



USE OF AUDIOBOOKS AND MUSIC INTERPRETATION TO ENHANCE COMPREHENSION SKILLS

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Abstract

This paper explores the pivotal role of multimodal tools—specifically audiobooks and music interpretation—in strengthening comprehension and language proficiency among learners. Recognizing comprehension as a dynamic, ongoing process that involves critical thinking and inference-making, the study highlights the importance of reinforcing these skills across all academic subjects. It particularly emphasizes the significance of listening, speaking, reading, and writing in literacy development, especially for learners who perform below grade level. The paper reviews research supporting the integration of music and audiobooks as effective strategies to boost engagement, auditory discrimination, and overall academic confidence. By promoting rhythm, phonemic awareness, and exposure to rich language patterns through chants, nursery rhymes, and guided listening, these tools can bridge gaps in reading fluency and comprehension. Ultimately, the study advocates for the inclusion of musical and auditory experiences as core components of language instruction to cultivate stronger, more independent readers.

Keywords: *Comprehension Skills, Language Development, Audiobooks, Music Interpretation, Literacy, Phonemic Awareness, Reading Fluency, Early Childhood Education, Multimodal Learning, Language Acquisition*

INTRODUCTION

Comprehension is an interactive process that occurs not only while a learner is reading the text but afterwards, as well. It consists of the ability to make inferences from a passage and use critical thinking skills to answer questions related to the text. Comprehension skills must be taught and reinforced over an extended period of time. They are a part of every subject the learner learns, and these skills are imperative to advancement in school. Strong comprehension skills are required to academic pursuits and many competitive exams. Hence, it is crucial to develop comprehension skills to enable the learner to perform with successful outcome. The paper intends to focus on the importance of listening, speaking, reading and writing through the use of audiobooks and music interpretation to enhance comprehension skills, as the latter plays a major role in developing the language proficiency of language learners.

Learners who are below grade level often have trouble distinguishing letter sounds. Audiobooks and music interpretation can be used as an effective tool to enhance listening, speaking, reading and writing skills to improve the ability to comprehend. Wisbey (Douglas and Willatts, 1994) proposed the use of musical activities



to help learners develop a multi-sensory awareness and response to sounds. Musical activities allows learner to both listen and create various pitches and tones in music. In addition, learners who are struggling in reading or other academic areas tend to have low self-esteem. The positive energy and enthusiasm found in musical activities can be transferred into a positive attitude towards school. Audiobooks have been used as a practical intervention strategy for struggling adolescent students since books were recorded (Gilbert, Williams & McLaughlin, 1996; Wolfson, 2008; Whittingham, Huffamn, Christensen & McAllister, 2013). A study, underpinning much of the literature on literacy development, found that the most significant activity for increasing reading skills and comprehension for children is to read to them aloud (Anderson, Hiebert, Scott, & Wilkinson, 1985). Additional studies found that having a fluent adult read to a child in their preschool years is the principle factor for creating an independent reader (Durkin, 1966; Chomsky, 1981; Teale, 1982). Therefore, using music and audiobooks to teach listening, speaking, reading and writing skills can improve the learner's ability to remember the strategies needed. Feelings of accomplishment in music can motivate the learner to do well in other academic areas. It is hypothesized that teaching learners to read songs can improve their ability to distinguish letter sounds, recognize rhyming words, and musical or word patterns. The combinations of words in chants, poems, songs and plays can be used as sources of experience with alliteration, meter, rhythm, accent and form (Whitaker, 1994). Learners who are behind in reading often have not had the experience of listening to and reciting nursery rhymes. Nursery rhymes and simple songs offer opportunities to experiment with alliteration, rhythm and sentence structure. Audiobooks too provide the premise for the learner's imagination.

OBJECTIVES

The objectives of the present study are:

- To incorporate an inclusive teaching method where different proficiency of students can be helped to improve comprehension skills.
- To infuse enthusiasm and interest in classroom.
- To improve critical thinking, analysis, interpretation, listening, speaking, reading and writing skills.
- To make language learning fun and interactive.
- To update teaching techniques to the need of the present times.

