VISUAL READING SKILLS AMONG ENGLISH LITERATURE STUDENTS: A PILOT STUDY

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Abstract: The purpose of this study was to assess Visual reading among English and Marathi literature students. A total of 85 English and 70 Marathi literature students were selected from various affiliated colleges of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The data was collected through respondents in the form self-design questionnaire and personal data sheet from different students. The data was collected through respondents in the form of different descriptive tests. The demographic information about, use of Facebook, use of WhatsApp, Participation in Debates, Participation in Essay Writing, Participation in Quizzes, Participation in Story Writing, Use of Internet and Participation in sports was obtained before seeking responses. The findings of the study revealed that no significant differences were found in Visual reading between English and Marathi literature students.

Key words: Visual reading , English, Students.

I.   INTRODUCTION

Education which focuses on language skills has proved that it also improves one's comprehension and expressive skills (Batur , Başar , Süzen 2019). Reading is necessary in every area of life. Without the ability to read, a person cannot enjoy his existence in the cultural greatness of the world. Without the ability to read, many types of obstacles arise in the life of a human being (https://www.worksheetcloud.com/blog/why-is-reading-important/). Visual reading, means much more than just good vision and the ability to read text or written language Batur , Başar , Süzen 2019).. Visualizing while reading is an engaging and enjoyable way to promote comprehension and gain control, as well as increase retention Batur , Başar , Süzen 2019).. By creating mental images from words on a page, both verbal and visual-spatial representation systems are used to make abstract concepts more concrete, meaningful, and memorable (https://www.highspeedtraining.co.uk/hub/what-is-visual-literacy). The English Literature students can pursue jobs in content writing and blogging , public relations, media and advertising, writing and publishing, journalism, , creative writing, teaching, translator and education, among other fields. The English Literature course seeks to give students the opportunity to study and respond to a variety of novels, plays and poems. Students also study a wide range of literary, socio-cultural and political problems in English. Marathi literature is the body of Marathi literature, an Indo-Aryan language spoken primarily in the Indian state of Maharashtra and written in the Devanagari scripts. English is the primary language for higher education students as it helps them in many ways. English is the language largely used by the students of Science, Literature, Commerce and Technology streams. So it is important for the students to learn English in any part of the world (British Study Centres, 2023). English is the common language at global level . Students who are proficient in English have greater access to academic resources and can participate in various platform at national and International Level (Colquhoun, 2023).

II.   METHODS

Sampling method and Sample Size:
The present study based on primary source of data and English and Marathi literature students were the target population of the study . The data was collected through respondents in the form of different descriptive tests. The demographic information about, use of Facebook, use of WhatsApp, Participation in Debates, Participation in Essay Writing, Participation in Quizzes, Participation in Story Writing, Use of Internet and Participation in sports was obtained before seeking responses. The method of sample was purposive –A non-random method of sampling design for English and Marathi Literature students with a specific purpose. The sample size of the study was to 85 English students   and 70 other students who were studying in colleges affiliated to dr. Babasaheb Ambedkar Marathwada university were selected for present study. The data was collected through respondents in the form self-design questionnaire and personal data sheet from different students. The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, mean, standard deviation and t-ratio, was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level.

Results of the study :

The following order was adopted for results

TABLE –1.
PERSONAL INFORMATION OF ENGLISH LITRATURE STUDENTS

Sr.No.		Students Approximately (%)
1.	Participation in Debates	12.00%
2.	Participation in Essay Writing	18.00%
3.	Participation in Quizzes	16.00%
4.	Participation in Story Writing	24.00%
5.	Use of Facebook	42.00 %
6.	Use of Internet	60.00%
7.	Participation in sports	18.00%
8.	Use of WhatsApp	70.00%

