THE MOTIVATION FOR LEARNING KOREAN AMONG THE TAIWANESE

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Abstract
The aim of the research is to identify what key factors could be in learning Korean in Taiwan. The findings present the developmental direction of Korean language education and by extension marketing strategy of relevant industry. First, the research chose ten motivational factors among many factors in learning a foreign language. The ten factors chosen are as follows: interest, desire, fellowship, communication, instrumental value, prospectiveness, the personality of teacher, class time, method of teaching, and curriculum. And Decision-making trial and evaluation laboratory method (DEMATEL) was conducted with data collected from fourteen respondents who have been studying Korean at private institute in Taipei, Taiwan. The findings show that interest, desire, communication, the personality of teacher, and curriculum are key motivational factors. Especially, as for importance itself, it shows that interest is most important motivational factor. But notable is the fact that five remaining factors have an effect on five key factors in its degree. Thus the result of research suggests that relevant institutes should prioritize five key motivational factors, but five remaining factors need to be taken into account.

Key words: *Korean language, motivational factor, foreign language learning, Taiwan*

JEL Classification: I20, Z13

I. INTRODUCTION

Recent years have seen an increasing interest in Korean in Taiwan. Double-digit percentage of Test of Proficiency in Korean (TOPIK) has demonstrated the popularity of Korean since TOPIK was started in 2005 (Kang, 2011). In terms of the trend, the role of Korean popular culture named "Korean wave" could not be overridden (Huang, 2011). Korean wave stemmed from Korean media product has encouraged Taiwanese to be interested in Korean culture, and it has led to interest in Korean language (Kwon & Woo, 2013). Furthermore, brisk cultural exchange between Korea and Taiwan originated from Korean wave has contributed to increase in demand for Korean (Kuo, 2011). An increasing number of related private institutes have proved the trend (Kuo, 2011). In a broad sense, there is no doubt that the increase in the demand for Korean has gained momentum by Korean wave. But to be more concrete, it could be said that the demand for Korean has been attributed to various motivation (Kuo, 2011; Yoshida, Tani, Uchida, Masui, & Nakayama, 2014).

Motivation is the direct factor which leads to action. According to D'Andrade and Strauss (1992), motivation is a product from interaction between external social aspect and internal psychological aspect. They indicated that motivation could be understood by social and cultural external environment as well as psychological need (D'Andrade & Strauss, 1992). By the same token, motivation of learning Korean could be interpreted by various reasons. Dörnyei (1998) noted that motivation for learning a foreign language connotes complicated and distinctive features owing to "the multifaceted nature and roles of language itself" (p. 118).

In Taiwan, the interest in Korean has influenced industries such as publication industry related to Korean as well as an increase in demand for Korean in the past decade (Kuo, 2011). And the consequent changes have led to increase in need for manpower with a command of Korean language (Kuo, 2011). Thereby, it has resulted in a rise in the number of learning Korean for the purpose of getting a job (Kuo, 2011). Seen from this point of view, it could be said that the motivation for learning Korean would connote not only integrative motivation originated from individual desire but also instrumental motivation (Al Rifai, 2010; Carrió-Pastor & Mestre, 2014; Oroujlou & Vahedi, 2011).

Given the foregoing facts, it may be useful to explore motivation for learning Korean in Taiwan. The research shall use ten motivational factors to examine what key factors could be in motivating Taiwanese to learn Korean. Ten motivational factors chosen are as follows: interest, desire, fellowship, communication, instrumental value, prospectiveness, the personality of teacher, class time, method of teaching, and curriculum. Each of the foregoing factors has been construed as a motivation for learning a foreign language in the literature.

The main objective of this research is to explore motivation for learning Korean and to thereby present

the developmental direction of Korean language education in Taiwan.

II. LITERATURE REVIEW

Before entering into the main research, it is worth identifying each of the ten motivational factors chosen.

Interest

According to Horikoshi (2007), there are several motivational factors affecting foreign language learning, but interest in particular influences the foreign language learning the most. Generally, interest in culture of a specific community leads to interest in relevant language because language itself has been contained the specific culture relevant to the community (Dörnyei, 1998).

Desire

Wen (1997) found that a desire to understand cultural traits of the specific country would be motivation of learning the foreign language. In the case of Chinese, a motivation of learning Chinese could stem from desire to understand Chinese cultural heritage (Wen, 1997). A desire to widen the intellectual horizon also could be a motivation for learning (Dörnyei, 1990).

