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# **ONE APPROACH FOR THE ROLE OF RHYMING DICTIONARIES IN DEVELOPING CHILDREN'S LANGUAGE PROFICIENCY AND THE MULTIMEDIA TECHNOLOGIES**

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## **Abstract**

In this study it will be addressed some matters concerning children's phonological development, focusing on the development of rhyming ability for the children. Speech means pure and clearly pronunciation. For linguistic development assistance of children it is need rhyming dictionaries. They help children as to the exact pronunciation spoken words by data phonemes related their composition, as well as to encourage them to recognize new close words, but not the same with them for the pronunciation. This method helps correct pronunciation on the one hand, while on the other hand promotes vocabulary enrichment. These dictionaries play a positive role in creative writing to the children. In the tradition of English are known dictionaries: Oxford Junior Rhyming Dictionary (2005, 2009) prepared by John Foster (Oxford University Press), Barron's Junior Rhyming Dictionary (2006) etc. Today, some of them are as in the print format, some in the electronic and on-line, which helps in linking technology in teaching with other methods. The first dictionary of this type, published in Albanian language is "Fjalori rimor i Dritëro Agollit "(Rhyming Dictionary of Dritëro Agolli) of the linguist Mina Gero, (Editions Toena, Tirana, 2013), while another wellknown researcher Kolë Ashta have developed another one in

manuscript, but it still not published. While the first Albanian language dictionary published in the electronic version is the “Fjalori i gjuhës shqipe”- "Dictionary of the Albanian Language" (Tirana, 2006), publication of the Institute of Linguistics and Literature with about 48,000 words. In children's research area, it's still a completely unexplored study field for researchers of Albanian linguistic. In Albanian Language, absent such a tradition and also have not children rhyming dictionary. Also, this paper will make some proposals about the work that needs to be done for developing these dictionaries even in Albanian language. At the end some recommendations will be given for the methodology and the multimedia technologies in order to be used and to be followed by teachers in developing rhyming abilities of children.

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**Keywords:** Phonological development, rhyme, rhyming dictionary, multimedia technology

## Introduction

From one stage to another, especially through games, children learn about their language, knowledge that come and widened step by step. After the dealing with sounds, syllables or words, they learn the relationship of the words to each other, how they merge to form the sentences, etc., thus enriching the language. But, discourse does not mean just concrete realization of the language, if we refer to F. De Sosyr terms, but also a fluent realization through pronunciation. According to some researchers: “babies are born with sensitivity to specific rhythmic patterns at the heart of human language, and the capacity to use them” (Petitto, 2004).

At the dictionary of linguist D. Crystal, rhymes defined in this manner: *rhyme* (n). In metrical phonology, a term referring to a single constituent of syllablestructure comprising the nucleus(the non-consonantal segments) and coda (the final sequence of consonantalsegments); sometimes also called the rime(using a less common US spelling to reinforce its technical interpretation in this context) or core. The notion postulates a close relationship between these two elements of the syllable, as distinct from the syllable onset (initial consonant sequence). Stress is assigned to syllables using only the elements of the string dominated by rhyme nodes (i.e. onsets are ignored); this principle is called rhyme projection. (D. Crystal A Dictionary of Linguistics and Phonetics, sixth edition, Blacwell. 2006, p. 417)

Classical poetry, not based on rhymes, but to the number of syllables. Rhymes poetry became part of poetry with new poetry, syllabic poetry. At the United Kingdom this tradition is linked with the name of Shakespeare.

In the history of the Albanian language it is part of creations in the early stages, in folk.

Legendary songs, are distinct from north to south Albania, by the number of syllables. In the north the verses are longer, mainly decasyllabic, while in the south Arbëresh octo-syllable prevails. In northern songs, that are rich with rhyme, which is usually tightly, while at Arbëresh rhyme is more rare:

*Kjani, kjani, oj Zana, kjani/N' ato maje ku ju hani  
N'ato kroje ku ju pini/n'ato hije ku ju rrini*

Part of this fortune are even lullabies. Characteristic of lullabies in Albanian language is phonological organization such: "Tight rhyme exchanges instead of ly with assonance, but not always present both in the south and the north of Albania. In the rhyme of Albanian cradle songs preferably is octosyllable, sometimes with internal rhyme (Çapaliku & Dibra, Rama, 2005).

