



Audio Publishers Association

Sound Learning Bibliography

October 2023

The Sound Learning Committee collects and disseminates supportive information about the contributions of audiobook listening to 21st century literacy skill building and enhancement that is derived from research published in educational and academic studies.

From the Infographic

“10 Reasons Kids Learn with Audiobooks.” *AudioFile Magazine*, May 1998.

<http://www.audiofilemagazine.com/content/uploaded/media/10.reasons.pdf> (Accessed October 20, 2023)

Teachers, librarians, and parents will gain understanding of the links between listening and literacy. From oral reading to mobile literature to reading for pleasure and more, this article suggests ten ways that listening to audiobooks enhances literary skills.

Anderson, Richard C., Elrieda H. Hiebert, Judith A. Scott, Ian G. Wilkinson, with contributions from members of the Commission on Reading, *Becoming a Nation of Readers: The Report of the Commission on Reading*. Center for the Study of Reading, Washington, D.C.: U.S. Department of Education, 1985. <https://eric.ed.gov/?id=ED253865> (Accessed October 20, 2023)

This seminal work states, "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." It goes on to expound on the relationship between listening comprehension and emergent literacy, providing foundational associations between listening to audiobooks and developing literacy skills.

Marchionda, Denise. “A Bridge to Literacy: Creating Lifelong Readers through Audiobooks.” *AudioFile Magazine*, August-September 2001, 19-20, 55.

Opening with the statement, "Reading begins with the spoken word," Marchionda goes on to demonstrate how listening to audiobooks can supplement curriculum and become an integral part of leisure listening at home, providing excellent models for fluency and increasing vocabulary.

Metiri Group. "Multimodal Learning through Media: What the Research Says." *Cisco Public Information*, 2008. <http://www.cisco.com/web/strategy/docs/education/Multimodal-Learning-Through-Media.pdf> (Accessed October 20, 2023)

Old myths about how humans learn are debunked and the effectiveness of multimodal learning is explored through more up-to-date research.

Noland, Liz. "Why Listening Is Good for *All* Kids—Especially in the Digital Age." *AudioFile Magazine*, April-May 2011, 13-15. <http://www.audiofilemagazine.com/content/uploaded/media/why%20listening%20is%20good%20for%20all%20kids.pdf> (Accessed October 20, 2023)

Highlights information found in a variety of articles pinpointing the many reasons why listening to audiobooks provides literacy benefits to learners of all types, from those with learning difficulties to English language learners to students with high reading proficiency. A bibliography of resources is also included.

Wilde, Susie, and Jeanette Larson. "Listen! It's Good for Kids." *AudioFile Magazine*, April-May 2007, 22-25. <http://www.audiofilemagazine.com/content/uploaded/media/listen-goodforkids.pdf> (Accessed October 20, 2023)

Wilde and Larson point out the many ways in which audiobooks can be used to boost literacy skills, including word recognition, comprehension, and fluency. A handy table pairs ages and reading skills with the benefits of listening, as well as recommended titles for each grouping.

Wolfson, Gene. "Using Audiobooks to Meet the Needs of Adolescent Readers." *American Secondary Education*, 36, no. 2 (2008): 105-117.

Underscores how using audiobooks in middle school classrooms can "improve fluency, expand vocabulary, activate prior knowledge, develop comprehension, and increase motivation to interact with books."

Additional Information

Burkey, Mary. *Audiobooks for Youth: A Practical Guide to Sound Literature*. Chicago, IL. American Library Association. 2013

A detailed look at the history of audiobooks, their links to storytelling and benefits to literacy, as well as information regarding audiobook collection development and awards that teachers and librarians can use for selection.

Burkey, Mary. "Audiobooks and Common Core." *Booklist* 109, no. 9/10, (2013): 126

Describes the ways in which audiobooks can be aligned with Common Core State Standards and the ways in which teachers and librarians are using them to support critical reading skills in all subject areas.

DeWitt, Peter. "Roadblocks to Reading: An Interview with Richard Allington." *Education Week*, March 6, 2012.

http://blogs.edweek.org/edweek/finding_common_ground/2012/03/roadblocks_to_reading_an_interview_with_richard_allington.html (Accessed October 20, 2023)

Six steps for increasing reading proficiency are laid out and the roadblocks to implementing these steps are discussed.

Godsey, Michael. "The Value of Using Podcasts in Class." *The Atlantic*. March 2016. Available online at: <http://www.theatlantic.com/education/archive/2016/03/the-benefits-of-podcasts-in-class/473925/> (Accessed April 19, 2016)

How a classroom experiment in listening to and reading the transcript of the podcast *Serial*, transformed the learning experience for students, leading them to increased critical discussion, research, and writing.