Fellowship

Noels, Pelletier, Clément, and Vallerand (2000) found by research that "friendship" is highly correlated with intrinsic motivation for foreign language learning. In the case of intrinsic motivation, friendship is one of motivational factors in learning a foreign language, and it is "readily related to feelings of competence and autonomy" (Noels, Pelletier, Clément, & Vallerand, 2000, p. 77).

Communication

Communication would be the most powerful motivation for language learning (Henter, 2014). Dörnyei (1994) noted that opportunities which communicate with native foreign language speaker can promote foreign language learning. Noels et al. (2000) indicated that being well skilled in the language of the country where one wishes to visit could be one of reasons for learning a foreign language.

Instrumental value

Gilakjani, Lai-Mei, and Sabouri (2012) said that "instrumental value, related to the perceived practical, pragmatic benefits" driven by a mastery of a foreign language could be a reason for learning the foreign language (p. 14). A consideration for "certain meaningful results or valued instrumentality" could motivate students to put more effort into foreign language learning (Wen, 1997, p. 243).

Prospectiveness

Interest in specific foreign language could be attributed to personal efforts on future career (Dörnyei, 1994). The future career plan is one of the most forceful factors contributing to motivation for learning a foreign language (Lee & Sun, 2010). By and large, a popularity of foreign languages is mediated by the economic opportunities available in countries where it is used.

The personality of teacher

Motivational factors related to the personality of teacher are a crucial component in acquiring a foreign language (Dörnyei, 1994; Rivers, 1987). According to Dörnyei (1994), approval from teacher affords students impetus to engagement in learning and the consequent devotion to learning leads to improved learning performance.

Class time

Devotion in foreign language learning could be mediated by how a class time is used (Felder & Henriques, 1995; Nerenz, 1979; Saito, Garza, & Horwitz, 1999). A class which is almost dominated by teacher could lead to a loss of interest in learning (Felder & Henriques, 1995). Given that interest is a powerful factor in learning a foreign language, loss of interest would have a demotivating effect on learning (Horikoshi, 2007).

Method of teaching

According to Dörnyei (1994), it is important to be sensitive to needs of students and accept each student as individual with different characteristics for the sake of motivating students (Dörnyei, 1994). By and large, good instruction affords students motive to devote their best efforts to learning and enable students to be more autonomous in foreign language learning (Gardner, 2007).

Curriculum

Varied and challenging activities such as game could instill in students interest in foreign language learning (Dörnyei, 1994). Dörnyei (1994) mentioned that "Course-specific motivational components" related to various learning activities enhance a love of learning. He indicated that factors such as the syllabus and the teaching materials could arouse interest and curiosity in a foreign language and sustain attention to learning (Dörnyei, 1994; Gardner, 2007).

III. METHODOLOGY

Proceeding from what has been observed above, it can be assumed that each of ten factors could be motivation for foreign language learning in its degree. Now that the preceding pages have explored the ten motivational factors in learning a foreign language in the literature, the next step is to examine which factors could be critical motivations for learning Korean in Taiwan. The research shall use Decision-making trial and evaluation laboratory method (DEMATEL) to identify key motivational factors in learning Korean among the ten motivational factors in foreign language learning. The research shall place the ten motivational factors at its analytic center. Schematically, the ten motivational factors can be classified as Table 1.

Table 1. The information of the motivational factors

Dimensions	Motivational factors
Integrative motivation	Interest
	Desire
	Fellowship
	Communication
Instrumental motivation	Instrumental value
	Prospectiveness
Extrinsic motivation	The personality of teacher
	Class time
	Method of teaching
	Curriculum

Motivation for learning a foreign language could be largely classified into two types: integrative motivation and instrumental motivation (Al Rifai, 2010; Carrió-Pastor & Mestre, 2014; Oroujlou & Vahedi, 2011). Integrative motivation has been defined as positive attitude toward target language and culture in which the language is used, and it could be construed as an aspiration to communicate with those who speak the language (Al Rifai, 2010; Carrió-Pastor & Mestre, 2014; Oroujlou & Vahedi, 2011; Pourfeiz, 2016). On the other hand, instrumental motivation has been defined as pragmatic attitude toward target language, and it could be construed as a tool for utilitarian purpose (Kramsch, 1987; Oroujlou & Vahedi, 2011). The aim of language acquisition with instrumental motivation is to reach a higher plane of achievement based on language ability (Oroujlou & Vahedi, 2011).

