

**Complete APA bibliographic reference:**

Byrne, B., & Fielding-Barnsley, R., (1990). Acquiring the alphabetic principle: A case for teaching recognition of phoneme identity. *Journal of Educational Psychology*, 82 (4), 805-812.

**Three to five descriptor terms that best describe the topic:**

Main: phonemic awareness, phonemic identify, and phonemic segmentation

**Type of Article:**

Quantitative Research

**Levels:**

Preschool

**Briefly stated major purpose(s) of the study:**

“To discover conditions that would lead to successful alphabetic transfer once a pair of word had been learned” (805).

**Research article –**

The study found that training in phoneme identity over segmentation was easier to implement and its relationship to alphabetic insight was stronger. Also found was that identity can be equally easily taught using word-initial and word-final phonemes.

**Quantitative Study Information:**

Independent Variables Included: Pre-school students

Dependent Variables Included: Evidence of the operation of the alphabetic principle in the absence of phonemic awareness training on critical speech segments

Treatment:

Five experiments were used. The sixteen pre-school children were taught identity for a single phoneme, phoneme identity as a function of position in words, and to read words containing the new phonemes in experiment 1. In experiment 2 the children were taught segmentation, experiment 3 addressed the questions of whether direct phonemic awareness training in word-final as well as word-initial position would improve the transfer performance, and experiment 4,5, and 6 addressed an aspect of identity detection, using performance on letters.

Is reliability information reported? No

Is validity information reported? No