*O, o, o, moj moll' Tivarit/t'ka ble baba tesha arit (Shkodra)  
Nina-nana, mollë e kuqe/n' Elbasan ty do t'çoj nuse (Prishtina)*

Albanian literature was strongly supported in this creativity by authors De Rada, Gj. Fishta, B. Palaj etc.. This support at Fishta observed in all his creativity, but especially to this writer's masterpiece, "Lahuta e Malcis":

*Ç'thoni burra? Fe e zakona,/ Bjeshkë e vrri e kullat t'ona,  
A'imend Knjazit pa luftue,/ Pa 'i pushkë t'shtime kem m'ia lshue?*

According to R. Jakobsonit "The distinctness of the rhymes is highlighted not only by their grammatical peculiarities, but also by the consistent use of monosyllabic words in all the rhymes of the poem and by the common vocalic properties that all of them share" (R. Jakobson, 1985).

Significant developments especially in prozodic theory (Selkirk 1980, 1984, Nespor & Vogel 1986, McCarthy & Prince 1986), mark at 80's of XX century for linguistics but further was increased interest for phonological acquisition (Kehoe & Stoel-Gammon 1997). While recent years part of studies became role of prosody in the ability to read, especially to the children (Ashby, 2006; Whalley & Hansen, 2006; Wood, 2006). During the eight first years, children learn more about the language and modulation that can be done, that is a reason why studies have focused on the language development of 3-10-year-old children. Recently has been studied the link between prosodic sensitivity and ability of reading from phonological perspective. In this development from all prosodic processes a special part takes place and rhyme

Children from the age 3-4 years have knowledge for rhyme and alternations (Ch. Desforges & R. Fox, 2002), but the observations show that as much as developed this rhyming skills, the more successful would be the

process of reading of children. Children with greater prosodic skills are superior in word reading accuracy and reading comprehension. (Whalley and Hansen, 2006).

### **Rhyme as a tradition**

Considering the importance of ability development for the rhyming as a prerequisite for a successful reading, the recommendations go to a cooperative work between parent in home, as an educator of the child's first language, and classroom teachers. Why exactly the parent where and should focus its attention?

Lullabies are the first songs that child firstly hears from parents and especially by mother. Besides the sweetness that they convey through speech, they are coated with rime. Often on this basis mother she creates to her child verses or different epithets, with alterations that sound always pleasurable. Latter, last mention in the literature is also known with the term *family rhyme*, because a child firstly encounters with rhyme in this environment. He learns from relatives, mostly from mother, rhymed simple words, especially words caress, as in Albanian language: *arush- lepurush, bukurosh- sykaltrosh*. Over time the child learns the constituent elements of rhyme f.e. in (couple) words in Albanian *mali- mami* – we notes that these words begin with the same sound / m / , while compared with the other pair: *mali- djali*, we identify that words begin with different sounds : / m / , / d / . In a more developed stage child meaning will analyzes structure of the syllable - f.e *mal - fal* consists from onset: /m/ /f/ and rhymes / al / . Further, performs various manipulations, with each separate component. (Adams 1990).

“Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they’re four years old, they’re usually among the best readers by the time they’re eight.” (Fox, M. (2001). *Reading Magic*.San Diego, CA: Harcourt).

### **Rhyming dictionaries**

For linguistic development of children, in this regard come and rhyming dictionaries. They help children how to pronounced exact words according to composition of given phoneme, but also provide impetus to recognize new nearby words but not the same with them by the pronunciation. This method helps children to a correct pronunciation, but also enriches the vocabulary and encourages them to speak nicely and for tomorrow, why not, even poets, prompting the discovery of writing talent. When were compiled rhyming dictionaries and which are their traditions?

Rhymes dictionaries are several types, but for the children should be less complex, taking in to consideration the age of the child. Usually there

are dictionaries that have rhyming words at the last syllable, further in the penultimate syllable, etc. When they are in the printed version can present pronunciation difficulties, if they are with Multimedia CD, or on line, they will help the children to a standardized pronunciation with more and more advantages.

In the Italian tradition, a part of these dictionaries is designed by known writer's dictionaries or well known poets. Not a few of them are related with the name of Dante Alighieri. The first dictionary was designed from Fulvio Pellegrino Moreto and holds the name of *Cadentie Let di Dante Petrarca (1528)*. It was followed by Girolamo Ruscelli with his treaty *Del modo di comporre in versi nella lingua italiana (1559)*, Benedetto di Falco (1535); Onofrio Bonozio di Verona (1556), Udeno Nisiely (1644); *Rimario universale* e Platania d'Antoni (Acireale 1892). Among the other publications of the XX century, Dante's work occupies a special edition of Carlo Tagliavini (1965) processed with electronic methods, equipped with concordance, rhymes and the lexicon.

