

Impact of Library Use on the Vocabulary Development of Primary School Students in Sri Lanka

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This study was conducted to evaluate the impact of library use on the vocabulary improvement of primary school students. The study sample consisted of 20 students in the grade 3, 4, and 5 in a rural 1-C School in Sri Lanka. Mixed research method was adopted for the study and questionnaires, structured interviews, observations, printed sources and past research studies were used as data collection tools for the study. Descriptive statistics were used in analyzing the data collected. The findings revealed that 60% school students were occasional book readers, 30% of students were frequent readers and 10% of the students were non-readers. The majority of the students in the sample could be identified as occasional book readers. The use of library books had an impact on the improvement of students' vocabulary by 40% only. Accordingly, occasional readers and non-readers were selected for teacher interventions. Separate reading activities were conducted for the two groups of students, following the 'Room to Read' Child Friendly Library Activities. Reading activities were planned and implemented to suit the vocabulary level of each student. Two teacher interventions were conducted and, at the end of the first intervention, students' reading level and vocabulary improvement were measured. Based on the results, the second intervention was planned and implemented. It was revealed that 50% of students had become frequent readers by the end of two interventions. Also, the number of vocabulary words known by 50% of those students ranged from 41-50. The study concludes that the library use has an effective and positive impact on the primary students' vocabulary improvement. Accordingly, the vocabulary improvement of students increases in proportion to teachers' involvement in the teaching learning process. Teacher interventions such as picture reading, word reading, sentence reading, loud reading, shared reading, pair reading, and independent reading can be recommended for vocabulary improvement of primary students.

Keywords: *Library; Library use; Primary education; Promote reading; Vocabulary*