Chapter VI has elucidated the need for the present investigation. In this chapter, the specific objectives and delimitations of the study will be discussed.

'Vocabulary of the students of Class "VI (usually 12 +)' is a wide area and if the researcher is not sure about the specific points of the area which he intends to cover in his study, he may be lost in the wilderness. In order not to be lost like that, it is the usual practice of the researchers to fix specific objectives of the study.

The present investigator has fixed the following objectives of the study:

1. to measure the gap between the expected and the actual vocabulary in English of the students of Class VI (usually 12 +) reading in the non-English medium schools in Meghalaya

2. To prepare a glossary of English words containing the weight of each word in respect of the students of Class VI (usually 12 +)
3. to prepare a glossary of English words containing the difficulty value of each word, in respect of the students of Class VI (usually 12 ♦) reading in the non-English medium schools in Meghalaya.

4. to prepare two more glossaries of words (Glossary III and Glossary IV) containing the difficulty value of each word relating to the students of Class VI (usually 12 ♦) hailing from the upper socio-economic group and the lower socio-economic group respectively, in order to bring into clear focus, the influence of socio-economic background on the actual vocabulary of the students.

In the course of the investigation, the researcher has attempted to achieve fulfilment of the aforesaid four specific objectives with a definite awareness of the delimitations in terms of the scope of the study.

As in a research report the delimitations of the study need be mentioned, the same is being described here in brief.

**Delimitations of the study**

The scope of the investigation is limited to only comprehension vocabulary because the self-imposed time limit does not permit to cover spoken and active vocabulary of the
students. Besides, the students reading English as a second language hardly speak English in the classroom and outside the classroom. This may be due to the fact that the teachers follow translation method and hardly speak English even in the English class. Co-curricular language activities like debate, discussion and seminar are organised not even once in a blue moon.

The schools which organise such activities use mother tongue or regional language as the medium of speech. Therefore, it is very difficult for researcher to collect active oral vocabulary of the students.

So far as the active written vocabulary is concerned, the students hardly write original compositions. The classwork and homework usually contain memorised notes and pervade words which are not expected to be used by them. Such words come straight from the note books to the class-books or to the examination scripts. Even by asking them to write essays on given topics and analysing those essays, the active vocabulary of the students cannot be accurately measured, because of the fact that the lack of imagination and the power of organising thought on particular topics will obstruct the flow of active vocabulary to the essays.

Because of these difficulties and self-imposed time limitation, the present researcher has decided to investigate the comprehension vocabulary of the students only.
only students of Class VI (usually 12 e)

The scope of the study is limited to the actual vocabulary of only students of Class VI (usually 12 e) because it is not possible for any single researcher to critically investigate vocabulary of pupils of all grades within a self-imposed time limit.

But to the question, 'why of all ages, 12 e has been selected', the investigator has the following reasons to state:

a) 12 e is the end point of a distinct stage of development viz., childhood and the beginning of a new stage of development viz., adolescence. Therefore average language output of the childhood stage could be best measured at 12 e.

b) If has now been established that 'from the age of one through early childhood upto 10 - 14 plus, the brain is specially adapted to the learning of languages'. Prof. Émile B. de Bausc calls the period of childhood as the 'bilingual period' and Prof. Anderson T. calls it as the multilingual period.

As the present investigation concerns the vocabulary of the second language which makes the pupils bilingual, the best age for a study would be 12 e. As 12 e is the mean of 10 and 14, it is assumed that the brains of children remain adaptable to the learning of more than one language upto the age of 12 on an average. Therefore, by studying the
the vocabulary of the pupils of 12, the investigator finds out the average vocabulary of the most plastic period of language growth.

e) The education structure of Meghalaya is as follows:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>AGE</th>
<th>YEARS</th>
<th>STACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>5</td>
<td>Primary</td>
</tr>
<tr>
<td>II</td>
<td>8</td>
<td></td>
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</tr>
<tr>
<td>III</td>
<td>9</td>
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<td></td>
</tr>
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<td>IV</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>11</td>
<td>3</td>
<td>Middle</td>
</tr>
<tr>
<td>VI</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>15</td>
<td>4</td>
<td>Secondary</td>
</tr>
<tr>
<td>X</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XI</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>18</td>
<td>2</td>
<td>Higher Secondary</td>
</tr>
</tbody>
</table>

The teaching of English commences from Class III. So Class VI is the 3rd year of English, as well as the end of the middle stage. Class VII is the beginning of the secondary stage. Therefore by studying the vocabulary of
the pupils of 12 ⊕, the average output of a stage could be measured. Moreover, the vocabulary attainment of the students entering the secondary stage is got. It will also, as a matter of fact, help the secondary teachers to plan their future project in the light of the actual vocabulary of the new comers.

3) Non-English medium schools only.

The scope of the study is limited to the students of the non-English medium schools only. By the term ‘non-English medium school’ is meant here those schools which do not teach other content subjects like History, Geography, Maths, Science etc., in English medium at least upto class VI. A reference to the different types of schools that do exist in Meghalaya is to be given, to answer the question why the study is limited to non-English medium schools only. The different types of schools are:

a) English medium schools teaching in English medium:

These schools teach in English medium from class I to Class X preparing students either for Indian School Certificate Examination or for School Leaving Certificate Examination. English is taught as a first language in these schools.

b) Khasi medium schools teaching in Khasi medium:

These schools teach in Khasi medium from class I to VI. From VII they adopt English as the medium of instruction and examination. English is taught as a second language
in these schools. They prepare students for school Leaving Certificate Examination

c) **Bengali medium schools teaching in Bengali**
These schools teaching in Bengali medium from class I to X, has English as a second language. They prepare students for School Leaving Certificate Examination.

d) **Assamese medium schools teaching in Assamese**
These schools teach in Assamese medium from class I to X. English is taught as a second language in these schools. They prepare students for School Leaving Certificate Examination.

e) **Garo medium schools teaching in Garo medium**
These schools teach in Garo medium from class I to VI. From class VII they adopt English as the medium of instruction and examination. English is taught as a second language in these schools. They prepare students for School Leaving Certificate Examination.

f) **Hindi medium schools teaching in Hindi**
These schools teach in Hindi medium from Class I to X. English is taught as a second language in these schools. They prepare students for School Leaving Certificate Examination.
Of all these types of schools, Khasi medium schools predominate others because most of the schools in Khasi Hill district and Jaintia Hill district teach in Khasi medium. Next comes the Garo medium schools all of which are situated in Garo Hill district. Bengali, Assamese, and Hindi medium schools are handful in number and are situated in two principal towns of Meghalaya, viz., Shillong and Tura.

Non-English medium schools, in fact cover 99.9 percent of the schools in Meghalaya. Only the remaining 0.1 percent schools have been excluded from the scope of the study because of the fact that these schools are residential and All India in character, having students hailing from the aristocratic background from all parts of India. The composition of the student-body of these schools differ radically from that of the other schools. Moreover, as English is taught as a first language in these schools, the vocabulary of these students will differ greatly from that of those students who read English as a second language.

Considering all these, the scope of the present study has been limited to the students of non-English medium schools only.