In Italy, Roberto Busa in 1951 published the first results of electronic lexicography in Italy. In 1953 R. Busa founded the: Center for the Analysis Automation of Literacy, and in 1966 R. Busa together with A. Zampolli in Pisa was founded National University Computing Center which was inaugurated initially in 1965 with work Tagliavini della *Concordanze Divina Commedia*, also equipped with a rhyme dictionary. An electronic edition of the Divine Comedy. C. Tagliavini in 1971. in cooperation with the U. Bartoli and A. Zampolli arrived to publish with electronic methods: *Lessico della lingua italiana di frequenza Contemporanea*, IBM (Italy).

While English tradition of rhyming dictionaries began with bilingual dictionaries . The first one who compiled such a dictionary was Peter Levens who in 1570's published *Manipulus Vocabulorum : A Rhyming Dictionary of the English Language with 9000 words .* "The Manipulus has a double interest, as at once an early collection of English words, and the first Rhyming Dictionary" (Preface, 1867: IV). Organization of rhyme in this dictionary is made *The Art of English Poetry: containing I. Rules for Making Verses. II. A Dictionary of Rhymes. III* with 3500 words . This work was published part by part and separate edition, it is considered a historical publication, served as the source for the modern English pronunciation. This dictionary was used until 1775, the year in which John Walker will publish his dictionary *A Dictionary of the English Language, answering at once the purposes of Rhyming, Spelling and Pronouncing.*

American tradition began in XX Century and it is related with names of : Burges Johnson , who wrote the *New Rhyming Dictionary and Poet's Handbook (1931)*; Clement Wood *The Complete Rhyming Dictionary and Poet's Craft Book (1934)*; Frances Stillman, *The Poet's Manual and*

*Rhyming Dictionary* (1966). Later are *The Penguin Rhyming Dictionary* (1985) by Rosalind Fergusson . Then began the compilation of the rhyming dictionaries for children . Today are wellknown: *Oxford Junior Rhyming Dictionary* (2005, 2009) prepared by John Foster ( Oxford University Press , Barron 's Junior Rhyming Dictionary (2006 ) etc.

At the second half of the XX century it's originated in French language rhyming dictionaries with author J. de Fèvre who published *Dictionnaire de rimes françaises* (1571-1587). To enrich this tradition with: Odet de La Nouë *Dictionnaires des rimes franç. selon l'ordre des lettres de l'alphabet* (1596); Frémont d'Ablancourt *Dictionnaire de rimes avec histoire de la rime* (1667). From the history of the XIX century and starting XX century we will highlight the work done by L. Philipon *Dictionnaire portatif des rimes* (1805); N. Landais *Dictionnaire des rimes, avec un nouvel traité de versification* (1835:1853); Ch. Martinon, *Dictionnaire méthodique et pratique des rimes franc* (1905).

The German tradition began with *Anzeiger der Deutschen .... Reimzörter* (1640) published by Ph. Zesen later followed by the work of authors: J. Hübner, *Poetisches Handbuch* (1696); Peregrinus Syntax (FF Hempel), *Allgemeines deutsches Reimlexikon* (1826); W. Steputat, *Deutsches Reimlexikon* (2<sup>a</sup> ediz., Lips 1930) etc..

Today some of these dictionaries will find as a in printed format, as well as in Multimedia CD, or on-line, which has facilitated consulting work with them.

With the development of disciplines as a sociolinguistics, dialectology born RIMOR the jargon dictionaries. Some of them are: P., P. (1931/1932) *A Dictionary of Rhyming*; Franklyn, J. (1960 *A Dictionary of Rhyming Slang*, Jones, J. (1971) *Rhyming Cockney Slang* (2002); Ayton, J . (2002) *The Oxford Dictionary of Rhyming Slang*. etc..

### **Albanian tradition**

The first dictionary of its kind, published in Albanian language is *Rhyming Dictionary of Dritero Agolli* of the linguist Mina Gero, (2013). Researcher Gero has worked with rhyme concept, seeing it in the lexical morphological level, without skipping the part that relates with concordances. Analysis of his rhymes, the author has begun with key words, which are presented not only with lems representative, as can happen in other dictionaries, but with some word forms. Hence, the analysis turns to the suffixes, suffixes and other tools inside word.

According to linguist T. Topalli (2013) "The author has been able to distinguish the poet's verse and the secrets of the phonetic level, the game with the sound of their groups, alternations that makes poetry to raise the height of the expression, while the first compiled dictionary, which until now

has remained still in manuscript was prepared by the researcher Kole Ashta *Fjalori i plotë i nxjerrun nga shkrimet e Ndre Mjedës dhe rimari* (Shkodër, 1955) (*Complete Dictionary derived from Ndre Mjeda and rhymes* (Shkodra, 1955). This dictionary is based on creativity of the famous poet Ndre Mjeda from Shkodra. Alfons Dovana thought that he have prepared in 1950 "Dictionary of Rhymes " of Albanian language, which is still unpublished.