Table-1 indicates the percentage of personal information of English literature students.
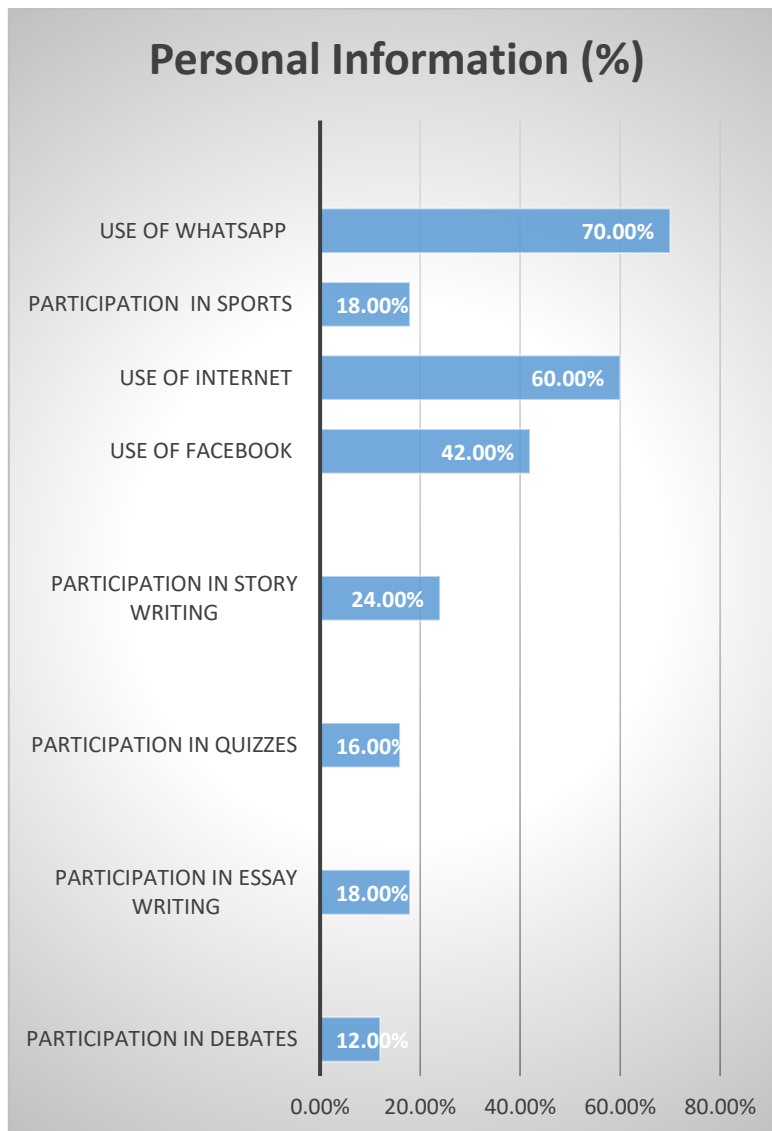

Figure 1 shows the personal information of English students

TABLE –2. PERSONAL INFORMATION OF MARATHI LITRATURE STUDENTS

Sr.No.		Students Approximately (%)
1.	Participation in Debates	10.00%
2.	Participation in Essay Writing	22.00%
3.	Participation in Quizzes	14.00%
4.	Participation in Story Writing	30.00%
5.	Use of Facebook	30.00 %
6.	Use of Internet	56.00%
7.	Participation in sports	16.00%
8.	Use of WhatsApp	74.00%