Some of motivational factors chosen could be categorized by the foregoing classification. Interest, desire, fellowship, and communication could be categorized as integrative motivation; Instrumental value and prospectiveness could be categorized as instrumental motivation. But the rest which are hard to be categorized as one of the two classifications-the personality of teacher, class time, method of teaching, and curriculum-are categorized as extrinsic motivation.

In order to collect data, questionnaire items were designed based on the ten motivational factors and written in Chinese. The data were collected on the spot by Korean teacher who has worked in private Korean language institute. Fourteen questionnaires had been received from December 3, 2016 to January 7, 2017.

Based on data collected from fourteen respondents who have been studying Korean in private institute in Taipei, Taiwan, DEMATEL shall be conducted so as to identify key factors motivating Taiwanese to learn Korean.

DEMATEL is an effective method to show the interrelationship between the ten factors. DEMATEL can identify not only the interrelationship between the ten factors but also the key motivational factors in learning Korean. In order to provide a framework for more detailed consideration of the analytical method employed here, it will be helpful to summarize the procedure of DEMATEL. The procedure of DEMATEL shall be conducted in accordance with the following steps. According to Shieh, Wu, and Huang (2010), and Wu and Chang (2015), each procedure is described as follows:

Step 1: Compute the average matrix. Each respondent was asked to evaluate the relative influence between any two factors by integer value ranging from 0, 1, and 2 denoting "no influence," "low influence," and "high influence," respectively. The notation of x_{ij} denotes the degree of relative influence to which the respondent believes factor i affects factor j. for i = j, the diagonal elements are set to zero. For each respondent, an n×n non-negative matrix can be established as $x^k = \left[x_{ij}^k \right]$, where k is the number of respondents with $1 \le k \le H$, and n is the number of factors. Thus, $x^1, x^2, x^3, ..., x^H$ are the matrices from H respondents. To integrate all the opinions from H respondents, the average matrix $A = \left[a_{ij} \right]$ can be constructed as follows:

$$a_{ij} = \frac{1}{H}\sum_{k=1}^{H} x_{ij}^{k} \quad (1)$$

Step 2: Calculate the normalized initial direct-relation matrix. Normalize initial direct-relation matrix D by D = A×S, where $S = \frac{1}{\max\limits_{1\le i\le n}\sum_{j=1}^{n} a_{ij}}$. Each element in matrix D falls between zero and one.

Step 3: Compute the total relation matrix. The total relation matrix T is defined as $T = D(I-D)^{-1}$, where I is the identity matrix. Define r and d be 1×n and n×1 vectors representing the sum of rows and sum of columns of the total relation matrix T, respectively. Suppose r_i be the sum of *i*th row in matrix T, then r_i denotes both direct and indirect effects given by factor i to the other factors. And suppose d_j be the sum of *j*th column in matrix T, then d_j shows both direct and indirect effects by factor j from the other factors. When j = i, the sum (r_i+d_j) denotes the total effects given and received by factor i. That is, (r_i+d_j) indicates the degree of importance that factor i shows in the entire system. On the contrary, the difference (r_i-d_j) shows the net effect that factor i contributes to the system. Specifically, if (r_i-d_j) is positive, factor i is a net cause, while factor i is a net receiver or result if (r_i-d_j) is negative.

Step 4: Set up a threshold value to obtain the diagram. Now that matrix T provides information on how one factor affects another, it is necessary to set up a threshold value to filter out some negligible effects. By doing so, only the effects which are greater than the threshold value would be chosen and shown in diagram. Notable is the fact that the threshold value is set up by computing the average of the elements in matrix T. The diagram can be acquired by mapping the dataset of (r+d, r-d).

IV. RESULT

Having outlined the DEMATEL method in the preceding pages, it is now time to examine the findings drawn from the analytical method. In order to identify key motivational factors in Korean learning in Taiwan, as has been mentioned earlier, the research has set up ten motivational factors: interest, desire, fellowship, communication, instrumental value, prospectiveness, the personality of teacher, class time, method of teaching, and curriculum. The data used in the DEMATEL method were collected from fourteen questionnaires designed based on the foregoing factors.

