia* [dʒia], *giu* [dʒiu], *mangiare* [mandʒiare] etc.) become palatal one like the sound of the Albanian consonant phoneme xh [dʒ] ex.: alb. *xhakëtë* (jacket), *xhaxha* (uncle), *valixhe* (luggage) etc.;

5. The Italian consonant phoneme q, which sounds as [cu] ex.: *qua* [cua], *quadro* [cuadro] is composed of the letter q, which operates with the letter u, followed by another vowel es.: *aquila* [acuila], *quattro* [cuatro]. The common letter of these two languages (Italian and Albanian) does not correspond to the Albanian sound of the same letter in it. q [cu], in alb. q [c] (ex. alb. *qen* [cen] (dog); *qumësht* [cumësht] (milk); *qytet* [cytet] (city); *paqe* [pace] (peace) etc.). This sound is almost identical like the Italian dialect's word *chiamare*.

6. We can use the Italian language's phoneme s [esse] to pronounce as s [s] of the Albanian language for example: *sallam* [sałam] (sausage); *sapun* [sapun] (soap); *sy* [sy] (eye) etc., and when two s are together (ss), even between the two vowels more prolonged for ex.: *sleale, snello, essere, grosso, messa* etc.

7. The Italian consonant phoneme s [esse] has the sound z [z] of the Albanian language for ex.: *zero, zog, vajzë* etc, when it is between two vowels and when it is before the consonant phonemes b, d, l, m, n, r, g for ex.: *rosa* [roza], *isola* [izola], *paese* [paetze], *esempio* [ezempio], *sgabello* [zgabello], *snello* [znello], *smarrire* [zmarrire].

8. The consonant phoneme of Italian language z [zeta] does not have a properly defined pronunciation. When it is at the beginning of the word is pronounced as x [dz] of Albanian language (for ex.: alb. *xixë* [dzi-dze] (sparkle), *nxënë* [ndzënë] (pupil) etc), in it.: *zio* [dzio], *zoppo* [dzoppo], *zelo* [dzelo], etc.

9. The Italian consonant phoneme z [zeta] in the body of the word is pronounced like c [ts] of Albanian language (for ex.: *cigare* [tsigare], *copë* [tsope], *mace* [matse]) especially in this case the two z together have the prolonged pronunciation ex.: *notizia* [notitsia], *vizio* [vitsio], *lezione* [letsione], *pazzo* [patso] ecc.

10. The letter h of Italian alphabet is the same as a letter h [h] of the Albanian alphabet. In Albanian phonetic, differently from the Italian one, it has its sound. In the Italian language the phoneme h has only a graphic sign function, it serves as a simple sign to indicate the spelling of the other phonemes c [ci] and g [gi] pronounce as [k] and [g] for ex.: *chiave* [kiave], *bicchiere* [bikkie] etc.

11. The Italian consonant group sc when is in front of the vowels e and i is pronounced like sh [ʃ] of Albanian language (ex.: shall [ʃaʃ], shami [ʃami], sheqer [ʃecer] etc), in Italian language ex.: *uscire* [uʃire] (go out), *nascere* [naʃere] (born) etc.

12. The Italian consonant group gn in all the cases is pronounced like the phoneme nj [ɲ] of the Albanian alphabet (ex.: *njeri* [ɲeri] (man), *njoh* [ɲoh] (know) etc), in Italian language like: *legno* [leɲo] (wood); *ogni* [oɲi] (every) etc.

13. The consonant letter j [j] once upon a time was useful at the Italian orthography. It had the value of the half consonant. At the Albanian alphabet the same phoneme has the same sound (ex.: *javë* (week), *punoj* (work), *laj* (wash) etc), in the Italian language it still continues to be written in the words like *Jacopo, Jolanda* etc.

14. The double sound of the consonant x [ks] is not the part of the Italian alphabet. In the Albanian alphabet this phoneme appears with the sound x [dz]. 15. The letter y (known as epsilon) has the pronunciation of the vowel letter i. It appears in several foreign words of some Italian environments ex.: *yacht, yankee, yoghurt, brandy* etc. This phoneme in the Albanian language alphabet has a different sound y [y] (ex. *yll* (star); *sy* (eye); *ky* (this (male)); *aty* (there) etc.) from that which appears in the Italian language, or in the other languages.

