
RESEARCH ARTICLE

Investigating the Demotivation Factors of Chinese Student Interpreters in Interpreting Learning

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ABSTRACT

This paper delves into the context of the prevailing low employment rate among professional interpreters in China, with the primary objective of dissecting the sources of demotivation experienced by Chinese student interpreters during their training. The central methodology employed in this research involves conducting a questionnaire survey, followed by statistical analysis using SPSS to derive meaningful insights. The results emphasize the pivotal role of instructors in contributing to the demotivation of student interpreters during the learning process. This highlights the necessity for a proactive approach wherein teachers in the field of interpreting in China must continually update and iterate their teaching methodologies.

KEYWORDS

Student interpreters; Demotivation; Interpreting learning

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1. Introduction

Focusing specifically on conference interpreting scenarios, encompassing consecutive and simultaneous interpreting, this study endeavors to ascertain the factors contributing to demotivation among master's level Chinese student interpreters. The rationale for this investigation arises from the stark reality that graduates specializing in Master of Translation and Interpreting (MTI) in China face challenging employment prospects within the professional interpreter domain. The research methodology employed here can be characterized as a qualitative approach. While the use of questionnaire data contributes to descriptive statistical analysis, it is essential to acknowledge the qualitative nature of this method, as argued by Hale and Napier (2013). Additionally, the subpar overall passing rate of Chinese student interpreters in the China Accreditation Test for Translators and Interpreters (CATTI) serves as a compelling stimulus for this study. Identification of the factors behind suboptimal performance in interpreting is crucial for trainers, enabling them to facilitate enhancements in speaking abilities. Without this understanding, instructors risk inhibiting the improvement of students' interpretational skills.

Overall, this study is geared towards practical applications. Its findings offer valuable guidance to front-line interpreter managers and educators seeking to align their policies and instructional approaches with the latest scholarly insights. This adaptive approach, informed by recent and pertinent research, has the potential to yield tangible benefits in terms of refining training methods and shaping more effective teaching strategies.

1.1 Research Background

In the quest to comprehend the factors that hinder the motivation and active involvement of language learners, scholars and educators have shown a keen interest in the realm of demotivation within the context of second language acquisition (SLA) (Ushioda, 2016). The realization that motivation constitutes a pivotal determinant of language learning success spurred the development of the study of demotivation in SLA (Ellis, 2005).

Numerous studies have underscored the significance of motivation in SLA and its positive impact on students' tenacity, exertion, and achievements (Al Othman & Shuqair, 2013). However, it has become increasingly apparent that learners also undergo periods of demotivation, which can severely impede their progress in language acquisition (Garrett & Young, 2009). Consequently, the exploration of the underlying causes, manifestations, and repercussions of demotivation within the context of SLA has gained prominence as a crucial field of study (Dörnyei & Ushioda, 2021).

Nonetheless, the research on motivation and demotivation within the domain of Interpreting Studies remains relatively limited. Although Russo (2014) noted that many researchers in Interpreting Studies have drawn inspiration from scholars in SLA, for instance, works by Timarová and Salaets in 2011 and Wu (2016), which could be seen as representative articles in this field, there still appears to be a dearth of relevant research. Given the research outcomes within the realms of SLA studies, it may be viable to incorporate pertinent theories from these fields into the domain of Interpreting Studies.

The investigation into demotivation in SLA has been influenced by diverse theoretical frameworks and perspectives (Swain & Deters, 2007). The socio-educational model of motivation, which accentuates the role of social and environmental factors in shaping learners' motivation and engagement, is a notable example (Dörnyei, 1998). According to this paradigm, elements such as interactions between teachers and students, the classroom environment, and the perceived value and practicality of the target language can significantly impact learners' motivation and demotivation. Drawing from this statement, it can be reasonably inferred that interpreting students might also encounter similar challenges. It is plausible to assume that the interactions between interpreter trainers and interpreting students have a significant influence on the students' level of engagement and the effectiveness of their learning outcomes.

Additionally, researchers of SLA have delved into how individual learner characteristics contribute to demotivation (Trang & Baldauf, 2007). This encompasses aspects like goal orientation (Zhang, 2014), language anxiety (MacIntyre, 2017), self-efficacy (Mills, 2014), and learner beliefs (Barcelos, 2003). Interestingly, part of these learner characteristics and psychological traits have also been looked at by interpreting researchers, which might have proven that interpreting students share lots of common with SLA learners.