In Step 1, fourteen 10×10 non-negative matrices are constructed based upon the collected data as below:

$$X^1 = \begin{bmatrix} 0&2&1&2&2&2&2&2&2&2\\ 2&0&1&2&1&1&1&2&2&2\\ 1&1&0&1&1&1&1&1&1&1\\ 2&2&1&0&2&2&2&1&2&2\\ 2&2&1&2&0&2&2&2&2&1\\ 2&2&1&2&1&0&1&1&2&2\\ 2&2&1&2&1&1&0&1&2&2\\ 1&2&2&2&1&1&1&0&1&2\\ 2&2&2&2&2&2&2&1&0&2\\ 2&2&2&2&2&2&2&1&2&0 \end{bmatrix} X^2 = \begin{bmatrix} 0&2&2&2&2&2&2&2&2&2\\ 2&0&2&2&2&2&2&2&2&2\\ 2&2&0&1&1&1&2&2&2&2\\ 2&2&1&0&1&1&1&2&2&2\\ 2&2&0&1&0&1&2&2&2&2\\ 2&2&1&1&1&0&2&2&2&2\\ 2&2&2&2&2&2&0&2&2&2\\ 2&2&2&1&2&1&2&0&2&2\\ 2&2&2&2&2&2&2&2&0&2\\ 2&2&2&2&2&2&2&2&2&0 \end{bmatrix}$$

$$X^3 = \begin{bmatrix} 0&0&2&0&2&2&2&2&2&2\\ 2&0&2&1&2&2&2&2&2&2\\ 0&0&0&0&1&1&1&1&1&1\\ 2&1&2&0&1&0&0&0&0&0\\ 0&0&1&1&0&2&2&2&2&2\\ 0&0&1&0&0&0&2&1&2&2\\ 0&0&1&0&0&0&0&1&1&1\\ 0&0&1&0&0&1&1&0&1&1\\ 0&0&1&0&0&0&1&1&0&1\\ 0&0&1&0&0&0&1&1&1&0 \end{bmatrix} X^4 = \begin{bmatrix} 0&2&1&2&0&0&2&1&2&2\\ 1&0&1&2&1&0&2&1&2&2\\ 1&1&0&0&1&0&1&1&1&1\\ 0&0&1&0&1&1&1&1&1&1\\ 0&0&0&1&0&1&1&1&1&1\\ 0&0&0&0&0&0&0&0&0&0\\ 2&2&2&2&2&2&0&2&2&2\\ 2&2&2&2&2&2&2&0&2&2\\ 2&2&2&2&2&2&2&2&0&2\\ 2&2&2&2&2&2&2&2&2&0 \end{bmatrix}$$

$$X^5=\begin{bmatrix}0&1&2&0&2&2&2&1&1&1\\1&0&2&1&2&2&2&1&1&1\\0&0&0&0&1&1&1&1&1&1\\2&1&2&0&2&2&1&1&1&1\\0&0&1&0&0&1&1&1&1&1\\0&0&1&0&1&0&1&1&1&1\\0&0&1&1&1&1&0&2&0&0\\1&1&1&1&1&1&0&0&0&0\\1&1&1&1&1&1&2&2&0&2\\1&1&1&1&1&1&2&2&0&0\end{bmatrix}\quad X^6=\begin{bmatrix}0&2&1&2&1&2&0&1&1&1\\0&0&1&0&1&2&0&1&1&1\\0&0&0&1&1&0&0&1&1&1\\2&2&1&0&1&2&0&1&1&1\\1&1&1&2&0&2&0&1&1&1\\2&2&2&2&2&0&0&2&2&2\\0&0&0&0&0&0&0&0&0&0\\1&0&0&1&0&1&0&0&0&0\\0&0&0&0&0&0&0&0&0&0\\0&0&0&0&0&0&0&0&0&0\end{bmatrix}$$

