6. Scope of the Study.

Second language acquisition is one field where lots of research is taking place. English has emerged as a major language which is bringing the world closer. In many instructional methods an assumption is made that focusing on linguistic form will aid the acquisition of grammatical language. But the learner when he is putting the acquired language in writing there is conflict between his native language and the acquired language.

As said by Stephen Krashen, “Acquisition requires meaningful interaction in the target language, natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”

Successful academic writing involves, among other things, the ability to integrate information from previous researchers in relevant areas of study. So even though students are aware of the things, they are unable to put it in words. As Menon and Patel state, “Some English tenses cannot be translated into the simple tenses of the Indian languages; for the perfect and indefinite present.” (Sharma, R. A., 2006)

This is actually the problem faced by the vernacular medium student. Though they may understand the question, they are unable to answer it, as they can’t find the words to translate in English.

It is the human tendency to think in a language which is very familiar to us. Usually our thinking language is our mother tongue or native language. Whenever anyone is learning a second language, he tends to translate the words from his mother tongue to the language he is learning. But the grammar structures, of English and Indian languages, are not similar. So, naturally, vernacular medium student tend to make mistake while translating. This same mistake is carried forward when these students are writing their English paper. As Shanti Sarup defines, “This method (translating) fails to capture the delicate shades of meaning, local colour and secondary meaning. The subtle differences in the meanings of the words: happiness, joy, gladness, rapture, trance, ecstasy etc., are not made clear in the mother-tongue.” (Sharma, R. A., 2006)

Obviously, grammar, aural comprehension, reading, and even oral production are to varying degrees involved in writing. Certainly we cannot teach a writing course
which never touches these areas. But at the same time teaching a writing course which covers only these areas is redundant. But that is what is happening when we are teaching English to vernacular medium students. This leads to vernacular medium students showing poor performance when writing English paper.

So the present study deals with, what are the specific problems that the students are facing when they are writing English papers. As it cannot be a very large scale study, the researcher has to concentrate on a limited sample study. So the researcher will concentrate only at Hindi, Kannada, Gujarati, Urdu and Marathi medium students from V to X standard of suburban Mumbai. Researcher has decided to collect sample from 10 different vernacular schools from Mumbai, out of which 2 will be Hindi medium, 2 Kannada medium, 2 Gujarati medium, 2 Urdu medium and 2 Marathi medium. From each school 10 students from each standard that is from V to X will be given the questionnaires. Thus from each school 60 sample study will be conducted. The researcher is, thus, planning to collect 600 sample studies. Researcher has also decided to give questionnaires to 3 English teachers of each of the 10 schools, where she is going to conduct the sample survey.

The above mentioned details are the plans which the researcher is going to follow to collect the sample studies.

7. Utility of the Study.

In any language study, there are four important skills which a child has to master- reading, writing, speaking and listening. All the skills are equally very important. But it has been observed that most of the vernacular medium student score very less in English written examination. As, in Indian education system, maximum evaluation marks is allotted to writing skills, many students score less in it, though otherwise brilliant. This creates an inferiority complex in students.

Many a times, because of this, students come under lots of stress. But rarely is any research done on this aspect of language skill, especially in India. India is a multilingual country with many vernacular medium schools. Every student of
vernacular medium is facing this problem; only the extent of it is different. Only if we know the reason why students find English writing examination difficult, can we try to find solution to the problem.

So it is very important to have research done in this field and find out what are the specific factors which causes vernacular medium students finding writing English paper difficult.

8. **Limitations of the Study:**

Like any research, with its vast area, there is bound to be some limitation. These limitations could be due to the tools employed, or geographical or financial reasons. Sometimes, research is also bound by the red tape involved when collecting data. Following are the limitations of the present study.

a) The area of investigation is limited to suburban Mumbai.

b) the study is limited to 10 schools – 2 each from Hindi, Kannada, Gujarati, Urdu and Marathi medium(which may be aided or non-aided, but recognized by the government)

c) The study only includes secondary schools.

d) The study excludes English medium and municipal schools.

e) From each school only 10 students, from V to X were chosen by the process of random selection.

f) Only 3 English teachers from each school were chosen for study.

g) The questionnaire which will be given to both the students as well as the teachers has its own deficiency. Though the research scholar has tried to cover all the bases, yet some aspects may have been missed.