LITERATURE RELATED REVIEW

Many researchers have report to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the researchers' findings are concisely below:

Beers (1998) in his research *Examining the influence of using audiobooks on the improvement of sound recognition and sound production of Iranian EFL learner* has said that audiobooks, when used with reluctant, struggling, or second language learners, serve as a scaffold that allows students to read beyond their 22 reading level. The use of audiobooks is a natural extension of the assisted-reading strategy used with struggling learners. Audiobooks expose struggling learners to something they have never experienced before by allowing them to experience what fluent learners have every time they read a book (Stone-Harris 2008). Since the process develops through oral language experiences, audiobooks benefit struggling learners by increasing comprehension and appreciation of written text (Wolfson 2008). This benefit has long been seen by classroom teachers. In the literature there are some studies that found audiobooks useful for the language teaching-learning processes (Blum et al., 1995; Koskinen et al., 2000). Among the studies which back up the usefulness of audiobooks for language learning-teaching purposes, O'Day (2002), noted several specific ways that audiobooks help learners, including improving reading comprehension level, serving students as a model of



fluent text reading and increased vocabulary acquisition and word recognition among students. From the previous findings above, it is possible that audiobooks create additional opportunities for language learners to hear the pronunciation of the words. While these studies suggest possible positive effects, the majority of the studies focused mainly on the relationship between audiobooks and reading skills. The writer using audiobooks as a media in teaching because audiobooks is one way to improve students' activity in reading class. Using audiobooks, it can assist learners in reading comprehension, giving learners an opportunity in listening skills practice in a low pressure environment.

Researchers are continuing to study the effect of using music to teach reading to young children. Music is seen as a tool that can improve a child's reading ability. Geoff (1977) has combined the thoughts of other researchers to formulate seven hypotheses concerning how and why music instruction improves reading. (1) The use of music creates a general positive attitude in the child, which in turn improves the student's approach to the task of learning to read words. (2) Music exposure can increase children's willingness to listen. (3) Music activities develop particular or unique aural abilities referred to as auditory perception or acuity. (4) Correct diction in singing helps a learner acquire the ability to read words. (5) Song lyrics contribute to beginning reading achievement by helping children become aware of the meaning of individual words. (6) Reading and music have similar visual functions. (7) Word reading and music are alike in that both involve "language." Research has been done in all of the areas that Geoff has addressed that supports the use of music to teach reading. Music has the ability to impact several areas of learning at the same time. By using music to teach reading, a teacher can address the different learning styles of a classroom of children at one time.

In addition to addressing different intelligences, the teacher must address the environment of the classroom. Dunn, Beurdy, & Klavas (1989) researched how the learning environment affects the learner. Dunn has found that each person learns best under different sets of conditions. Therefore, the manner in which a lesson is presented impacts the learner's achievement. Different senses can be stimulated during a lesson, thereby helping a child to remember information more easily. For example, lessons that are designed to stimulate more than one of the senses, such as hearing, seeing, speaking and experiencing, would influence the success rates of a classroom. Dunn's research has concluded that when children are taught with multisensory resources that reinforce their initial, secondary or tertiary modality, test scores increase. Using music to teach listening, speaking, reading and writing engages a variety of learning modalities such as visual, auditory, and kinesthetic. By increasing the number of modalities engaged, more areas of the brain are used to process the information. Thus using music to teach comprehension skills can increase retention of skills need for learning.