$$X^7=\begin{bmatrix}0&1&1&1&1&0&1&1&2&2\\2&0&1&1&0&1&1&0&1&1\\2&2&0&1&1&1&2&2&2&1\\1&1&2&0&0&1&1&1&1&1\\2&2&1&2&0&1&1&1&1&1\\2&2&1&2&2&0&0&0&0&0\\2&2&1&2&2&1&0&0&0&0\\0&0&0&0&0&0&0&0&1&1\\1&1&1&2&2&0&1&1&0&2\\2&2&2&2&2&1&2&1&2&0\end{bmatrix}\quad X^8=\begin{bmatrix}0&2&2&2&2&1&1&0&1&1\\2&0&2&2&2&1&1&0&1&1\\2&2&0&2&2&2&1&0&1&1\\0&2&2&0&2&1&1&0&1&1\\2&1&2&2&0&1&1&0&1&1\\0&2&2&2&2&0&1&0&1&1\\2&2&2&2&2&1&0&0&1&1\\0&0&0&0&0&0&0&0&0&0\\1&1&1&1&1&1&1&0&0&1\\2&2&2&2&2&2&2&2&2&0\end{bmatrix}$$

$$X^9=\begin{bmatrix}0&2&1&2&2&2&1&1&2&2\\2&0&1&2&2&2&2&1&2&2\\1&1&0&2&1&1&1&1&1&1\\2&2&1&0&2&2&1&1&2&2\\1&1&0&1&0&1&2&1&2&2\\2&2&1&2&2&0&1&1&2&2\\2&2&0&2&1&1&0&1&2&2\\1&1&0&1&1&1&1&0&1&1\\2&2&1&2&2&1&2&1&0&2\\2&2&1&2&2&1&2&1&2&0\end{bmatrix}\quad X^{10}=\begin{bmatrix}0&0&2&1&0&0&1&2&1&1\\2&0&2&0&0&0&2&2&0&0\\0&0&0&0&0&0&0&0&0&0\\2&2&2&0&2&2&2&2&2&2\\1&1&2&0&0&0&2&2&2&2\\1&1&2&0&0&0&0&0&0&0\\2&2&0&2&2&2&0&2&2&2\\0&0&0&1&1&1&2&0&1&1\\1&1&0&1&1&1&2&1&0&0\\0&0&0&1&1&1&1&2&0&0\end{bmatrix}$$

$$X^{11}=\begin{bmatrix}0&2&0&2&2&1&1&1&2&2\\2&0&0&2&2&1&1&1&2&2\\0&0&0&1&1&1&1&1&1&1\\2&2&2&0&2&2&2&1&2&1\\2&2&1&2&0&2&1&1&2&1\\1&1&1&1&1&0&0&1&1&1\\1&1&0&1&1&0&0&1&2&1\\2&1&0&1&1&1&0&0&2&1\\1&1&0&2&2&1&1&1&0&1\\1&2&0&2&2&1&1&1&2&0\end{bmatrix}\quad X^{12}=\begin{bmatrix}0&2&2&2&2&1&2&1&2&2\\2&0&2&2&2&1&2&2&2&2\\1&1&0&2&2&2&2&2&2&2\\2&2&2&0&2&2&2&2&0&0\\2&2&2&2&0&2&2&2&2&2\\1&1&2&2&2&0&0&0&0&0\\2&2&2&2&2&0&0&0&2&2\\1&2&2&2&2&0&0&0&2&2\\2&2&2&0&2&0&2&2&0&2\\2&2&2&0&2&0&2&2&2&0\end{bmatrix}$$

$$X^{13}=\begin{bmatrix}0&2&2&2&2&1&2&0&1&2\\2&0&2&2&2&2&2&1&2&2\\2&2&0&2&1&1&1&0&1&0\\2&2&2&0&2&2&1&0&1&1\\2&2&2&2&0&2&1&0&1&2\\2&2&1&2&2&0&1&1&2&2\\2&2&0&1&1&1&0&0&2&2\\1&2&1&1&2&2&2&0&2&2\\2&2&2&2&2&1&1&1&0&2\\2&2&1&2&2&2&1&2&2&0\end{bmatrix}\text{ and }X^{14}=\begin{bmatrix}0&2&2&2&2&1&1&0&1&1\\2&0&2&2&2&1&1&0&1&1\\1&0&0&2&2&2&1&0&1&1\\2&2&0&0&2&1&1&0&1&1\\2&2&1&2&0&1&1&0&1&1\\1&2&0&2&2&0&1&0&1&1\\2&2&0&2&2&1&0&0&1&1\\1&1&0&1&1&2&2&0&0&0\\2&2&1&2&2&2&2&1&0&1\\2&2&0&2&2&2&2&2&2&0\end{bmatrix}$$