Grover, Sharon and Lizette D. Hannegan. *Listening to Learn: Audiobooks Supporting Literacy*. Chicago, IL. American Library Association. 2012

This resource describes the ways in which audiobooks can be used to enhance literacy skills and support classroom learning. An annotated bibliography of titles, divided by grade levels, is paired with national learning standards across all subjects.

Grover, Sharon and Lizette Hannegan. "Singing the Story: Seven Musical Audiobook Read-Alongs to Liven Up Story and Circle Time." *School Library Journal* 59, no. 12 (2013).

<http://www.slj.com/2013/12/collection-development/listen-in/singing-the-story-musical-audiobook-read-alongs-listen-in-december-2013/> (Accessed October 20, 2023)

Using the *Every Child Ready to Read 2* template developed by the American Library Association, with its Five Practices of Early Literacy—talking, singing, reading, writing, and playing—this article offers ways to enhance the practice of singing by using audiobooks with children and care givers in story and circle times for toddlers and preschoolers.

Johnson, Denise. "Benefits of Audiobooks for All Readers." *Reading Rockets*.

<http://www.readingrockets.org/article/benefits-audiobooks-all-readers> (Accessed October 20, 2023)

Diffuses the argument that listening to an audiobook isn't really reading by pointing out that "understanding the message, thinking critically about the content, using imagination,

and making connections is at the heart of what it means to be a reader and why kids learn to love books."

Rose, David and Bridget Dalton. "Plato Revisited: Learning Through Listening in the Digital World." Paper prepared for *Recording for the Blind & Dyslexic*, January 9, 2007. *Learning Through Listening*. <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.112.3313> (Accessed October 2023)

Compares the concerns of technology taking over literacy in our day to Plato's fear that the new-fangled "technology of writing would destroy the rich oral literacy that was central to his culture." The paper goes on to argue that new technologies "will not diminish literacy but rather expand it," once again placing a strong focus on listening and oral literacy.

Rubenstein, Grace. "Listening to Literature: Struggling Readers Respond to Recorded Books." *Edutopia*. October 18, 2006. <http://www.edutopia.org/listening-literature> (Accessed October 20, 2023)

Teachers across the country successfully use audiobooks to improve reading fluency, vocabulary, and comprehension in students reading below grade level.

Rues, Kim. "How Audiobooks Help Emerging Readers and Inspire a Love of Books." *Edutopia*. May 11, 2023. <https://www.edutopia.org/article/audiobooks-help-emerging-readers/> (Accessed October 20, 2023)

A school librarian discusses how access to stories beyond students' print decoding levels encourages engagement with books and builds engagement with reading's end goals of access to both information and imagination.

Spiednæs, Kari and Faltin Karlsen. "How Digital Devices Transform Literary Reading: The impact of e-books, audiobooks, and online life on reading habits." *New Media and Society*. October 11, 2022. <https://doi.org/10.1177/14614448221126168> (Accessed October 20, 2023)

A study conducted with adults who value audiobooks discusses how the format's affordances include building capacity for greater reading time and increased emotional depths experienced due to narrator voicing.

Tan, Ellice K. "Sounds, Stories, and Psychology: The perceptions and motivations of audiobook consumption." Theses and dissertations, Brigham Young University, 9915. April 19, 2023. <https://scholarsarchive.byu.edu/etd/9915> (Accessed October 20, 2023)

A graduate student researcher examines the emotional resonances dedicated audiobook listeners seek and find through listening and determines they fall into four categories: Busy Bookworms, Non-readers who dislike print, Experience Lovers, and Entertainment

Seekers. Each group is further analyzed regarding the role audiobook listening plays in satisfying their needs.

Wallace, Nicole. "Yes, Audiobooks Are Real Books!" *Canadian School Libraries Journal*. November 20, 2022. <https://journal.canadianschoollibraries.ca/yes-audiobooks-are-real-books/> (Accessed October 20, 2023)

A middle school librarian demonstrates how audiobooks support early adolescent access to books at a developmental period when reading print has become less popular as a pursuit and instructional assumptions presuppose print literacy attainment. A bibliography and her own school-based project are both included through accessible hyperlinks.

Wittingham, Jeff, Stephanie Huffman, Rob Christensen, and Tracy McAllister. "Use of Audiobooks in a School Library and Positive Effects of Struggling Readers' Participation in a Library-Sponsored Audiobook Club." *School Library Research*, 16 (2013). http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol16/SLR_Use_of_AudiobooksV16.pdf (Accessed October 20, 2023)

A detailed look at a study conducted with struggling middle school readers in a weekly book club using audiobooks and group discussion. Test data, interviews, and surveys conclude that the audiobook club had a positive impact on students' reading skills as well as their attitudes about reading.