## The Connection between The Book Parade Project and Vocabulary Enrichment in 3<sup>rd</sup> Grade Pupils

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## Abstract:

The Book Parade project is a national project, which has been going on for seventeen years, since the year 1994, and it is a project aimed at encouraging reading among students of all age levels (1-12 grades). Schools throughout the country choose to participate in the parade, and they are asked to follow clear and concrete stages throughout the years of the project, leading to the Peak Day in which they choose their favorite books, together with a school ceremony.

The parade takes place in several stages – first, the book list is sent to the participating schools, second – the teacher-librarians make suggestions regarding the list and pass their ideas on to the classes, and lastly the vote and the selection of the favorite book(s).

Peak day is voting day – schools get a form to fill after the voting has taken place. On this day books take center stage and ceremonies are taking place around each book. The success of the project is measured according to the number of school who sign up and the activities surrounding the books.

In 2004, 740 schools participated in the parade, of which 100 were I the Arab sector (which uses a different book list). In 2005, 850 schools participated, with 120 schools in the Arab sector.

The aim of this study is to examine the links between reading literature and language enrichment among students, in other word – do students who read more have a richer vocabulary and are they more successful in language studies and in school all in all. The findings of this study may have a practical significance as to the nature of presenting students with books, reading aloud to students, becoming familiar with different genres, and free reading (under guidance, if needed). We see daily in our classes pupils with very poor vocabularies, difficulties in expressing themselves orally and in writing, in formulating answers to questions and in preparing projects, and we therefore believe that students do need to be encouraged to become independent readers.

The very fact that pupils read every day, in various ways, sends across the message of how important reading is, just as any other school subject. There is a fundamental need to discuss books and to read, them thus leading the pupils to books and reading. Reading becomes a part of the school schedule and the teacher's agenda. Many studies have been and are still being carried out on the subject of encouraging reading and they prove again and again that reading improves not only vocabulary but also the pupil's learning skills, advances achievements and develops more competent learners.

## <u>Methodology</u>

<u>Study aims</u> - the aim of this study is to examine the connection between participation in the book parade and the pupil's vocabulary enrichment.

Research question – is there a positive link between participation in the book parade and pupil's achievements in language skills, in particular vocabulary enrichment?

Research hypothesis – the hypothesis is that pupils who will read the books and take part in the follow up activities will have higher achievements on the questionnaires passed in the classroom, that pupils whose did not take part in the project. The questionnaires will include questions which check linguistic proficiency; i.e. command of vocabulary.

<u>Sample description</u> - 493 third grade pupils took part in the study, from nine (9) schools. 334 pupils, which are 67.7% of all participants – did take part in the book parade. 159 pupils, which are 23.3% of all participants – did not take part in the book parade. It became apparent that the sample selection was adequate, since as can be seen in the findings – there was no significant difference between the results of pre-project questionnaires in those schools that did and did not participate in the book parade.

Following the analysis of the questionnaires it was seen that there is no significant difference in performance on the pre- and post-project tests among pupils who did not participate in the book parade project.

On the other hand, among schools that did participate in the project there was a statistically significant difference in pre-project results. In other words, pupils who took part in the book parade displayed a marked improvement in the post- project as opposed to the pre-project results.

Not one of the schools that did not take part in the projected has improved

their port-project questionnaire results, while those schools that did, showed a

real improvement in the average mark on the post-project questionnaire.

These findings show that participation in the book parade project has a

palpable positive influence on pupils' language skills. There can be no doubt

that children who are more familiar with books - are enriching their

vocabulary.

More such projects should be carried out even more schools, and it must be

made sure that every school has a teacher specifically in charge of this

project, a teacher who will enter each and every classroom and make sure

that pupils do read and do know all the books. Children must be familiar with

as many books as possible since every book contributes its won vocabulary of

words and sentences, thus helping the child to enrich his or her language.

This study adds its input to many others which show the efficacy of

independent reading amongst pupils.

Book reading improves and enriches vocabulary among students and

improves their task performance in general.

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