The average matrix A can be constructed by Equation (1):

$$A=\begin{bmatrix}0.0&1.6&1.5&1.6&1.6&1.2&1.4&1.1&1.6&1.6\\1.7&0.0&1.5&1.5&1.5&1.3&1.5&1.1&1.5&1.5\\0.9&0.9&0.0&1.1&1.1&1.0&1.1&0.9&1.1&1.0\\1.6&1.6&1.5&0.0&1.6&1.5&1.1&0.9&1.2&1.1\\1.4&1.3&1.1&1.4&0.0&1.4&1.4&1.1&1.5&1.4\\1.1&1.4&1.1&1.3&1.3&0.0&0.7&0.7&1.1&1.1\\1.5&1.5&0.9&1.5&1.4&0.9&0.0&0.9&1.4&1.3\\0.9&1.0&0.8&1.0&1.0&1.0&0.9&0.0&1.1&1.1\\1.4&1.4&1.1&1.4&1.5&1.0&1.5&1.1&0.0&1.4\\1.4&1.5&1.1&1.4&1.6&1.2&1.6&1.5&1.5&0.0\end{bmatrix}$$

In Step 2, the normalized initial direct-relation matrix D is as follows:

$$D = A \times \frac{1}{\max\limits_{1 \le i \le 10} \sum_{j=1}^{10} a_{ij}} = \begin{bmatrix} 0.0000 & 0.1196 & 0.1141 & 0.1196 & 0.1196 & 0.0924 & 0.1087 & 0.0815 & 0.1196 & 0.1250 \\ 0.1304 & 0.0000 & 0.1141 & 0.1141 & 0.1141 & 0.0978 & 0.1141 & 0.0815 & 0.1141 & 0.1141 \\ 0.0707 & 0.0652 & 0.0000 & 0.0815 & 0.0870 & 0.0761 & 0.0815 & 0.0707 & 0.0870 & 0.0761 \\ 0.1250 & 0.1250 & 0.1141 & 0.0000 & 0.1196 & 0.1141 & 0.0870 & 0.0707 & 0.0924 & 0.0870 \\ 0.1033 & 0.0978 & 0.0815 & 0.1087 & 0.0000 & 0.1033 & 0.1033 & 0.0870 & 0.1141 & 0.1087 \\ 0.0870 & 0.1033 & 0.0870 & 0.0978 & 0.0978 & 0.0000 & 0.0543 & 0.0543 & 0.0870 & 0.0870 \\ 0.1141 & 0.1141 & 0.0652 & 0.1141 & 0.1033 & 0.0707 & 0.0000 & 0.0652 & 0.1033 & 0.0978 \\ 0.0707 & 0.0761 & 0.0598 & 0.0761 & 0.0761 & 0.0761 & 0.0707 & 0.0000 & 0.0815 & 0.0815 \\ 0.1033 & 0.1033 & 0.0870 & 0.1033 & 0.1141 & 0.0761 & 0.1141 & 0.0870 & 0.0000 & 0.1087 \\ 0.1087 & 0.1141 & 0.0870 & 0.1087 & 0.1196 & 0.0924 & 0.1196 & 0.1141 & 0.1141 & 0.0000 \end{bmatrix}$$

In Step 3, the total relation matrix T is as follows:

$$T = D(I - D)^{-1} = \begin{bmatrix} 0.7409 & 0.8494 & 0.7654 & 0.8532 & 0.8739 & 0.7373 & 0.7955 & 0.6617 & 0.8451 & 0.8297 \\ 0.8521 & 0.7384 & 0.7617 & 0.8446 & 0.8650 & 0.7378 & 0.7956 & 0.6578 & 0.8364 & 0.8169 \\ 0.5918 & 0.5889 & 0.4702 & 0.6052 & 0.6243 & 0.5342 & 0.5699 & 0.4822 & 0.6039 & 0.5807 \\ 0.8064 & 0.8081 & 0.7259 & 0.7006 & 0.8267 & 0.7158 & 0.7336 & 0.6154 & 0.7775 & 0.7547 \\ 0.7706 & 0.7682 & 0.6809 & 0.7801 & 0.7009 & 0.6901 & 0.7303 & 0.6154 & 0.7769 & 0.7546 \\ 0.6550 & 0.6698 & 0.5955 & 0.6682 & 0.6845 & 0.5074 & 0.5934 & 0.5070 & 0.6528 & 0.6375 \\ 0.7492 & 0.7506 & 0.6400 & 0.7535 & 0.7625 & 0.6355 & 0.6082 & 0.5722 & 0.7372 & 0.7158 \\ 0.5752 & 0.5813 & 0.5121 & 0.5837 & 0.5978 & 0.5195 & 0.5450 & 0.4031 & 0.5826 & 0.5692 \\ 0.7650 & 0.7666 & 0.6800 & 0.7700 & 0.7974 & 0.6622 & 0.7346 & 0.6112 & 0.6690 & 0.7492 \\ 0.8208 & 0.8271 & 0.7259 & 0.8262 & 0.8549 & 0.7212 & 0.7870 & 0.6745 & 0.8227 & 0.7011 \end{bmatrix}$$