But in 1906's in Naples, Luigi Gurakuqi has processed and published work "Vargënimi n'gjuhë shqype me një fjalorth shqyp-frengjisht n'marim" *Versification in Albanian language with a small dictionary Albanian - French at the end* becoming the founder of the theoretical base on the metrics of the Albanian language. A. Xanoni. (1912/1920) have published theoretical work in this area with the book "Prësi n'lâmë të letratyres". "leaderin the area of linguistic". Successor to this tradition in Albanian language take a special place: J . Rrota "Letratyra Shqype"(Albanian Literature) (1925-1934); A. Xhuvani & K. Cipo (1930). *Fillimet e stilistikës e të letrësisë së përgjithëshme* "(Beginnings of Stylistics and the General Literature), etc.

While the first Albanian language dictionary published in the electronic version is the "Dictionary of the Albanian Language" (Tirana, 2006), publication of the Institute of Linguistics and Literature with about 48,000 words.

First edition with electronic methods is the edition of Francesco Altamari (1995): Naim Frashëri, *Bagëti'e Bujqësija (I pascoli e i campi). Introduzione, edizione critica, traduzione italiana e concordanza*, (Albanistica Vol. 4, Università della Calabria: Centro Editoriale e Librario).. In The founder of Natyral Language Procesing in Italy, R. Busa came to Albania (2000) to give his experince. He started with the work ""Mrizi i Zanave"" of Gjergj Fishta, which will procesed through a concordance program.

This experience will be followed by two Albanian linguists work; Anila Omari and Bardhyl Demiraj. Researcher A. Omari prepared for publication in 2005: *Pjetër Bogdani: Cuneus prophetarum (Çeta e profetëve: botim kritik me një studim hyrës, faksimile të origjinalit, transkriptim e shënime)*. (*Pjetër Bogdani Cuneus Prophetarum (Band of Prophets: Critical Edition with an Introductory Study, facsimile of the original, transcript and records)*). Then Bardhyl Demiraj with two series publications: Gjon Nikollë Kazazi: *Dictionarium latino-epiroticum* (Doktrinës së Kërshten; Kosovë, 2006); *Concili provintiaali o Cuvendi j Arbenit* (2012).

### **Work with rhyme**

*Unit Rhyme* from terms of generative phonology is "the unit in consisting of everything between the last syllable corresponding to a certain

height in the metrical grid and the end of the word, minus the onset of the first syllable” (Nespor & Vogel, 2007: 103).

So, that children learn early for sounds, their combination of syllables or words, and the effect that can create certain forming a unity rhyme. Besides them, what we called it, family rhyme, children learn for rhyme. The school has also the mission of cultivating rhymed speech. Where should the focus of teachers work?

The work of teachers should be based initially on the comparison. The teacher should ask the kids what occasionally noticed the difference when they read a poem, comparing it sound in ordinary speech, making child attentive to their unities who are embodying with rhyme. Poems with rhyme help the child to articulate sounds, even for memory. In another phase, work should focus on the difference of masculine rhymes, feminine, and when they come enhanced:

Masculine rhymes: *ari~ bari, mali~ djali, deti~poeti* etc..

Feminine rhymes : *dera ~ era, vera~era, dita ~drita, fusha~arusha* etc..

Extended rhymes : *malor~ djalor, botëror malor, detar~peshkatar* etc..

It is easier for children to distinguish the rhyme in nominative rhymes when the name appears in the distinguish form and in representative form. Then it crosses to the other forms: : *botën~gotën, djalin~malin* etc.. Initially operated with simple words for their composition to pass on composite words, such as *hekurudhë~këpurdhë, vendlindje~mikpritje* etc.. In this way operated and with folore rhymes starting with affect simple forms, then in the form of more complex passive eg.. *di~rri, dal ~fal, afrojt~largojt, afrohet ~largohet, bleron~loton* etc..

When children hear a rhymed poem often they also encounter new words, thus helps to enrich their vocabulary

### **Electronic dictionaries of the Albanian language**

The electronic dictionary is based on “The dictionary of the Albanian Language” of the Institute of Linguistic and Literature, published in Tirana in 2006. It contains about 48 000 words, more than 5000 phraseological units and also it provides a practical usage which is an important reference for all the users of the Albanian language. By creating the electronic database of the dictionary, it is now very easy with the advanced search of the words and phrases, included in this dictionary. As an added value of this electronic dictionary is selection of the voice and pronunciation of the words and the phrases. This is a result of the close collaboration of the authors of the dictionary and was approved by the board of CAS (Center of Albanological Studies) and the board of the ILL (Institute of Linguistic and Literature).