For educators and policymakers, the insights derived from demotivation research in SLA have proven invaluable (Kubanyiova & Feryok, 2015). They have underscored the importance of cultivating encouraging and inspiring learning environments, implementing student-centered strategies, and attending to the unique needs and objectives of each learner (Hannafin & Land, 1997). Furthermore, the research has highlighted the necessity of fostering strong teacher-student relationships, promoting learner autonomy, and reducing language anxiety to mitigate demotivation and enhance language learning outcomes (ibid). These findings potentially provide valuable insights and recommendations for interpreting scholars and trainers on how to address similar issues in interpreting contexts. Moreover, they offer effective strategies to enhance students' motivation during interpreting training.

Hence, it becomes evident that there are parallels between second language learners and interpreting students in terms of the demotivation factors they encounter. These challenges prevalent among second language learners are also present in the learning journey of interpreting students. Additionally, it is essential to acknowledge that the field of SLA is more advanced and established compared to Interpreting Studies, thereby offering a wealth of research methods and findings that can serve as valuable references for interpreting research.

2. Theoretical Framework

2.1 Definition of demotivation

Demotivation is the reduction or diminishment of the motivational foundation for behavioral intentions or ongoing actions due to specific external forces (Dörnyei, 2005, p. 143). In Applied Linguistic Studies, motivation represents a psychological trait propelling L2 (second language) learners to engage in foreign language study with the ambition to persist until achieving proficiency (Çankaya, 2018). While in Interpreting Studies, demotivation is defined as the psychological barriers that prevent interpreting trainees from acquiring effective interpreting knowledge and skills (Wu, 2016).

According to Dörnyei's (2001) definition, demotivation represents "specific external forces" that diminish L2 learners' motivation in language acquisition. Nevertheless, the specific factors contributing to demotivation remain under exploration. Overall, two prominent perspectives within academia examine demotivation from the aspects of teaching and learning. On one hand, scholars believe that inappropriate behaviors and teaching methods by teachers induce student demotivation. On the other hand, some researchers posit that students themselves contribute to demotivation more than teacher attributes.

Notably, there has been no consensus on this topic so far, no matter in SLA or Interpreting Studies. Hence, it is crucial to ascertain the sources of demotivation for interpreting students. Without a clear understanding of the factors leading to demotivation in interpreting acquisition, teachers or trainers cannot effectively enhance their teaching methods, ultimately failing to increase both teaching and learning efficacy.

Moreover, as Wu (2016) stated, previous research on exploring interpreting student's motivation and demotivation primarily focuses on three aspects, including 1) the validity of motivation as a predictive factor in aptitude tests, 2) the reasons why students choose to pursue interpreter training; 3) the role of motivation in the interpreting pedagogy (p. 14). Nevertheless, the majority of prior studies have primarily centered around the positive motivation experienced by interpreting trainees, with limited attention directed towards investigating the negative factors associated with interpreting training.

In terms of research methods, the majority of previous studies on motivation and demotivation have employed qualitative approaches, with some utilizing quantitative techniques. Questionnaires, a common tool, are often analyzed more qualitatively in Applied Linguistic Studies (Dörnyei, 2003) and in Interpreting Studies (Hale & Napier, 2013). Qualitative research is especially recommended for needs analysis and exploring the essence of phenomena (Dörnyei, 2007). Approaches like thematic content analysis, grounded theory, and discourse analysis are prevalent in SLA and Interpreting Studies for processing qualitative data.

2.2 Contributor Analysis

Contributor analysis is a research technique aimed at identifying and examining the elements or variables that impact a specific outcome or phenomenon (Giffin, 1967). It involves investigating and assessing the relative influence of multiple factors on the desired outcome. The primary objective of contributor analysis is to understand the individual and collective contributions of various factors in explaining observed outcomes (Frey et al., 2011).

Researchers often collect information on a range of variables or factors thought to influence the outcome during contributor analysis (Fabrigar et al., 1999). These variables can encompass demographic characteristics, environmental factors, psychological variables, or educational interventions, depending on the specific research context (Kosciw et al., 2009). The analysis involves quantifying and comparing the strength of the relationship between each variable and the outcome (Dunst et al., 2012).