As stated above, r and d indicate the sum of each row and the sum of each column in the total relation matrix T, respectively. Each r shows both direct and indirect effects given by a specific factor to the other factors, whereas each d shows both direct and indirect effects by a specific factor from the other factors. Thus, r+d denotes the total effects given and received by a specific factor, as it were, r+d indicates the degree of importance that the specific factor has in the entire system. On the other hand, r-d indicates the net effect that a specific factor conduces to the system. For better understanding, r+d and r-d are tabulated as Table 2.

Table 2. The sum of influences given and received among ten factors

Dimensions	Motivating factors	r+d	r-d
Integrative motivation	(I) Interest	15.2791	0.6253
	(D) Desire	15.2548	0.5578
	(F) Fellowship	12.2089	- 0.9064
	(C) Communication	14.8497	0.0795
Instrumental motivation	(IV) Instrumental value	14.8561	- 0.3198
	(P) Prospectiveness	12.6321	- 0.2900
Extrinsic motivation	(PT) The personality of teacher	13.8181	0.0315
	(CT) Class time	11.2701	- 0.3309
	(MT) Method of teaching	14.5094	- 0.0991
	(CU) Curriculum	14.8708	0.6522

The degree of importance for ten motivational factors is listed based on r+d as follows: I>D>CU>IV>C>MT>PT>P>F>CT. Interest is the most important motivational factor in learning Korean with the value of 15.2791, whereas class time is the least importance motivational factor with the value of 11.2701. On the other hand, (I) interest, (D) desire, (C) communication, (PT) the personality of teacher, and (CU) curriculum are net causes with positive r-d value , whereas (F) fellowship, (IV) instrumental value, (P) prospectiveness, (CT) class time, and (MT) method of teaching are net receivers with negative r-d value.

In Step 4, a threshold value can be defined by averaging over all the elements of matrix T, which is 0.6977. Based on a dataset of (r+d, r-d) organized in Step 3, a diagram denoting the relationship of relative influence between factors is illustrated in Figure 1.