Table-2 indicates the percentage of personal information of Marathi literature students. The result revealed that, 10.00 % Marathi literature students reported that they participated in debate , **22.00%** Marathi literature students reported that they participated in Essay Writing , 14.00% Marathi literature students reported that they participated in Quizzes, 30.00% Marathi literature students reported that they participated in story writing , 30.00 % Marathi students used Facebook , whereas 56.00% Marathi students used internet. 16% Marathi students reported that they have participating in sports , while 74 .00% Marathi students WhatsApp.
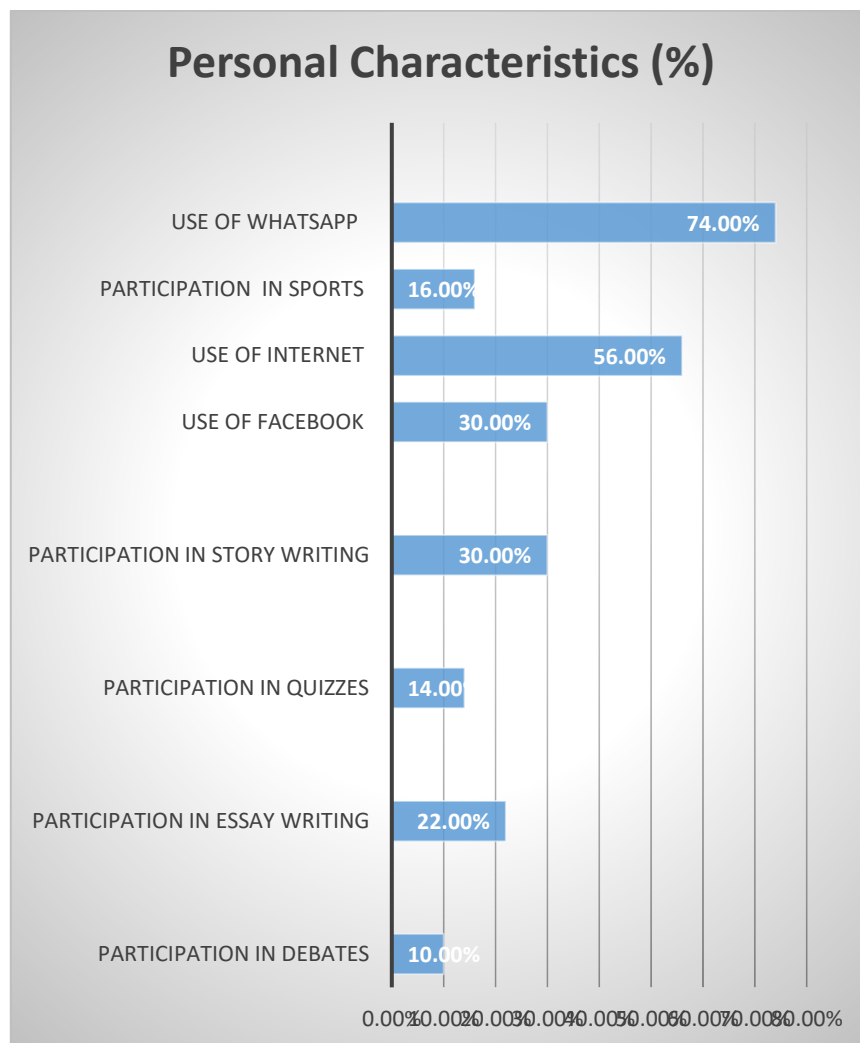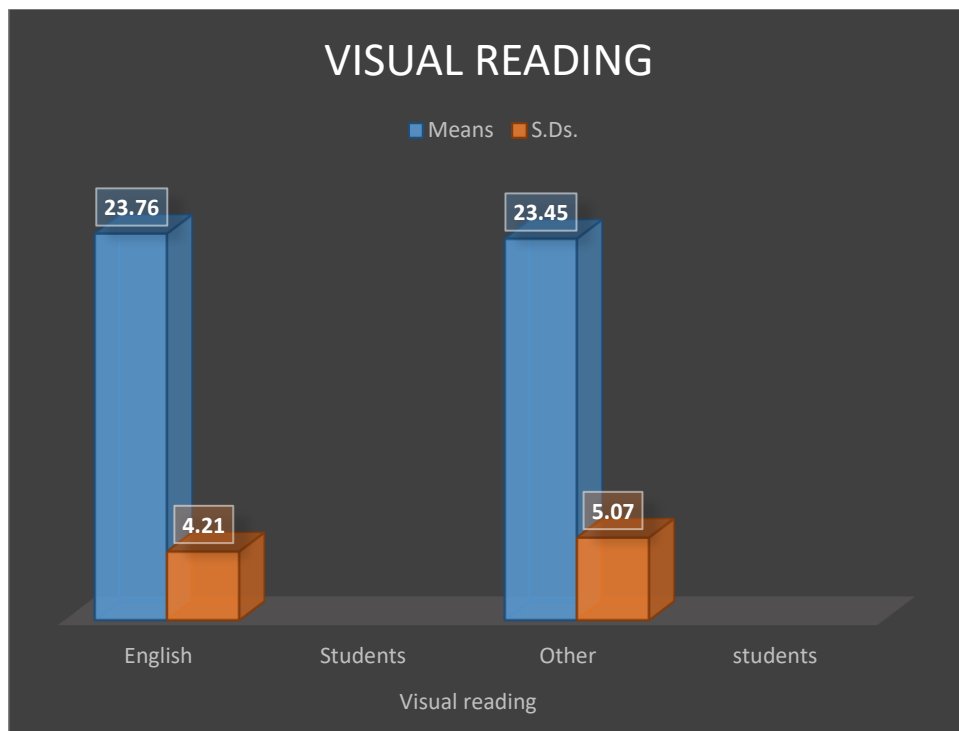

Figure-2 indicates the percentage of personal information of Marathi literature students

Table 3
Mean scores, Standard deviations and T-ratio of Visual reading **between English and Marathi Literature students**

components	Students	Number	Means	S.Ds.	T-ratio
Visual reading	English Students	85	23.76	4.21	1.40
	Other Students	70	23.45	5.07	

Table – 3 shows the Mean scores, Standard deviations and t-ratio of visual reading between English and Marathi Literature students.

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Table-4
Mean scores, Standard deviations and T-ratio of Visual reading **between English and Marathi Literature students**

Components	Students	Number	Means	S.Ds.	T-ratio
Visual reading	English literature Female Students	33	20.78	4.01	1.34NS
	Marathi literature Female students	28	20.89	4.09	