METHODOLOGY

Use of Audiobook in a classroom

Examples of ways to use audiobooks in a classroom Audiobooks can help develop important skills such as listening, speaking, reading and writing. LSRW, plays a significant role in the comprehension skills of a learner. One of the ways of aiding the process is through the use of audiobooks in classroom along with the peers of the learner to make the process fun, interactive and effective. In the examples below, we will look at some ways to help learners develop their reading, listening, speaking and writing skills through the audiobook of the story Alice's Adventures in Wonderland, written by Lewis Carroll (1832-1898), Chapter 1. It tells the story of a girl named Alice who falls down a rabbit hole into a fantasy world populated by peculiar and anthropomorphic creatures. The story plays with logic in a way that has gained popularity with adults and children alike. The story has been selected as it intrigues the imagination and demands attention and analysis. (<https://www.youtube.com/watch?v=jJHBtOu5aX0>)



White Rabbit Checking Watch (excerpt)

Receptive skills: reading and listening- The audiobook of the given text is played aloud in the classroom repeatedly and the learner is asked to read along. New words like 'latitude' and 'longitude' can be incorporated in the schema of the learner. Once the learner has actively listened to the text, they are asked to summarize what they have heard and retell it to a friend in the sequence maintained in the text. The learner can be given a specific task before listening to the extract, for example they can be asked to identify the number of times reported speech has been used in the extract. Once they have heard the extract, they can state their observation. This will not only help the learners with listening skills but also relate grammatical concepts to reading skills.

Alice finding tiny door behind curtain (excerpt)

Productive skills: speaking and writing - Audiobooks help learners who struggle with understanding what they are reading. To help build comprehension, have the learners retell the story after they have listened to it. The audiobook is played aloud and the learners are asked to focus on the use of intonation, pitch, voice modulation of the narrator. This is followed by the learner reading aloud the marked portions of the text using intonation, modulation and pitch. The exercise can be repeated multiple number of times helping the learner to build their confidence. The learner is then asked to summarize the text into the correct sequence of events using independent vocabulary.

Use of Music Interpretation in a classroom

Examples of ways to use song lyrics in a classroom

Song lyrics can be a perfect addition in classroom teaching for comprehension tasks that promote critical thinking. Instead of asking the class to simply recall information from a song, or listen for a specific set of words get them to analyze the meaning of the song lyrics, compare the lyrics with other similar texts, such as poems or short stories, or make personal connections. There are lots of creative possibilities.

In the examples below, the song LEMON TREE by the German band, Fool's Garden has been used to help learners develop their reading, listening, speaking and writing skills. The song is about a person who is bored and alone, waiting for someone's help. It begins:

Receptive skills: reading and listening

Here are a few ways learners can develop reading and listening comprehension skills, such as inferring or deducing the meaning of unknown words:

Learners can use song lyrics to identify the main idea of the text, then find the words that helped them to reach that conclusion. In LEMON TREE, for example, words such as 'boring', 'nothing', 'lonely' and 'tired' support the singer's expression of sadness.



Inferring, or reading between the lines, is a skill that works particularly well with songs due to their often-vague language. When making inferences, learners usually have several options, so long as they can say why they have come up with each interpretation. For example, who is the 'you' in the line 'I'm waiting for you'?

Why is the singer turning his head up and down? Is the lemon tree something positive or negative? Learners can often deduce the meaning of unknown words by using context clues. These clues will help learners deal with new vocabulary in any type of text. By looking at the words, phrases or sentences around an unknown word, it is often possible to get an idea of what the word means.

Consider the line: 'Isolation is not good for me'.

Is 'isolation' a positive or a negative word? Look at the sentences before and after the word ('nothing ever happens', 'not good'.) Are there any other words in the text with a related meaning? (e.g. 'lonely', 'nothing to do', 'nothing ever happens'.) Students could also deduce the meaning of 'waste' in the line 'I'm wasting my time' by looking at the surrounding words and phrases ('boring', 'rainy', 'nothing to do'.)

Productive skills: speaking and writing

The learners are to write a story based on a few words from the song lyrics, and then compare it with the actual story in the song. What type of story do you think students could come up with using the title of the song LEMON TREE, and a few other words?

The learners are made to connect between the song and their own experiences. Can the class think of times when they felt the same way as the singer in LEMON TREE? What was the reason? How did they solve the problem?