Contributor analysis employs various statistical methodologies and analytical approaches, such as regression analysis, correlation analysis, factor analysis, and structural equation modeling (Mueller, 1999). These techniques aid in identifying the variables that significantly impact the outcome and determining the nature and strength of their relationships.

Contributor analysis provides valuable insights into the relative weights of different variables in influencing the outcome under investigation (Tonidandel & LeBreton, 2011). It supports decision-making processes, identifies potential areas for intervention or improvement, and assists researchers in prioritizing and allocating resources effectively. Organizations, policymakers, and practitioners can develop targeted plans and actions to enhance outcomes or address specific challenges by understanding the contributions of various elements.

It is essential to note that contributor analysis reveals associations or relationships between variables, but it does not establish causality (Vandergrift & Baker, 2015). Determining whether the identified causes and the desired outcome are causally linked may require further study, experimental designs, or causal modeling (Rubin, 1974).

In conclusion, contributor analysis is a valuable research technique employed to identify and evaluate the contributions of different variables or factors to a specific outcome. It is utilized across various fields of study and practice to inform decision-making and intervention strategies by providing insights into the relative importance and influence of diverse elements.

2.3 Techniques to Increase Learner's Motivation

Effectively motivating student interpreters is crucial to keep them engaged and committed to improving their language skills. Previous researchers and scholars have proposed several strategies for increasing learners' motivation:

Set Clear and Achievable Goals: Assisting learners in defining precise, attainable, and measurable language learning goals helps provide focus and a sense of accomplishment (Kennedy, 2006). Clear objectives can range from acquiring specific vocabulary to improving pronunciation or passing a language exam.

Make Learning Relevant: Tailoring learning materials and activities to learners' interests, needs, and daily lives enhances the meaningfulness of the learning experience (Belcher, 2006). Demonstrating the importance of interpreting skills and competence to learners' personal and professional aspirations can make the learning process more engaging.

Create a Positive Learning Environment: Establishing a supportive and encouraging classroom or learning space through positive reinforcement, constructive feedback, and celebrating progress can significantly motivate students (Yoder, 2014).

Leverage Technology: Integrating technology into the learning process, such as language learning applications, interactive websites, or mock interpreting platforms, can provide a fun and engaging factor (Saleem et al., 2022). Gamification elements, such as prizes and badges, can enhance motivation.

Implement Multimodal Learning: Providing learners with diverse learning materials, such as films, audio snippets, games, and real-life scenarios, accommodates different learning styles and keeps the learning experience interesting (Zhou, 2011).

Encourage Autonomy: Allowing learners to have some control over their learning journey, such as choosing areas of interest and setting their own pace, promotes motivation through opportunities for self-directed learning (Gibbons, 2003).

2.4 Research methodology of demotivation

While research on demotivation within the context of Interpreting Studies remains limited, the realm of SLA has progressed significantly. As emphasized by Yan et al. (2018), it is worth noting that every interpreter undergoes a language learning phase in their early stages, implying that insights from empirical methods used in SLA could potentially be applied to the field of Interpreting Studies.

Understanding the elements that contribute to learners' lack of motivation or loss of interest in learning a second language is the goal of research on demotivation in SLA (Kikuchi, 2015); a similar opinion can also be found in Timarová and Salaets' (2011) work aiming to interpreting learning. Demotivation can impede language learning progress and result in poor learning results (Evans & Tragant, 2020); hence, it is critical to investigate this phenomenon. Researchers use a variety of approaches to investigate this complicated phenomenon in order to gather knowledge about the underlying causes and potential remedies. An outline of the typical research approaches for demotivation studies is provided below:

Surveys and questionnaires are frequently used to effectively gather data from a large number of language learners (Dörnyei & Taguchi, 2009). These structured instruments include open-ended or Likert-scale questions about the motivation levels of language learners, how relevant they perceive the language to their lives, how different circumstances affect motivation, and how they feel about language learning.

Additionally, one-on-one or in-depth group interviews can give researchers detailed qualitative information on how learners feel about their language-learning process (Resnik & Schallmoser, 2019). Participants can speak more freely during interviews, which provides insightful information on the subtleties of demotivation.