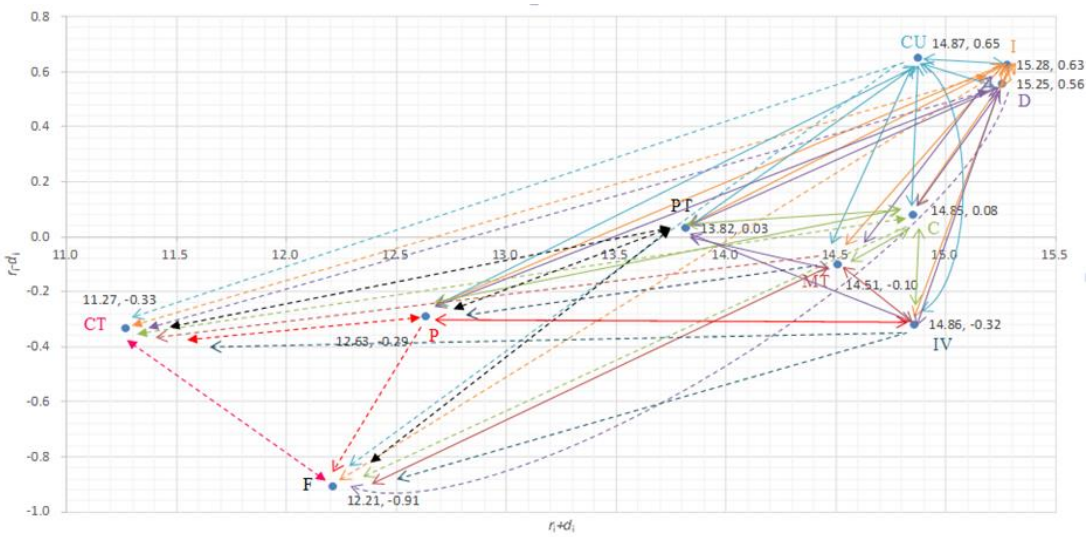

Figure 1 - The diagram showing the relationship of relative influence between factors

Strong influence is shown on diagram as straight line, whereas weak influence is shown as dotted line. The arrow indicates the direction of the influence.

As has been noted earlier, (I) interest, (D) desire, (C) communication, (PT) the personality of teacher, and (CU) curriculum are causes. Thus it seems reasonable to assume that the foregoing five factors should be paid more attention than five other factors which are defined as receivers: (F) fellowship, (IV) instrumental value, (P) prospectiveness, (CT) class time, and (MT) method of teaching. Notable is the fact that each of five factors defined as cause does not only affect other factors but the five factors are also affected by other factors, as shown in Figure 1. It indicates that five receivers should not be ignored since the five factors also could affect five causes in its degree. (I) interest is ranked first in the ten motivational factors according to the degree of importance, though (I) interest are also affected by other factors.

All things considered, the five factors defined as cause should be prioritized in motivating Taiwanese to learn Korean, but five other factors defined as receiver should be also taken into consideration. Because five causes are affected by the five receivers, as has been observed above. It can be inferred from the findings that interest, desire, communication, the personality of teacher, and curriculum are key motivational factors in learning Korean in Taiwan. Above all, as for importance itself, interest is most important factor in the motivational factors. But it should be noted that fellowship, instrumental value, prospectiveness, class time, and method of teaching are not negligible factors, considering the fact that each of the five factors has an effect on five key factors in its degree.

V. DISCUSSION

Up to now the research has looked at motivational factors in learning Korean in Taiwan placing ten motivational factors- interest, desire, fellowship, communication, instrumental value, prospectiveness, the personality of teacher, class time, method of teaching, and curriculum-at its analytic center. Based on data collected from fourteen respondents who have been studying Korean in private institute in Taipei, Taiwan, DEMATEL has been conducted in order to identify key factors motivating Taiwanese to learn Korean. The findings have shown that interest, desire, communication, the personality of teacher, and curriculum are key factors. Especially, it has been found that interest is most important factor in the five key motivational factors. But notable is the fact that other five factors- fellowship, instrumental value, prospectiveness, class time, and method of teaching-have an influence on five key factors in its degree. Thus it could be erroneous to perceive that the five factors are negligible factors. Each of the factors does not operate in isolation, but all the factors interact with each other (Horikoshi, 2007). Consequently, Korean language institutes should place five key motivational factors high on their list of priorities in order to motivate people to learn Korean effectively. But remaining factors also need to be taken into account considering the fact that the remaining factors have an influence on five key factors in its degree. Besides, given that interest is most important factor, a crucial point in motivating people to learn Korean is how to arouse interest. From this evidence at hand, it is apparent that Korean language institutes should work on developing and providing various learning contents which excite interest in learning.

Now having provided a basic summary, it is time to bring the research to a close and to end with comment. As mentioned earlier, the main purpose of the research has been to explore what key factors could be in learning Korean. Motivation for learning a foreign language is one of the most researched areas. But the

literature on motivation for learning a foreign language has been dominated by a focus on English. Besides, there is a paucity of research on motivation for learning Korean, particularly in the case of Taiwan, though interest in Korean is substantially gaining visibility in Taiwan. Given the paucity of material on motivation for learning Korean in Taiwan, the research is essentially welcome, though the research has been conducted based on data limited to private institute located in Taipei, Taiwan. On the basis of the findings of the research, practical motivational strategies could be established and thereby help Korean educator and by extension industry relevant to Korean education gain better understanding of what motivates people to learn Korean. The findings would serve to predict potential future direction of Korean language education. It is to be hoped that the research will be a step toward a richer and more inclusive understanding of the motivation for learning Korean.

VI. REFERENCES

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