Discriminating and comparing phonemes intralingually as well as interlingually (between the mother tongue and the language being taught) is a very important issue, since there might be some phonemes in a language which are nonexistent in the mother tongue. As an example, Italian and Arbereshe learners of Albanian frequently make mistakes in pronouncing of the Albanian phoneme /y/. They assimilate them into the English and Italian phoneme /i/, so this pronunciation is influenced by English, after this letter doesn't exist in the Italian language alphabet.

For learners who are able to pronounce Albanian vowels and consonants properly, is not enough to limit their activities to listening comprehension related ones; repetition and conversational tasks are also needed. If the correct pronunciation of Albanian words is not taught, the learners will not be able to pronounce the words the way they are pronounced by native speakers in their daily use.

3. Problems in discrimination of phonemes

The teacher as a solution, for the discrimination of phonemes can make use of minimal pairs (Richard, 1994). The pairs should be chosen from among Albanian words. The learner should learn to recognize and repeat them (oral repetition), without any need for knowing their meaning. Then, it is possible to substitute the words of the pair with their phonemic equivalent in Italian, if such an equivalent exists. That way, the learners can make a relationship between their mother tongue and the new language. So, the study tries also to highlight the Albanian phonetic difficulties and to offer some suggestions for handling the existing problems. The common difficulties of Italian Albanian learners in some phonemes' pronunciation, writing and discrimination are especially the pronunciation of the vowels /y/, /w/ of the consonants /r/, /x/, /q/, /gj/, /zh/, /th/, /ll/, /dh/, /z/, /c/, in the discrimination of letters. Some common students' errors during the pronunciation of the letters above are signed below: /q/ [c] by the most of the Italian students is pronounced /ç/ [tʃ]; /q/ [c] also, by the most of the Italian students is pronounced /gj/ [ʃ] and otherwise. Both these two letters are not easy to pronounce by Italian students, because there are not present in the standard phonological system;

/z/ [z] is pronounced /x/ [dz];

/ll/ [l] is pronounced /l/ [l];

/z/ [z] is pronounced /c/ [ts];

/x/ [dz] is pronounced /c/ [ts] etc.

As a result, the mother tongue (Italian one) and the English for all who know it, does not always have a facilitating role in pronouncing, learning and memorizing the Albanian words. To illuminate the point some examples are given below ex.:

a. The Albanian phoneme /y/ as: sy [sy], ky [ky], aty [aty], yni [yni] doesn't exist in the Italian alphabet, because this letter is infiltrated from English together with its sound [i] in some words for example: barndy, yoghurt etc., which in Albanian is the same as the letter but not as sound. Its sound corresponds to the German phoneme /ü/ eg. über, überraschung etc., or to the French letter /u/ at the word "unë" (I). Some students who know good enough German and French language achieve to pronounce better the Albanian phoneme /y/ in the Albanian words and as consequence the students are sure for its utilization during the pronunciation and writing of the new language. Other students face many difficulties in articulation of this phoneme, so they pronounce it sometimes as [i] of English language and sometimes as [u], willing to approach to the Albanian pronunciation ex.:

aty (ati or atu);

sy (si),

ky (ki ose ku),

hyj (ij),

yt (it ose ut).

This English phoneme complicates the students' work during the correct pronunciation of the vowel y.

b. The facilitating role of the English language is evident during the pronunciation of the vowel /ë/ [ē], which is another letter and sound that doesn't exist in the Italian language alphabet, but is pronounced by students as the English article of the indefinite form /a/, ex.: a girl, a boy etc.

Some letters of the Albanian language, identical to that of the Italian mother language have a different sound (phoneme). So, in this case the students must repeat the couples of words in the Albanian language until they memorize the old letters of their language with the new sound of the new language. Below are some examples of them: alb. *mace* (cat); *ca* (some) the sound of the letter c in alb. is the same like the sound of the letter z or zz in it. *mazza*, *anzi*, *vizio*, *pazienza* (the phoneme z voiceless). alb. *nxënës* (pupil); *xixëllonjë* (fire-fly) the sound of the letter x in alb. is the same like the sound of the letter z or zz in it. *zero* (zero), *zio* (uncle), *zucchero* (sugar) ect.

