



Audio Publishers Association

Sound Learning Bibliography
September 2019

From the Infographic

“10 Reasons Kids Learn with Audiobooks.” *AudioFile Magazine*, May 1998. Available online at: <http://www.audiofilemagazine.com/content/uploaded/media/10.reasons.pdf> (Accessed October 17, 2014)

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. Available online at: eric.ed.gov/PDFS/ED253865.pdf (Accessed April 19, 2016)

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.

Eshelman, Andrea. "Unbound: Media and Literacy: Using Media as a Critical Learning Tool." *Eduscapes*. 2011. <http://eduscapes.com/electronic/articles/unbound.pdf> (Accessed April 19, 2016)

A discussion of the role of multi-sensory input in today's learning environment and the role of audiobooks in the instructional landscape. "Pairing audio with print has proven to increase reading speed, grade-level reading, comprehension, vocabulary and retention by more than a full letter grade, according to national standardized testing."

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 April 19, 2016)

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. Available online at: <http://www.audiofilemagazine.com/content/uploaded/media/why%20listening%20is%20good%20for%20all%20kids.pdf> (Accessed April 19, 2016)

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. Available online at: <http://www.audiofilemagazine.com/content/uploaded/media/listen-goodforkids.pdf> (Accessed April 19, 2016)

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. Print. (Accessed October 17, 2014)

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

"Audiobooks Raise Reading Scores." *Tales2Go*. <https://www.tales2go.com/audio-books-raise-reading-scores/> (Accessed October 17, 2014)

An intriguing infographic based on the national problem of only 32% of third graders being identified as "proficient readers" and the ways in which listening to audiobooks can help turn around this disturbing demographic.

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.

Common Core State Standards Initiative. <http://www.corestandards.org/> (Accessed April 19, 2016)

"The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. "

"Connections Between Audiobooks and the Common Core." *Tales2Go*. <https://www.tales2go.com/connections-between-audio-books-and-the-common-core/> (Accessed October 17, 2014)

An infographic that makes connections between the standards laid out in the Common Core and the benefits and enhancements to reading skills that students gain by listening to audiobooks.

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 April 19, 2016)

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. "Making the Link Between Audiobooks and the Common Core State Standards." *Books on Tape/Listening Library*. <http://www.booksontape.com/making-the-link-between-audiobooks-and-the-common-core-state-standards/> (Accessed April 19, 2016)

An introduction to resources created on the Books on Tape/Listening Library website that integrate audiobook listening into the teaching of Common Core State Standards.

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 April 19, 2016)

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.

Hudson, Hannah. "10 Ways to Use Audiobooks in the Classroom." *We are Teachers*. <http://www.weareteachers.com/hot-topics/special-reports/want-to-support-student-readers-have-them-listen-in> (Accessed April 19, 2016)

Hudson offers ten tips for teachers to incorporate listening to audiobooks into their English Language Arts curriculum. Among the tips are listening to a shared audiobook for 10 minutes after recess and then talking about what the class has listened to together, or sending a loaded iPod home with a student with instructions for family listening and questions for family discussion.

Johnson, Denise. "Benefits of Audiobooks for All Readers." *Reading Rockets*.
<http://www.readingrockets.org/article/benefits-audiobooks-all-readers> (Accessed April 19, 2016)

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 April 19, 2016)

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 April 19, 2016)

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

"Why Audiobooks Are Great for Kids." Scholastic Parent & Child. Sep/Aug, Vol. 21 Issue 1:96-96 (2013) Available online at: <http://www.scholastic.com/parents/resources/article/developing-reading-skills/why-audiobooks-are-great-kids> (Accessed on April 19, 2016)

Five easy answers to why audiobooks can help your child become a better reader.

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 April 19, 2016)

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.

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).

U.C. Berkeley neuroscientists conclude that listening and reading look remarkably similar inside our brains. Scientist compared brain scans for subjects who either listened to or read two hours of stories and found that the words stimulated the same cognitive and emotional areas, regardless of their medium.

<https://www.jneurosci.org/content/39/39/7722>