In contrast, a case study is a close analysis of a single language student or a small group of language learners (Duff, 2014). Over a long length of time, researchers watch and examine their behavior, changes in motivation, learning advancements, and interactions with the language learning environment. This approach offers a thorough comprehension of individual experiences and distinctive demotivating causes.

On the other hand, language learners keep diaries or notebooks to document their ideas, feelings, and difficulties encountered while learning the language (Tuan, 2010). Researchers can understand learners' views and find recurrent themes connected to demotivation by analyzing these individual experiences.

On a separate issue, researchers may monitor language classrooms to investigate the effects of teaching methods, student-teacher relationships, and instructional materials on learners' motivation (Qamar, 2016). This methodology offers the chance to look into how motivation levels are affected by the learning environment.

On another level, to evaluate the effects of certain interventions or instructional tactics on learners' motivation, experimental study designs are used (Guilloteaux & Dörnyei, 2008). The motivation of students can be affected either favorably or unfavorably by a variety of variables that are managed in a controlled environment, according to researchers.

Studies that follow a group of language learners over time in order to evaluate changes in their motivation levels and spot potential demotivational triggers are known as longitudinal studies (Busse & Walter, 2013). Researchers can better understand the dynamic nature of demotivation using this method.

Analyzing written or spoken texts, such as interviews, diaries, or essays, for recurring themes, patterns, and language used to express demotivational situations is the process of content analysis (Krippendorff, 2018).

To get a thorough understanding of learners' experiences, motives, and the sociocultural backdrop impacting those motivations, ethnographic research immerses the researcher in the language learning community (Lee, 2014).

In order to triangulate data and provide a thorough knowledge of demotivation, a combination of qualitative and quantitative research approaches is frequently used. Throughout the study process, it is critical for researchers to uphold ethical standards, protect participant confidentiality, and take into account the various cultural and contextual elements that may affect learners' motivation.

3. Research design

This study adopts a quantitative method, utilizing a questionnaire survey. The application of the questionnaire aims to collect as many factors concerning demotivation in conference interpreting learning for student interpreters.

3.1 Research Question

What factors of demotivation have the most significant impact on interpreting learning?

3.2 Participants and Procedures

The author is to look at what kind of factors contribute to Chinese student interpreters' interpreting learning. Before the implementation of the questionnaire-survey, the author anticipated that the trainer might be more responsible for the student interpreter's demotivation to some extent. However, this hypothesis is yet to be attested; in order to prove this assumption, the author makes a scale in the form of a questionnaire to let this question be answered. This questionnaire is sent out to 55 Chinese student interpreters with experience in interpreting learning; in order to improve the validity and reliability of this scale, the author has a pilot testing. According to In (2017)'s statement, piloting stands for having a test for this proposed questionnaire before the research finalizes its version. Based on the feedback of piloting, the author revises and upgrades the original version.

3.3 Data Analysis of Questionnaire Survey

As for the questionnaire data of question, the author will use SPSS (Statistical Product and Service Solutions) to identify its validity and reliability first, checking whether the collected data is convincing. Next, the author will use descriptive statistical analysis to see what factors influence student interpreters' demotivation in their interpretation learning.

3.3.1 Reliability analysis of questionnaire-survey

Reliability is reliability, consistency or stability. Reliability analysis is a method to test the reliability of the results of the questionnaire, reflecting the degree of consistency of the results obtained when the same indicators or measurement tools are used repeatedly. Cronbach's α reliability coefficient is the most commonly used reliability coefficient, and its formula is as follows: $\alpha = (k / (k - 1)) * (1 - (\sum Si^2) / ST^2)$. Where k is the total number of items in the scale, Si^2 is the within-question variance of the score on question i , and ST^2 is the variance of the total score on all the items. As can be seen from the formula, the alpha coefficient evaluates the consistency between the scores of the question items in the scale and is an internal consistency coefficient. This method is applicable to the reliability analysis of attitude and opinion-based questionnaires (scales). In this paper, we use Cronbach's alpha reliability coefficient, which is most commonly used by academics and can be used to consider the intrinsic reliability of the scale. It is generally believed that Cronbach's α should be between 0 and 1. If the reliability coefficient of the scale is above 0.9, it means that the reliability of the scale is very good; if the reliability coefficient of the scale is between 0.8 and 0.9, it means that the reliability of the scale is good; if the reliability coefficient of the scale is between 0.7 and 0.8, it means that some items of the scale need to be revised; if the reliability coefficient of the scale is below 0.7, it means that some items of the scale need to be discarded. If the reliability coefficient of the scale is below 0.7, it means that some items of the scale need to be discarded. In this paper, IBM SPSS Statistics 27.0 software was applied to analyze the reliability of the scales one by one, and Cronbach's alpha value was obtained; the results of the test are shown in Table 1:

