



Audio Publishers Association



Sound Learning

Sound Learning Bibliography Revised and updated May 2020

Referenced on Our Infographic

Parents and educators interested in understanding the roles audiobooks can play in supporting literacy development can start with these half dozen discussions of the various skill achievements both print and multimodal literacy attainment and growth require.

Anderson, Richard C., and others. [Becoming a Nation of Readers: Report of the Commission on Reading](#). The National Institute of Education, Washington, DC, 1985.
<http://eric.ed.gov/PDFS/ED253865.pdf>

Brown, Gretchen. “[Audiobooks Aren’t Cheating. Here’s Why.](#)” Rewire, 15 October 2019.
<https://www.rewire.org/audiobooks-arent-cheating/>

Dalton, Bridget, and Dana L. Grisham. “[eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary.](#)” *The Reading Teacher*, February 2011, 64 (5). <https://tinyurl.com/y8kzz6k6>

Deniz, Fatma, Anwar O. Nunez-Elizalde, Alexander G. Huth, and Jack L. Gallant. “[The Representation of Semantic Information Across Human Cerebral Cortex During Listening Versus Reading Is Invariant to Stimulus Modality.](#)” *Journal of Neuroscience*, 25 September 2019, 39 (39). <https://www.jneurosci.org/content/39/39/7722>

Johnson, Denise. “[Benefits of Audiobooks for All Readers.](#)” Reading Rockets, 2003.
www.readingrockets.org/article/benefits-audiobooks-all-readers

Yokota, Junko, and Miriam Martinez. “[Authentic Listening Experiences: Multicultural Audiobooks.](#)” American Library Association, 17 August 2007.
<http://www.ala.org/aboutala/offices/resources/authenticlistening>

More Resources for Educators, Librarians, and Researchers

Burkey, Mary. [Audiobooks for Youth: A Practical Guide to Sound Literature](#). Chicago, I: ALA Editions, 2013. (Check for local copy using [WorldCat](#))

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.

Grover, Sharon, and Lizette D. Hannegan. [Listening to Learn: Audiobooks Supporting Literacy](#). Chicago, IL: ALA Editions, 2012. (Check for local copy using [WorldCat](#))

This resource describes the ways in which audiobooks can be used to enhance literacy



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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). <https://www.slj.com/?detailStory=singing-the-story-musical-audiobook-read-alongs-listen-in-december-2013>

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.

Isozaki, Anna Husson. "[Strategically Building Reading Fluency: Three Strands of New Listening-Reading Research.](#)" *Extensive Reading World Congress Proceedings*, 4, 189-197, 2018. <https://jalt-publications.org/content/index.php/jer/article/view/66/41>

Research investigating how aural input is a requisite of building strong visual learning skills for those facing alphabetic writing systems, like English, is described and used as the basis for demonstrating the role of heard stories in print reader development.

Jablonski, Dennis. "[Repeated Listening as a Method to Improve Reading Fluency and Comprehension.](#)" *Journal of Literacy and Technology*, 20 (2), Spring 2019. http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v20_2_jablonski.pdf

An investigation of the roles played by listening and print reading in both fluency and comprehension is described for a testing group of second graders.

Metiri Group. "[Multimodal Learning through Media: What the Research Says.](#)" Cisco Public Information, 2008. https://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/Multimodal-Learning-Through-Media.pdf

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

Moran, Kimberly. "[7 Ways Audiobooks Benefit Students Who Struggle with Reading.](#)" *We Are Teachers*, 26 October 2017. <https://www.weareteachers.com/audiobooks-benefit-students/>

The author draws direct and cogent lines between audiobook use and improved access to vocabulary enrichment, contextual knowledge, working memory, reduction of print anxiety, age-appropriate independence, and more among middle grade students.

Noland, Liz. "[Why Listening Is Good for All Kids – Especially in the Digital Age.](#)" *AudioFile Magazine*, April-May 2011, 13-15. <https://tinyurl.com/y7dlk4fg>



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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.

Richardson, Daniel C., and others. “[Measuring Narrative Engagement: The Heart Tells the Story](#).” bioRxiv 351148, 13 September 2018.

<https://www.biorxiv.org/content/10.1101/351148v2.full.pdf>

In research funded by Audible, UK, researchers in experimental psychology at University College London demonstrated potential connection between feelings a narrator experienced when telling a story and those created in those listening to that story.

“[10 Reasons Kids Learn with Audiobooks](#).” *AudioFile Magazine*, May 1998.

<http://www.audiofilemagazine.com/content/uploaded/media/10.reasons.pdf>

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.

Whittingham, 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, 2013.

<https://tinyurl.com/cg34zqw>

A detailed look at a study conducted with struggling middle school readers in a weekly book club using audiobooks and group discussion, this includes 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.

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>

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.