These personal responses to song lyrics can produce meaningful classroom debates and creative writing. Students could write a letter to the narrator of LEMON TREE, giving advice on how to solve his problem. They could continue the story, or even write a piece from the point of view of a friend who is trying to help. Engaging students in critical thinking skills helps students understand texts better and improves language learning by making the texts their own. Songs are a perfect way to teach many of these skills.

Additional Methodologies:

Peer Reading Pairs

Description:

In this approach, learners are paired together to simultaneously listen to and read an audiobook, pausing frequently to discuss difficult vocabulary, interpret story elements, and make predictions about the narrative. This fosters cooperative learning, builds social interaction skills, and promotes active listening.

Educational Justification: According to Vygotsky's Social Development Theory, learning is inherently a social process. Peer interactions create a Zone of Proximal Development (ZPD), where learners benefit



from the guidance and interpretations of slightly more proficient peers (Vygotsky, 1978). Studies published in the Journal of Literacy Research have shown that peer-assisted reading strategies significantly improve reading comprehension and vocabulary retention, especially among ESL (English as a Second Language) learners.

Classroom Application: Teachers can guide learners to annotate the audiobook script with emojis or symbols to indicate confusing parts, predictions, or favorite quotes. These annotations become the basis for pair discussions, deepening understanding.

Audiobook Journaling:

Description: Students maintain a listening journal where they reflect on the themes, characters, emotions, and personal reactions following each audiobook session. They may also track new vocabulary and attempt to use it in original sentences.

Educational Justification: According to the National Writing Project, reflective journaling enhances metacognitive awareness and helps learners monitor their own understanding, a vital aspect of active learning. In 2020, a study published in the International Journal of Educational Research concluded that regular journaling after listening exercises improved writing fluency, textual analysis skills, and emotional intelligence in middle school learners.

Classroom Application: Journals can be digital (e.g., blog posts, Padlet walls) or handwritten. Teachers can assign prompts such as “What would you do if you were the protagonist?” or “Describe a scene using all five senses.”

Drama and Role Play

Description: After completing an audiobook, learners are asked to perform selected scenes using their own dialogue or based on the script. Emphasis is placed on voice modulation, gesture, and intonation.

Educational Justification: Role play is grounded in constructivist pedagogy, where learners construct meaning through active engagement. Drama-based instruction enhances language learning by integrating embodied cognition—the theory that physical activity (like acting) helps anchor cognitive processing (Gallese & Lakoff, 2005). Moreover, a report by the Educational Theatre Association (EdTA) highlights that drama in the classroom enhances confidence, oral fluency, and group collaboration.

Classroom Application: Teachers can record student performances for peer review and self-assessment. This not only reinforces speaking skills but also encourages creative expression and empathetic thinking.

Dictogloss Activity

Description: Students listen to a short passage from the audiobook – once for gist and again for detail. They then collaborate in pairs or small groups to ****reconstruct the text**** as accurately as possible.



Educational Justification: Dictogloss is a proven integrated-skills activity that combines listening, grammar, vocabulary, and writing in a single task. According to Wajnryb (1990), who pioneered the dictogloss technique, this method encourages learners to focus on meaning and form simultaneously. Research from TESOL Quarterly has confirmed that dictogloss tasks improve grammatical accuracy and retention in ESL learners by promoting noticing – a process central to language acquisition (Schmidt, 1990).

Classroom Application: Teachers can vary the complexity of passages depending on proficiency levels. After reconstruction, learners can compare their versions with the original, highlighting grammatical patterns or narrative coherence.

FINDINGS AND DISCUSSION

This chapter highlights the present finding of the research and discussion. The finding deals with the two different tools that can be used in classroom to enhance comprehension skills among language learners. It focuses on the use of Audiobooks and Music Interpretation to enhance the skills of listening, speaking, reading and writing. It presents a discussion on the necessity of employing innovative tools to increase class participation and create an environment of inclusion, the discussion of the research covers further explanation of the findings.