Table -4 shows the Mean scores, Standard deviations and T-ratio of Visual reading between English and Marathi Literature students.
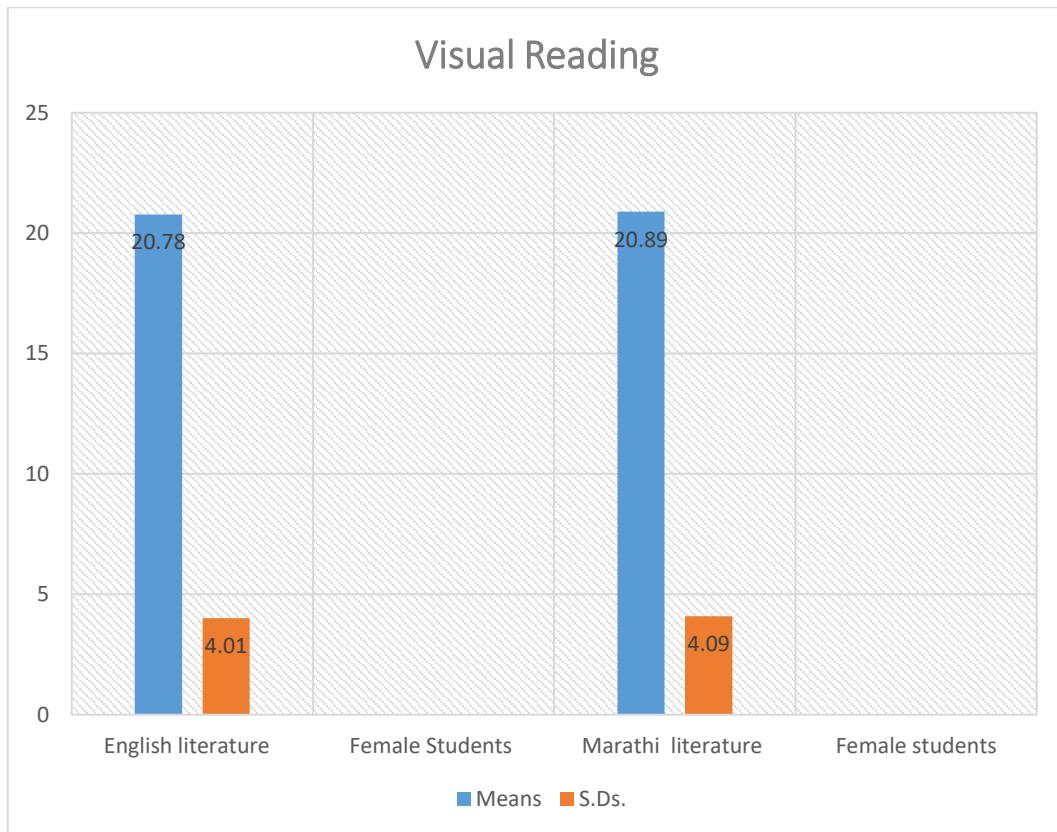
Figure -4 shows the Mean scores and Standard deviations of Visual reading between English and Marathi Literature students

III.   DISCUSSION

The result revealed that, 12.00 % English literature students reported that they participated in debate , **18.00%** English literature students reported that they participated in Essay Writing , 16.00% English literature students reported that they participated in Quizzes, 24.00% English literature students reported that they participated in story writing , 42.00 % English students used Facebook , whereas 60.00% English students used internet. 18% English students reported that they have participating in sports , while 70 .00% English students WhatsApp.

The result revealed that, 10.00 % Marathi literature students reported that they participated in debate , **22.00%** Marathi literature students reported that they participated in Essay Writing , 14.00% Marathi literature students reported that they participated in Quizzes, 30.00% Marathi literature students reported that they participated in story writing , 30.00 % Marathi students used Facebook , whereas 56.00% Marathi students used internet. 16% Marathi students reported that they have participating in sports , while 74 .00% Marathi students WhatsApp.

The mean scores of visual reading of English literature students were obtained 23.76 and the mean scores of visual reading of Marathi Literature students were obtained 23.45 respectively. Meanwhile, the standards deviation of visual reading of English students were recoded 4.21 and the standards deviation of visual reading of Marathi Literature students were recoded 5.07 respectively. The findings of the study shows that no significant difference was found in Visual reading between **English and Marathi Literature students.** The mean scores of visual reading of English students were obtained 20.78 and the mean scores of visual reading of other than English students were obtained 20.89 respectively.

Meanwhile, the standards deviation visual reading of English literature students were recoded 4.21 and the standards deviation of visual reading of Marathi Literature students were recoded 5.07respectively. The result given in Table 4 reveals that No significant difference of visual reading was found between English and Marathi Literature students. there is a lack of research reports on visual reading, especially in English and Marathi literature students. Therefore, the researcher suggest to more should be done on the Visual reading between **English and Marathi Literature students**

IV. LIMITATIONS

The following Limitations are as :

1. The results of this study are limited to a relatively small preliminary survey of self-reported visual reading, rather than a study of actual behavior, which would be very difficult to achieve. Thus, participants may have answered questions in a socially desirable manner to avoid the stigma associated with admitting personal inadequacies.

2. The study was limited by grouping collegiate students into two groups due to the small sample size and variable literature variations, heterogeneity of attitudes and values, which may present unique differences in students' perceptions and responses to visual reading

3. One more limitation with anonymous self-reported questionnaires is inaccurate reporting..

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