Table 1. Reliability Statistics

N	Cronbach's Alpha	N of Items
55	0.888	20

From the results in Table 1 above, the questionnaire reliability coefficient value is 0.888, which is greater than 0.8, thus indicating that the research data reliability is of high quality. Therefore, the reliability of the questionnaire distributed in this paper is good for further analysis.

3.3.2 Validity analysis of questionnaire-survey

The validity study is used to analyze whether the research item is reasonable and meaningful. The validity analysis is carried out using factor analysis as a data analysis method, and the data is comprehensively analyzed through the KMO value and other indicators in order to verify the validity level of the data. In this study, KMO and Bartlett's Spherical Test were performed on the data of the final questionnaire to verify the suitability for information extraction. It is generally believed that if the KMO value is higher than 0.8, it means that it is very suitable for information extraction, indicating that the validity of the questionnaire is good; if the KMO value is between 0.7 and 0.8, it means that it is more suitable for information extraction, indicating that the validity of the questionnaire is better; if the KMO value is between 0.6 and 0.7, it means that the information extraction can be carried out, indicating that the validity of the questionnaire is average; if the value is less than 0.6, it means that the information is difficult to be extracted, indicating that the validity of the questionnaire is low. Bartlett's sphere test is used to verify the independence of variables from each other, which needs to meet the minimum significance level of 0.05, i.e., the p-value needs to be less than 0.05. The results of the whole scale KMO and Bartlett's sphere test are shown in the table below:

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.741
Bartlett's Test of Sphericity	Approx. Chi-Square	581.768
	df	190
	Sig.	0.000

The validity was verified using KMO and Bartlett's test, as can be seen in Table 2 above; the KMO value is 0.741, and the KMO value is greater than 0.7, which indicates that the research data is very suitable for extracting information, and the validity of the questionnaire is good.

3.3.3 Descriptive Analysis

With regard to the factors affecting student interpreters' demotivation, this paper designed a 20-question questionnaire to find out whether the respondents believe that each factor has an effect on student interpreters' demotivation. The questionnaire questions were assigned values, with 1 meaning "strongly disagree", 2 meaning "relatively disagree", 3 meaning "neutral", 4 meaning "agree", and 5 means "strongly agree". The higher the option score, the greater the influence of the factor on student interpreters' demotivation. The descriptive statistics of the 20 questions are shown in Table 3 below:

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I think learning interpreting skills is not very meaningful.	55	1.000	4.000	1.582	0.629
I don't need to be professional interpreter, just hire an interpreter if necessary.	55	1.000	4.000	1.673	0.695
Translation and interpreting software is so developed today I think it is no necessary to spend time on learning interpretation.	55	1.000	4.000	1.655	0.821
I think I have no talent for interpreting	55	1.000	5.000	2.418	0.937
The process of learning interpretation exhausts me both physically and mentally.	55	1.000	5.000	2.782	1.100
I learn interpretation only for passing the exam, if there is no exam, I will not learn it.	55	1.000	4.000	2.091	0.776
I think interpretation has no use in China.	55	1.000	4.000	2.055	0.951
I feel sleepy every time I have the interpreting class.	55	1.000	4.000	2.236	0.999
I was forced to learn interpretation by my parents.	55	1.000	3.000	1.691	0.605
The more times I fail the interpreting test, the less my willingness to learn.	55	1.000	5.000	2.818	1.219
The teacher's way of interpretation teaching in class doesn't suit me.	55	1.000	5.000	2.764	1.088
The type of oral homework assigned by the teacher does not suit me.	55	1.000	5.000	2.764	1.053
The teacher is too strict with my pronunciation correct too much.	55	1.000	4.000	2.436	0.877
Teachers provide too few practical interpreting opportunities for me.	55	1.000	5.000	3.527	1.103
The teacher's teaching was so fast to keep up.	55	1.000	5.000	2.764	0.942
The teacher's own interpreting competence is not qualified.	55	1.000	5.000	2.909	1.110
The teacher always likes to compare our interpreting level with each other.	55	1.000	5.000	2.800	1.043
Teachers tend to pick students whose interpreting competence is outgoing to answer questions.	55	1.000	5.000	2.636	1.043
The teacher always likes to point out my interpreting problems in front of other students, which makes me feel awkward.	55	1.000	5.000	2.727	1.096
Teachers fail to teach students according to their aptitude in oral class.	55	1.000	5.000	3.182	1.073
Average scores	55	1.000	3.650	2.475	0.550