So, we note that the Italian students who learn the Albanian language have difficulties with some vowels and consonants letters. This is explained by the fact that the Italian language is inferior in the number of consonants (14) and (2) of vowels compared to the Albanian language, their immediate acquisition has difficulties, especially in those cases where a new phonemes of the new language don't belong in the Italian language's alphabet.

Some of these phonemes are present in English and so the students who know this language as a first one have easier pronunciation and distinction of these phonemes from each other into the Albanian words. Their correct pronunciation is difficult for students who don't speak English at all, or don't know any other European language. To make this point clearer, please refer to the following examples:

The phoneme /ll/ [l], alb. *llambë* / eng. *lamp* / it. *lampa*. The phoneme apico dental fricative sonorous /dh/ [ð], alb. *dhjetë* (ten) / eng. *they*, *that*. The phoneme apico dental fricative voiceless /th/ [θ], alb. *thes* (bag), *thikë* (knife), *thembër* (heel) / eng. *thing*, *thumb*, *thick*, *thank*, *three* etc.

The phoneme /h/ [h] in Italian alphabet exists like letter for spelling functions, but not as sound, so in the eng. ex.: eng. *hunter*, *hotel*, *hot*, *hand* -:- alb. *hotel*, *ha* (eat), *hyj* (enter), *hundë* (nose) etc.

The phoneme /zh/ [ç] the last letter of the Albanian alphabet is pronounced as the French letter j ex.: je, jour etc., while in Albanian: *zhvillim* (development), *gozhdë* (nail) etj.

Some letters inside the Albanian alphabet have some little sounding differentiation in the pronunciation, so that the teachers and the students should be very careful during their repetition of the Albanian's words.

The lack of the soft sound /r/ [r] in the Italian alphabet often confuses Italian students, who tend that Albanian words *roman* (novel), *perime* (vegetables), *derë* (door), *drekë* (lunch) etc., to pronounce as a strong sound /r/ [R] ex.: *roman* [roman], *perime* [perime].

The lack of the sound palatal occlusive voiceless /q/ [c] in Italian, except in some Italian dialects such as: *chiamare* [ciamare], most students this phoneme in Albanian language pronounce /ç/ [tʃ] or /gj/ [ʃ] for example: *çeni* or *gjeni* instead of *qeni* (dog); *çumësht* or *gjumësht* instead of *qumësht* (milk).

The occlusive palatal sonorous sound /gj/ [J] is pronounced as the Italian word *ghiotto*, or as the southern dialects Italian word *ghianda*. If phoneme discrimination is taught successfully, the teacher can expand it to word discrimination in the continuum of speech, i.e., segmentation of words will be facilitated. The requirement for the two skills of discrimination and segmentation is the high speed of mental processes. It is also important to comprehend spontaneously. However, variations in syllables and changes in rhythm and intonation might impede learners from comprehending. Rhythm and intonation can be regarded as secondary for beginners. Native Albanian speakers do not separate words while speaking. That is why chain of speech can easily mislead learners. The intervention of syllables might cause difficulties in proper segmentation of words in a sentence and the result will be miscomprehension of speech.

4. Some suggestions and solutions

To fully distinguish, pronounce and understand the variations of the problematic phonemes in Albanian, learners need lots of practice, especially during the first phonetic Albanian lessons, in order to achieve the discrimination and segmentation, which is the high speed of mental processes. Following points might be helpful with this regard:

A. Learners should be made sensitive to variations in pronunciation. To become sensitive, they should be given listening related practices in language laboratories. It is a good idea to provide the learners with the transcription of the text to which they are listening. Another element that helps students in the right pronunciation is the segmentation of the words into syllables throughout sentence. The focused points of pronunciation can be anywhere in the sentence:

