

What impact does the use of audiobooks have on children's level of enjoyment when reading?

What did you plan to do and why?

What?

The aim of my enquiry was to find out if using audiobooks (via Active Learn Bug Club) had an impact on children's level of enjoyment when reading.

Who?

Primary 2 age learners working at Early and First level.

Why?

At the beginning of the academic year I noticed that the majority of learners in my class showed little interest in reading for pleasure. When directed to the class library for independent reading time most children appeared disappointed and regularly asked to do something different. As a school we have access to the Bug Club subscription via Active Learn and I wondered how this could be better utilized to promote a culture of reading for enjoyment within my classroom.

The Plan

My plan was to introduce Daily Bug Club time, where all children had access to independent reading time using the audiobooks provided on Bug Club with the hopes of increasing their enjoyment of reading. I composed a Pre and Post Enquiry questionnaire to establish any links between listening to audiobooks and reading enjoyment.

What has happened in your enquiry?

At the beginning

Pre-enquiry questionnaires were carried out with a sample of 12 pupils in my Primary 2 class. The results from this questionnaire highlighted that 1/3 of the children involved in the enquiry said they did not enjoy reading. Reflecting on these results, I began reading about the use of audiobooks and their impact on reading enjoyment in children. I then began to implement Daily Bug Club time which allowed the children regular opportunities to listen to audiobooks.

During the enquiry

The children began to show an interest in Bug Club and actively asked to engage with this throughout the school day. They became more independent and proactive with their reading and were able to engage in Book Talk about the texts they had engaged with on Bug Club. Children who previously had shown very little interest in reading for enjoyment were choosing to use Bug Club during their weekly choosing time.

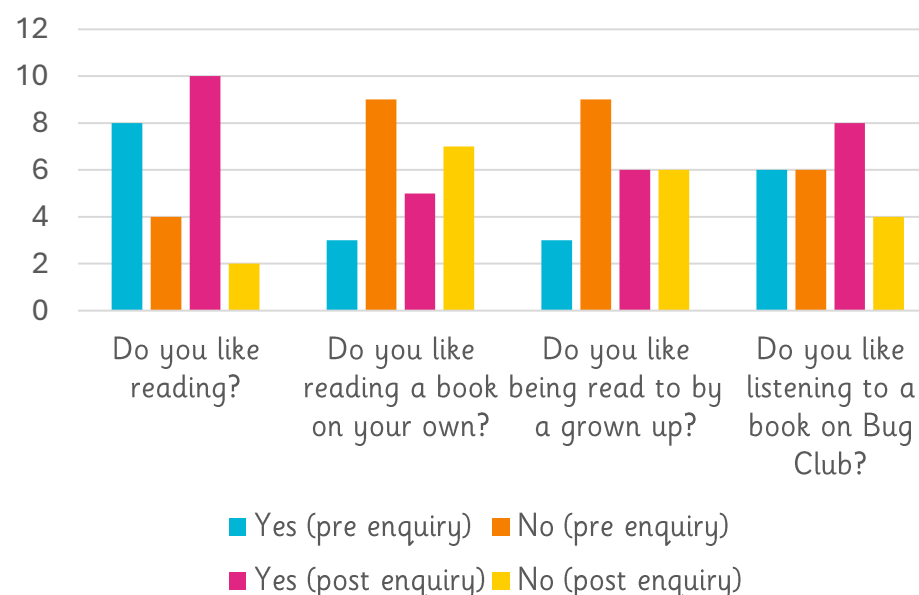
What impact has this enquiry had?

I feel that this enquiry has had a positive impact on the learners in my class. Children who were previously reluctant to engage in reading for enjoyment began to engage with Bug Club throughout the school day as part of Daily Bug Club time, a fast finisher activity or during free time. The results of the Post-Enquiry questionnaire highlighted that the number of children who enjoy reading had increased by 16% after the implementation of Daily Bug Club time.

The use of audiobooks via Bug Club has also given children an opportunity to engage with a wider variety of texts and genres. Children are now more confident in discussing the texts and genres that they enjoy reading and regularly discuss this with the class. As well as this, the comprehension questions embedded in the audiobooks on Bug Club have allowed children to further develop their skills in phonics and literal comprehension.

Overall, pupil-teacher dialogue and the results from the questionnaire do show that using audiobooks had a positive impact on the level of enjoyment when reading in my class.

Reading for Enjoyment Questionnaire



What are the implications and next steps?

After carrying out this enquiry and seeing a positive impact on my learners' engagement and enjoyment of reading, I would now like to further investigate the use of audiobooks to improve reading comprehension.

A review carried out by Singh and Alexander (2022) has highlighted that using audiobooks can improve comprehension in younger children and combining audiobooks and print can improve comprehension of struggling readers. (Singh and Alexander, 2022)

Going forward, I will continue to implement Daily Bug Club time within my classroom to continue to promote and encourage Reading for enjoyment. I will share my findings with colleagues and encourage them to better utilize Bug Club to benefit their learners.

References

Best, E. and Clark, C. (2021). The role of audiobooks in engaging reluctant readers and underrepresented children and young people. London: National Literacy Trust.

Picton, I. & Clark, C. (2025). Children and young people's listening in 2024. London: National Literacy Trust.

Singh, A., & Alexander, P. A. (2022). Audiobooks, print, and comprehension: What we know and what we need to know. Educational Psychology Review, 34(2), 677–715

Reading for Enjoyment Questionnaire