Findings

Here are a few effective teaching strategies and tips for integrating audiobooks into the classroom by Janelle Cox, namely:

Why incorporate audiobooks in a Classroom

Audiobooks can be used in a variety of settings: Whole class instruction, small group instruction, individual instruction, or learning centers. Here are a few tips on how to use them in each setting.

- a. **Learning centers** - Create an area in the classroom where students have access to the audiobooks so they can use them as a reward or during leisure time. The audiobook can be used as a reward for completing classwork on time
- b. **Whole Group** - Allow time for students who struggle with print to preview the audiobook before whole group instruction. One can set extra time with the learners who struggle with reading and make them listen to the chapter to be able to comprehend the classroom activity along with the peers.
- c. **Small Group** - Play and then replay audiobooks during small group instruction to reinforce key concepts. For example, play an audiobook more than once and then ask the students to sequence the story as narrated by the storyteller.
- d. **Individual Use** - Use audiobooks for students who struggle with print, and allow these students to have access to these books at the same time as their peers are reading plain print.

Use Audiobooks across the Curriculum

The best thing about audiobooks is that one can use them across the curriculum. They work well in all subject areas and grade levels. One can use them during read-alouds, to reinforce key concepts, to make more complex or difficult subjects like math and science easier to understand, to help build background knowledge, or to even develop and strengthen academic independence. When learners are able to listen while they read along,



one is providing them with a multisensory experience. This can help lessen the frustration for students who have a hard time understanding text materials.

Song lyrics are great for developing broad comprehension skills

Educators can use songs in the language classroom for comprehension exercises like 'gap-fills' (finding the right word to fill a gap in a sentence), re-ordering words so they make sense, or matching related words. In these exercises, learners have to listen for words or phrases connected to a specific grammatical focus or semantic field. This approach involves working with individual sounds, words and phrases, rather than the text as a whole. One can also use songs to develop broader comprehension and critical thinking skills. Rather than focusing on individual words or sounds, learners can make predictions about meaning, and then confirm or reject these predictions as they read or listen to the lyrics. The focus is on the learners: how they interact with the text, and what they bring to the reading or listening process.

Why song lyrics work so well for comprehension tasks

Instead of having learners simply recognize facts, one would want them to delve more deeply into a text. They can compare information, make connections with other parts of the text and their knowledge of the world, or use the information to create something new. There are four reasons songs are so useful for improving higher-order comprehension and critical thinking skills:

1. **Lyrics are short** – songs are very short texts, yet they can express a lot. This short length makes song lyrics ideal to develop specific skills intensively, or to zoom in on a particular learning approach.
2. **Lyrics usually follow a similar structure** – songs are often predictable in their structure, especially pop songs, which are most often used in the language classroom. They may raise questions and give background context first, before building up to a chorus that might answer those questions and express how the singer feels. Because students are often familiar with the structure of song lyrics, it allows them to concentrate on meaning and overall comprehension.
3. **Lyrics may express emotion** – students can identify with the singer's feelings or relate to their situation, which often encourages meaningful discussion in class.
4. **Lyrics are often vague** – the language in song lyrics is often open to interpretation. Mysterious references are perfect for critical thinking skills, since they generate a lot of discussion and place students at the center of the learning process, by making the content personal. When the text can be understood differently by different people, the number of creative follow-up tasks is not only higher, but always much more engaging.

Extended Methodologies with Audiobooks

1. **Role Play and Dramatic Reading:** Following audiobook listening, learners can enact scenes or mimic voice modulations used by narrators. This method improves prosody and helps learners become more expressive in their oral language skills.
2. **Graphic Organizers and Story Mapping:** Learners can use Venn diagrams, character maps, or sequencing charts post-audiobook sessions to visually structure information. This supports memory and higher-order thinking.
3. **Listening Quizzes and Dictogloss:** Teachers can play short clips and then ask comprehension-based or grammar-based questions. Alternatively, in a **dictogloss** activity, learners reconstruct a passage after listening, promoting detailed listening and syntactic awareness.



