5.10 Discussion and Conclusion

From the study Research investigator coma to know that the attitude of students in learning English as a foreign and second language in India is favourable. Seventy per cent of the high schools students have a positive attitude towards the introduction and learning of English in Indian high schools. Though this may be attached to the need to be relevant in the global world, it still helps in the adoption of English in India. The rest of the students are not interested in the study of English because they are sure to get employment and live lively with the knowledge of their respective languages. Some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens their motivation.

Education stakeholders propagate the learning of English as a second language should establish the student’s motivation and attitude. Weak points should be identified and then address them by finding appropriate methods of teaching English which are motivating and cultivating positive attitudes towards English. Most of the high school students are moderately motivated in learning English as a second language. The success of the many people is abased on the motivation of learning English. However, globalization is playing a crucial role in motivating high schools students to study English because many new technology applications are provided in English.

Motivation is one of the major factors affecting second language learning. On the other hand, Attitudes towards a particular language might be either positive or negative. In this respect, some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens their motivation. It would be useful for teachers to develop techniques in their way of teaching in order to improve their students' English learning ability. After knowing the result of this study the research investigator believe that, this study would also help teachers to understand better their students Motivation and attitude and to find an appropriate way for teaching English.
5.11 Educational Implications and Recommendations

This section discusses some implications for improving English language instruction in secondary schools based on the results of this study. The study wish to learn English for the purpose of career enhancement, both academic and professional. And also consider English as an international language not inseparably connected to any particular country.

English is the predominant language of global communication. In addition to over 300 million native speakers there are millions more who speak it as a second or foreign language. It is the only language which functions as a lingua franca between the peoples of the world, being the most widely understood language in international forums. Unlike any other foreign language, English may not always be learnt with a view to satisfying its native speakers, and should be, as far as possible, culturally neutral.

Furthermore, the fact that English is being spoken as a native tongue in different countries of the world, leads to the question as to with which people and cultures of the English speaking nations, the learners are likely to acculturate to, if they have the intention to do so. Again, the number of peoples and nations speaking English as natives and the growth of English as an international language may confuse anyone who has the motive to integrate with English speaking people because the speakers of English as a second language are more numerous than the native speakers of English. This would seem to suggest that the whole aspect of integrative orientation should be re-examined: does it indicate a desire among learners to join an indigenous group of English language speakers, a vaguely defined international community, or a group of speakers of English who are divorced from the culture of the original 'native' speakers? Furthermore, the reports of instrumentality, without reference to acculturation to English native speakers, begin to reflect an awareness on the part of learners that perhaps languages can be learned well without reference to or the need to integrate with or acculturate with native speakers, at least in the context of learning. It also suggests that the students' interests could possibly be equally or better served without the present/an emphasis on culture in the English curriculum.
The empirical findings of the present study further indicate that learners who have more favourable attitudes towards learning English and who have strong motivation, interest and desire to learn the language are usually more successful in learning the language than those with less favourable attitudes. Therefore, English language educators should be sensitive to individual differences in attitudinal/motivational influences, and be conscious of the types of attitude/motivation which activate the learner. The results of the current study suggest that teachers should work on student motivation by capitalizing on and developing favorable social attitudes towards a number of social objects connected with the target language. Special attention may, however, be paid to attitudes towards learning the target language and the language learning situation (course and teacher). The data have indicated that students' attitudes towards these social objects are related to their performance in the language. This is an important point which should be taken into consideration when planning the course objectives and devising classroom methods. It is therefore suggested that any assessment of the English language programme should include an assessment of the students' feelings and beliefs about objects and persons connected with the target language (including the English course and the English language teacher) and the students' achievement. The findings from such periodical assessment should give an indication of the attitudinal/motivational effects of the programme, and the possible need for change.

The results of the present study also show a positive association between boy and girl students' language attitudes. This suggests that it is not enough to expect students to have positive attitudes towards learning a foreign language. Rather, teachers have a responsibility in such attitudinal development by the way they present the usefulness of learning the language. One of the most important findings of the present investigation is that attitudes towards the learning situation are a significant predictor of academic achievement. That is to say, the students' personal experience in the language learning situation tends to affect their academic achievement in the target language. Attention must be given to the influence of these psychological factors in the English language curriculum and in teaching methods. Improvement of the psychological setting in the English language classroom will contribute to an improvement in English language learning. English language
teachers should be aware of the factors that create negative and positive feelings so that they can work toward eliminating the negative and capitalize on the positive elements in the students' learning experience.

This suggests that students of English would profit more if they could be helped to develop an instrumental approach to the learning task. They must see a purpose for learning the foreign language. Furthermore, the results show that students who are well informed of the wider functions of English have a relatively more favorable towards learning the language. They also achieve higher scores on all the measures of attainment. This places a great responsibility on those entrusted with responsibilities in the field of public education, such as the ministries, the media etc. They should make an effort to make the general public, schools and parents as well as the student’s conscious of the usefulness of the language in their future careers and also of the wider functions of the language. This might be achieved by radio, TV, newspapers, articles, exhibitions sponsored by English speaking Governments emphasizing the world role of the language. The results of the current study also show a significant and positive association between girls’ and boys’ language attitudes. This indicates that teachers have a greater responsibility in such attitudinal development by way of presenting the usefulness of learning the language. Thus, once more we see the need for Government official action in stimulating social intermediaries, including the media, to play a crucial role in such attitudinal development. Government educational programmes already exist in both the television and radio networks aimed at improving literacy provided in the mother tongue. Whether or not the Government would approve of broadcasting policies and programmes designed to encourage the English language is a much wider question, which would require further independent research of a more profound nature beyond the scope of the present study.

5.12 Limitations of the study

Limitations are some controls or restrictions present during the course of research. Limitations of the study decides the boundaries for the study with the due efforts by the research investigator, he/she cannot cross in boundaries.

Some of the Limitations of the study are
The study is restricted to know the "A Study of Attitude, Aptitude, and Motivation in relation to Academic Achievement in English of secondary school students.

1. The present study is limited to students of secondary school of Bijapur, Bagalkot, and Gadag Districts.
2. In the present study from the three Districts 60 secondary schools selected (20 school from each Districts).
3. The present study is limited to students of secondary school in rural and urban areas of Bijapur, Bagalkot, and Gadag District.
4. The present study is limited to students of Government and private secondary school in Bijapur, Bagalkot, and Gadag District.

5.13 Suggestions for Further Research

1. The study can be extended to other Education levels, namely primary, college state and national.
2. The investigation may be extended to a larger sample sample at different levels of Education.
3. The investigation may be extended by taking other variables related to language learning.
4. The investigation may be extended by taking other school subjects.