- 1. Qe-ni qē -ndro-n li-dhu-r me zi-nxhi-r. -:- The dog remains chained.
- Transcription: [*ce-ni cē -ndro-n li-đu-r me zi-ndçĩ-r*].
- 2. Ma-cja ha ush-qi-m në pja-të -:- The cat eats the food on the plate
- Transcription: [*Ma-tsja ha uf-ci-m në pja-të*].
- 3. Ça-ji ësh-të i nxe-htë -:- The tea is hot
- Transcription: [*T/a-ji ë-të i ndze-htë*].
- 4. Y-lli ndri-ço-n në qi-ell -:- The star shines in the sky
- Transcription: [*Yli ndri-tfon në ci-el*].
- 5. Lla-mpa nde-zur shkël-qen -:- The lamp on lights
- Transcription: [*La-mpa nde-zur shkël-cen*].
- Learners should practice repeating the material after they listen to it;
- Self correction and self monitoring exercises could be useful;
- Learners should listen to their recorded voices. Comparing their own voice with that of the native speakers
- help them notice the differences and eliminate the possible problems. Besides, that way, learners may overcome some psychological barriers they might encounter while listening to their own voice in real conversations; and
- Learners with the help of the teacher, during the first lessons, could be asked to guess meaning.

B. Also, during the laboratory, within the institutional course of Albanian Language, comes the project of e-

tandem in the learning of Albanian and Italian as foreign languages. The e-tandem project follows the suggestions of the European Commission in terms of education. In reference to e-skills, in fact, the Commission considers it essential to educate European citizens to use new technologies and, in particular, to attract more young people into the education system through new technologies.

4.1 What is the e-tandem?

The e-tandem is the evolution of the media Tandem method, which adds the possibility of synchronicity from a distance. The goal is to integrate the learning platform with the angle of the conversation usable in real time and independently by students. (Vasallo, M. L. / Telles, J. A., 2006.)

4.2 Brief presentation of the e-tandem application during the laboratory of the Albanian Language and Literature:

In the three years of experimentation of e-tandem, at the phonetic, morphological, syntactic and lexical levels of language, students of Albanian Language and Literature at the University of Calabria have been put in contact with students from the University of Tirana and Skopje, Macedonia. For each trial year they are constituted of pairs, with the objective of working in e-tandem on the e-platform. The choice of e-tandem is motivated by its specific characteristics to develop expressive skills in L2 and to strengthen at the same time, teaching skills in L1, as shown by other works (Leone 2009). Learners had different levels: Italian students (University of Calabria) were level A1-A2 in the Albanian language as LS, while the Albanian students (University of Tirana) and Macedonian (University of Skopje) were level B1 -B2 in Italian as LS. Despite the diversity of knowledge of the target languages, there has been a significant integration between them. Other involved persons in that project were: 2 native tutor (Albanian and Italian) and 1 tutor computer. The language tutors were given the task to stimulate, motivate and coordinate learners to achieve the language and cultural skills. The computer tutor gave the necessary support to all participants about possible computer problems: guidance on how to resolve compatibility issues information and advice on graphics. The proposed activities have been identified on the basis of the selection of interactive channels, in order to exercise a synchronous communication multimodal (virtual classroom), a nearly synchronous communication through the exchange of written texts (chat and forum), asynchronous communication through e-mail and wiki. During the four first lessons, the Albanian students on one side of the virtual classroom (e-platform), help the Italian learners to the other side of it, to discriminate and to pronounce the difficult phonemes in different Albanian words for example (F. Altimari, E. Mascherpa, J. Kume, M. Caria, 2014):

- They insisted on strengthening of the lexical competence through the writing mode (construction of video-glossary) and spoken production (Nanogong). The requirement for the two skills of discrimination and segmentation is the high speed of mental processes. If the correct pronunciation of Albanian words is not taught, the learners will not be able to pronounce the words the way they are pronounced by native speakers in their daily use.
- meeting once a week through the videoconferencing system (Adobe Connect) the Albanian and Italian students in order to develop discriminatory skills, listening comprehension, repetition and conversational tasks, they have created funny production as fumetti (comics), web

documentary, web TV, e-book etc. For the creation of all these funny productions, the students have used the platform of e-learning, in which their course offered, week to week, resources and tasks. Example of resources:

- Go Animate <http://www.goanimate.com> to create cartoons;
- Note <http://notaland.com/> to make a brainstorming of ideas;
- Movie Maker 2.6 (Windows version - Mac) to create movies
- Power Point to create presentations.