This is the first product, which comes before all users and linguistic environment in pan lands with some new feeds. Through high practicality in

use and its enrichment is expected to increase significantly the number of users. It is the first, of its kind in the field of electronic scientific publications, allows not only reading, but also hearing the words and phraseological parts. This Albanian production is addressed to all Albanian speakers: in Albania, Kosovo, Macedonia, Montenegro, in the Diaspora and around the world. Now they have not only a readable form of the official dictionary of the Albanian language, but also a form of audible to him.

The standard modern vocabulary is using the latest models of electronic publication of Oxford. The novelty of vocabulary besides graphical presentation have final element of sound. Searching is simple, advanced. While the dictionary not only serves as a basis for maintaining the values of the Albanian language, but serves as a basis for development of other dictionaries, It follows that the introduction of the element of sound, according to him, gives users a ready form of imposition by the ease of use, while important technical element is on-line dictionary update This dictionary is not only a achievement points, but also a starting point for other works in the field of linguistics and especially lexicology. Ordinary dictionaries have a referential use, but in this dictionary it's also included grammatical norms and it phonetically, the inclusion of conjugation of verbs, plural number of names, gender affiliation etc. It has 53 thousand units in hearing form.

Albanian language electronic dictionary is an innovation in scientific publishing market. It is contribution and of Information and Communication Technology, as audiovisual products, which will be oriented to the promotion of cultural, linguistic, historical, ethnographic, and provide mutual assistance for the implementation of quality products oriented to the promotion, publication, dissemination and preservation of cultural values of the Albanian nation. The success of this dictionary creates the premise for further developments; take this opportunity to systematically pursue the development of Albanian society and the development of the Albanian language and in particular the Albanian vocabulary why not an one step before at development of Albanian Information Society.

This dictionary could be used in smart mobile phones, tablets and the other and is a very good option, especially for students, professors, people of letters, journalists, but also for every individual as far as practicable, to become part of everyday life for acquiring better Albanian language to the right standard, but also and to update it.

It follows Ectaco Partner C-4 Electronic dictionary (Albanian – English & English – Albanian), that is a great resource whether people are learning a language or trying to communicate. It is translators that employ an electronic book design and allows for enhanced translation and learning features all on an easy to use interface. Advanced TTS modules allow to hear

the English/ Albanian pronunciation of any dictionary entry, also spoken out using crystal clear digital recordings of authentic native speakers. Audio phrasebook feature delivers real human voice in English and Albanian for over 14,000 popular, pre-recorded phrases together with providing the different responses. Linguistic games help youngsters and adults to learn in their own pace, expand improve vocabulary and spelling, Over 460,000 words in the English and Albanian dictionary featuring synthesized TTS voice output as well as comprehensive examples of use in real-life situations. Phonetic transcription provides essential assistance for those learning to speak and write.

### **Technology**

But again the teacher is the first that should propose such methods and after children can become independent in the use of they. Teacher work should be systematic in this regard . They should constantly encourage children to find rhyming words that rhyming and it is not important if they write on a blackboard in the notebook or in the computer etc.

As in every step of the learning methodology and in this case, a great help could come from the technology . Television is one of the first electronic devices that facing child, plays an important role in the development of children's skills , but also plenty of other.

Given that children today are more attracted towards the computer (laptop, tablet, smart phone , then, latter it can be used in maintaining records, for rhyming word or sentence ; navigate and finding a song rhymed poems. Some of them are also dowloadable for smarphone and tablet. These methods he should propose to parents for using them at home with their children.

### **Conclusion and recommendations**

Technology is a tool that helps us to learn easily the language in all it`s subsystems. Teachers should support the inclusion of ICT`s in teaching. Language learning, the ability of the rhyming can not now considered a privilege only for a fraction of the children, but should be right for everyone. This should realize not only from the work of teachers, but especially electronically independent work. For this purpose can be developed rhymes dictionaries advised also on line. Experience of other languages should help us with ideas for the design of the quiz, games which have in focus word games with rhyme. There should not be excluded games with this theme in printed format. A good model is Vocabulary Spelling City, created in March 2012 based on modern technologies.

Dictionaries can also be developed for schoolchildren (Junior School Dictionary), which include words from their family, enabling the difference

between homophones. These dictionaries will help children to correct pronunciation of the words, but and the words semantic recognition. All these tools should help children to pass from phonological's jurisdiction in phonological awareness. It also seeks to enrich the curriculum.

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