Discussions

The integration of **audiobooks and music interpretation** into the curriculum offers a multidimensional approach to language instruction. Audiobooks, by allowing learners to **simultaneously listen and read**, provide support in decoding, pronunciation, intonation, and fluency. As a **multisensory tool**, audiobooks address different learning styles – especially **auditory and visual learners** – and reduce the cognitive load on struggling readers, enabling them to engage with **narrative structure, character development, and thematic depth** without being hindered by decoding difficulties.

A report by the Audio Publishers Association (2021) highlighted that **85% of audiobook listeners** said audiobooks helped them **finish more books** than they otherwise would, pointing to a strong correlation between **auditory engagement and reading completion**. Additionally, cognitive scientists such as Daniel Willingham affirm that “listening to audiobooks activates the same parts of the brain as reading text,” demonstrating that listening is not a lesser form of reading but an **equally effective route** to comprehension.

Meanwhile, **music interpretation** engages learners cognitively and emotionally. It encourages learners to decode meaning through **poetic devices** such as **rhyme, alliteration, rhythm, and metaphors**, while also enabling them to **explore tone, emotion, and voice**. A study by Thompson, Schellenberg, and Husain (2004) in the journal *Psychological Science* noted that background music – especially with lyrics – can **enhance verbal memory and mood**, both of which are important for comprehension.

Music, unlike traditional text, involves repetition and melodic cues that reinforce language structures. Educational musicologist Patricia Shehan Campbell has consistently advocated for music as a literacy tool, noting that it fosters **phonemic awareness**, aids in **cultural literacy**, and promotes **expression and self-confidence**. By interpreting music, learners are encouraged to **visualize, infer, and retell**, key components of **reading comprehension and speaking fluency**.

Further supporting inclusion, initiatives like the **We4You audio book project** in Odisha and audiobooks in vernacular languages reported by *The Times of India* highlight how such tools can **bridge educational gaps**, particularly for learners with **print disabilities or limited reading exposure**. This suggests that audiobooks and music interpretation are not only pedagogically sound but also **ethically imperative** in the pursuit of **universal design for learning (UDL)**.

Conclusion

In an age of diverse classrooms and differentiated learning needs, it becomes imperative to adopt tools that cater to **varied learner profiles**. Audiobooks and music interpretation are not merely supplementary aids; they are **core instruments** in fostering language acquisition and comprehension.

By enabling learners to **engage with complex texts in accessible formats**, audiobooks provide a scaffolded learning environment where students can **listen, visualize, and reflect**. Listening while reading improves fluency and helps internalize **natural speech patterns, pronunciation, and syntax** – skills often difficult to master through text alone. For reluctant readers or those with dyslexia, audiobooks **eliminate the barrier of decoding**, allowing them to focus on meaning-making and enjoyment.

Music interpretation, with its rhythmic and mnemonic features, strengthens **aural discrimination, verbal creativity, and textual analysis**. It encourages learners to explore language **beyond literal meaning**,



developing inferential thinking and emotional literacy. Interpreting music and lyrics also creates a **safe space for expression**, where learners feel motivated to share insights, debate interpretations, and build confidence in speaking and writing.

Integrating these tools into the curriculum will **not only make language learning more inclusive but also more enjoyable, interactive, and effective**. The curriculum already acknowledges the role of activity-based learning through scheduled music periods. This space can be repurposed to support core skills like **comprehension**, making the lessons **interdisciplinary and skills-oriented**.

Thus, the adoption of audiobooks and music interpretation aligns with global pedagogical trends that emphasize **active engagement, differentiated instruction, and universal accessibility**. It is recommended that these tools be formally recognized as **key strategies in the development of comprehension skills**, particularly in multilingual and mixed-ability classrooms. When used intentionally, they not only support the development of **listening, speaking, reading, and writing skills**, but also **nurture a lifelong love for stories and sound**.



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