Fig. 2. Is an example of the creativity in the use of the target studied language (the Albanian language) made by students work in the couple (Albanian and Italian students).

It is important to note that e-learning of the Albanian and Italian language is not the aim of this study, but we referred to it as one of the solutions especially for the Albanian phonetic problems for the beginners. In a future paper e-learning shall be covered widely in all the linguistic levels (phonetic, morphological, syntactic and lexical) etc.

5. Conclusion

In countries where a certain language is not considered socially prestigious, like the Albanian language in Italy, traces of that language cannot be seen in mass media etc. As a result, learners will not be exposed to that language at all and learning a language as such will be more difficult than learning a socially prestigious language like English. Italian English learners see signs of English in their everyday life and out of their language class.

The Albanian alphabet is rich with lots of consonants (29) and vowels (7), of which 14 consonants and 2 vowels don't exist in the Italian alphabet. Some sounds that exist in the Italian alphabet belong to the other letters, or the coupling of two letters (one consonant + one vowel) that are pronounced like one sound in the Albanian language (Albanian rule: a letter a sound). As a result, all these different letters and sounds between these two languages render the Albanian phonetic learning difficult, especially during the first lessons.

Some solutions that we propose to facilitate the discrimination and pronunciation for the learners of the Albanian language are: *pronunciation and segmentation of the Albanian words into syllables throughout sentence; practice and repetition of the material after learners have listened to it; self correction and self monitoring exercises could be useful, too; listening their recorded voices, so comparing their own voice with that of the native speakers.* Another technological and entertaining tool that helps the Albanian learners to ease discrimination and pronunciation of phonetic problems (and all the other problems during the learning of Albanian) are the new technological forms as the project e-tandem, e-learning, useful for the diverting learning of the Albanian language in all linguistic levels. Thus, the result is an improved experience in the learning process of the Albanian language compared to the previous years, not so much in terms of quantity but of quality of acquisition: learners are more confident with the Albanian letters and fluent in the pronunciation of the simple and complex sentences in L2.

5. References

1. Altimari F, Mascherpa F, Kume F, Caria da F. Università della Calabria - Un ponte tra Italia e Albania: l'e-tandem e il web documentario, 2014.

2. Altimari F, Mascherpa E, Caria M, Koleci F, Palumbo M. *Un'esperienza integrata di e-learning ed e-tandem in modalità blended nella didattica della lingua albanese.* Atti del convegno Sle-L 2010 - società italiana di e-learning, Milano, 20-22 ottobre 2010. Milano: Centro Metid Politecnico di Milano, 2010.
3. Battaglia S. Pernicone V *La grammatica italiana*, Seconda edizione migliorata, Loescher editore, Torino, 1977.
4. Shkurtaj Gj, Hysa E. *Gjuha shqipe për të huajt dhe shqiptarët jashtë atdheut*, Botimet Toena, Tiranë, 2001.
5. Beci B. *Fonetika e gjuhës shqipe*, Botimet EDFa.
6. Rugova B. *Fonetikë dhe fonologji e gjuhës së sotme shqipe*
7. Jubani-Bengu A. *Karakterizimi funksional i sistemit bashkëtingëllor të shqipes standarde*, Buletini I, Universiteti Planetar i Tiranës, I, 2011.
8. Richard D. *Les langues vivantes*. Paris: Larousse, 1994.
9. Vasallo ML, Telles JA. *Foreign language learning in-tandem. Part I: A critical review of its theoretical and practical principles*, from http://www.assis.unesp.br/departamentos/docs/publicacao_teletandem_01.pdf
10. Weyland B, Parricchi M. *Pedagogia e didattica online: le valenze del Blended Learning in contesto universitario.* Atti del V Congresso annuale della Società Italiana di e-Learning, from <http://siel08.cs.unitn.it/Atti/lavori/weylan.pdf>.
11. Mollica A. *Ludolinguistica e Glottodidattica*. Perugia: Guerra edizioni, 2010.
12. Ellis R. *Understanding second language acquisition*. Oxford: Oxford University Press, 1985.
13. Appel MC, Mullen T. *Pedagogical considerations for a web-based tandem language learning environment.* Computers and Education 2000; 34:291-308.