As can be seen from the results in Table 3 above, the descriptive statistics of the factors influencing the demotivation of the 55 survey respondents on student interpreters show that, in terms of the mean value, "teachers provide too few practical interpreting opportunities for me" has a mean value of 3.527 and a standard deviation of 1.103, which indicates that this factor has the greatest influence on the demotivation of Chinese student interpreters at Master's level. And "teachers fail to teach students according to their aptitude in interpreting class" has a mean value of 3.182 with a standard deviation of 1.073, which indicates that this factor has the second largest effect on Chinese student interpreters' demotivation. Besides, "the teacher's own interpreting competence is not qualified" has a mean value of 2.909 and a standard deviation of 1.110, which indicates that this factor has the third largest effect on the demotivation of Chinese student interpreters. While the term "I think learning interpreting skills is not very meaningful" has a mean value of 1.582 and a standard deviation of 0.629, indicating that this factor has the least effect on Chinese student interpreters' demotivation.

4. Major findings

The research identified that the primary factors contributing to the heightened levels of demotivation among Chinese interpreting students are primarily associated with the teaching aspect. This implies that it can be reasonably inferred that teachers bear a significant responsibility for students' demotivation in interpreting learning. Of course, students themselves also play a role in the emergence of demotivation in this process.

As evidenced by the data above, the foremost factor contributing to students' demotivation in interpreting learning is the perceived lack of ample opportunities for interpretation practice provided by teachers. In other words, students recognize the importance of practice in interpreting learning, but they perceive this aspect to be neglected by their teachers. The second-ranked factor is teachers' failure to tailor their instruction to students' individual abilities. This suggests students' desire for personalized instruction

and guidance. The third-ranking factor is students' perception of inadequate interpreting skills and competence on the part of their teachers. This highlights the direct relationship between teachers' competency and students' motivation. When students do not perceive their teachers as competent, their motivation to learn diminishes.

Interestingly, the factor exerting the least influence on Chinese student interpreter's demotivation in interpreting learning is the sense of interpretation being meaningless. This indicates that most students indeed recognize the value of interpretation learning and comprehend the significance of becoming an interpreter.

In conclusion, the study revealed that external factors, specifically related to teachers, rather than internal factors of the students, wield a more substantial influence on the demotivation of Chinese interpreting students. This suggests a potential need to update and enhance the teaching methods of Chinese interpreter trainers. Trainers should stay attuned to their students' learning needs in order to enhance their teaching theories, methods, materials, and tools.

5. Conclusion

Demotivation is a multifaceted psychological concept, and its research necessitates a comprehensive approach that avoids oversimplification. Within the context of Interpreting Studies, the demotivation experienced by interpreting students stems from a combination of factors originating from both the teacher's and the student's perspectives. Delving into a more nuanced examination, these factors can be categorized further, encompassing teaching methods, the utilization of teaching materials, and other aspects tied to the teaching process. In essence, any element implicated in the teaching process may indirectly contribute to the emergence of demotivation. Thus, attributing demotivation to a single factor is an oversimplification, as various factors interplay.

Future researchers should delve into this psychological phenomenon with a more nuanced lens, potentially pinpointing specific factors that prominently contribute to demotivation. The findings of this study underscore, once again, that students predominantly hold teachers responsible for the emergence of demotivation. Irregularities in the teaching process, in the eyes of students, significantly contribute to their demotivation. Consequently, students tend to attribute the cause of demotivation externally and do not perceive themselves as primarily responsible for its emergence during the learning process. This apparent gap in the student-teacher relationship potentially highlights communication issues between instructors and learners. It is plausible that the lack of effective channels and mechanisms for communication contributes to the emergence or exacerbation of learners' demotivation.

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