

Task 2. – Phonetics and phonology.

Question 1.

According to Fromkin, Rodman & Hymes (2003) in An Introduction to Language, segmentation is the process of breaking a word down into its component phonemes; with a phoneme being the smallest unit of sound in language. If a learner does not know a spelling of a word then it is often useful to try to get the learner to sound out the word out loud. In doing this the learner can work out for themselves what letter or letter combinations make the sound that they are hearing.

Once a learner has got into this habit and learnt which letters or letter combinations make certain sounds then they will have a greater likelihood of being able to spell more words.

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Question 2.

As previously stated according to Fromkin, Rodman & Hymes (2003) in An Introduction to Language, a phoneme is the smallest unit of sound in a language. There are approximately 44 phonemes in the English language. A blend is a combination of phonemes, creating larger elements or clusters; these could be small clusters such as the consonant cluster 'spr', syllables or even complete words.

When a learner is aware of the sounds made by certain combinations of letters they will feel more comfortable in attempting to sound out new words that they may not know from sight alone.

If a learner sees a letter they know they will be able to say the sound they know to be associated with that letter. If they see two letters together however this may confuse them and they could well be at a loss to what this combination should now sound like. To this end the process of teaching the learner how phonemes blend together and make a combined sound can help a person when trying to learn to read.

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Question 3.

<u>Definition</u>	<u>Term</u>	<u>Example</u>
Two Letters representing one phoneme	Digraph	<u>Bath</u>
Two letters representing one consonant phoneme	Consonant Digraph	<u>Chip</u>
Two letters representing one vowel phoneme	Vowel Digraph	<u>Tied</u>
Three letters representing one phoneme	Trigraph	<u>Judge</u>
Two letters, which are split apart, but represent one vowel phoneme	Split Digraph	<u>Rate</u>
Two or three consonants, which occur together in a word, but which can be heard as individual phonemes	Consonant Cluster	<u>Spray</u>

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Question 4.

at	(2)	bit	(3)
fish	(3)	thick	(3)
dog	(3)	clash	(5)
sprint	(6)	feet	(3)
take	(3)	scrap	(4)
off	(2)	moan	(3)
rich	(3)	friend	(5)

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Question 5.

	<u>Onset</u>	<u>Rime</u>
tap	t	ap
shop	sh	op
in	-	in
help	h	elp
eight	-	eight
fish	f	ish
act	-	act
spring	spr	ing
thatch	th	atch
phone	ph	one

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Question 6.

According to Fromkin, Roman & Hymes (2003) in An Introduction to Language, phonology is the study of the way sounds function within language. The teacher should have a good understanding of this when teaching adult literacy as well as when planning and assessing any adult literacy work.

In the core curriculum's reading sections there are specific word focus areas where, for instance, it is suggested that a learner be able to, 'Read words with common spelling patterns for long vowel phonemes' (Rw/E2 : p66) If the teacher does not have a good enough understanding of this area of language themselves then how can they possibly be able to deliver a lesson to entail this work, let alone, plan or assess this work.

The teacher is not expected to be the fount of all knowledge however it would most definitely be preferred that the teacher would be able to answer a learners questions on how and why we sound some words as we do and therefore why we spell and read certain words as we do.