

Are USC Students Motivated towards the Learning of English?

The foregoing discussion provides an account of the current state of affairs interwoven with the motivational variable in the learning of English as a second language. It is our contention to report current views on the definition of motivation and supply classifications as well as be critically reflective about the motivational orientation of 30 English philology students within the University of Santiago. We have classified them according to the typologies carried out by Gardner and Lambert (1972) and Tapia (1998) and we have discovered that the instrumental-intrinsic type is the most frequent one. Besides, we have provided reasons that account for the predominance of the former type of motivated students and explained their motives towards the learning of English in detail.