Applying DANP to Study Motivation for Learning Korean Language at Cram School

— Review of —
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ABSTRACT

The main aim of this paper is to apply DANP method to identify what factors motivate respondents to learn Korean language. The research approach is based on a sample of fourteen respondents that participated in a survey designed for this study. Each respondent filled a qualitative and quantitative questionnaire. The primary data has been obtained from a cram school of Korean language in Taiwan. The survey is designed to weight ten different motivational factors by DANP. Findings demonstrate the order of factors by DANP by weight as follows: the interest > desire > curriculum > communication > instrumental value. These five are the key factors for motives among Taiwanese to learn Korean language. Implementations of this study could include how cram schools understand consumer's motivation for making a choice. Results facilitate for finding a niche in the market and suitable resources to create a new value. The properly applied findings able to improve Korean corner in finding new talents truly interested in learning Korea. Another contribution of this study lies in its analysis of empirical data that provides decision-makers and stakeholders with primary data.

Keywords: Cram school, DANP, Korean language, Motivation.

1. INTRODUCTION

Korean wave has overwhelmed Taiwan. First, the trendy dramas promoted trans-Asian entertainment idols. Second, the Taiwanese media played an important role in portraying Korean culture as stylish and fashionable. Due to these two trends, Taiwanese are being crazed for Korean-style commodities (Huang, 2011). Kuo (2011) indicates that definition of Korean wave refers to any products characterized with particular Korean fashion or flavor, such as Korean dramas, songs, films, and electronic products. The wave of Korean Pop culture from Korean media products has become popular in Taiwan and now many are interested in Korean language (Kwon and Woo, 2013). For the same reason there are more Taiwanese who are interested in getting jobs related to Korea and to learn Korean language (Kuo, 2011). Nelson (2015)'s study finds foreigners' communication with their Korean colleagues could improve competitiveness worldwide in international Korean companies.

Multiple-Criteria Decision-Making (MCDM) is a technique used in finding an optimal solution to satisfy key stakeholders facing conflicting criteria problem (Chen et al., 2010). MCDM or MCDA (multiple-criteria decision analysis) is a method that helps decision makers to evaluate, prioritize, and select between many conflicting alternatives

(Talukder et al., 2017). Mahase et al. (2016) noted that case study solved using MCDA combined with other techniques provide more stable results. Thus, similarly could be treated the case studies of those that are dealing with learning Korean language in Taiwan and related motivational factors. There are many weighting techniques in MCDA (Van Til et al., 2014). We have selected DANP method to assess weights.

   Given the foregoing facts, the main goal of this paper is to explore consumer's motivational factors for learning Korean language and the weights of the factors. It is helpful to educational direction of Korean language at cram school in Taiwan. The suggestion provides reference for decision-makers and stakeholders, it helps increasing flexibility in execution of resource management and future planning.

2. LITERATURE REVIEW

   Interest-Horikoshi (2007)'s study found several motivational factors affecting foreign language learning. Especially, the interest has a great influence. If a learner lacks at interest, there is a demotivating effect on learning.

   Desire-based on Horikoshi (2007), desire is one of main motivational factors for foreign language learning. Desire for knowledge and values associated with foreign language also could be a motivation for learning (Dörnyei, 1990).

   Fellowship-Noels et al. (2000) found that friendship is highly correlated with intrinsic motivation for foreign language learning. Friendship is one of the motivational factors in learning a foreign language. It means that it is rarely related to feelings of competence and autonomy.

   Communication-Horikoshi (2007) points that communication factor is one of main motivations for foreign language learning, it could be used as a communication tool.

   Instrumental value-Instrumental value as a pragmatic professional utility of foreign language could be interpreted as an instrument in achieving goals in career etc. (Dörnyei, 1990).

   Prospectiveness-it indicates user's areas related to job or career would use foreign language in the future. The career plan of the future is one of the most forceful factors, which is helpful for motivation in learning a foreign language (Lee and Sun, 2010).

   The personality of teacher-Genc et al. (2014) found the description of personality of a good teacher, as a good teacher would answer claims. They indicate that a good teacher is expected to have lower emotional instability.

   Class time-Gorter and Cenoz (2017) puts it that class time devoted to the teaching of different languages as a subject and the teaching of other subjects using those languages is important for assessment.

   Method of teaching-Chen (2014)'s study aims to investigate the beliefs of non-Japanese major students. The result of this study could provide guidelines for teachers to improve their language courses. Especially, teaching methods would affect learning result. The study of Cheng and Chen (2014) is a great challenge for teachers to promote students' motivation. They need to apply different strategies and techniques for teaching large classes.

   Curriculum-Nieuwboer and Van't Rood (2016) points that intercultural communication within the group of learners requires a flexible curriculum.

   Based on Lee and Kim (2017)'s study, ten motivational factors can be classified as shown in Table 1: first is integrative motivation (Interest, desire, fellowship, and communication); then, second is instrumental motivation (Instrumental value and

prospectiveness); the final is extrinsic motivation (the personality of teacher, class time, method of teaching, and curriculum).

Table 1. The classification of the motivational factors

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

3. METHODOLOGY

Chuang and Chen (2015) used decision-making trial and evaluation laboratory (DEMATEL)-based analytical network process (ANP) to investigate customer's behavior of bicycle industry in Taiwan. Via DEMATEL technique, we can find influential weights by ANP technique. Thereby, procedure is summarized in detail as follows: Step 1: Create the initial direct-relation matrix; Step 2: Normalize the initial relation matrix to attain total-relation matrixes; Step 3: Generate the impact relation map; Step 4: Normalize total criteria relation matrix; Step 5: Normalize total dimensions relation matrix; and Step 6: Build the weighted super-matrix and obtain influential weights of elements. The DANP technique is used by an empirical analysis of influential relationships among factors. Framework of our study is shown in Figure 1.
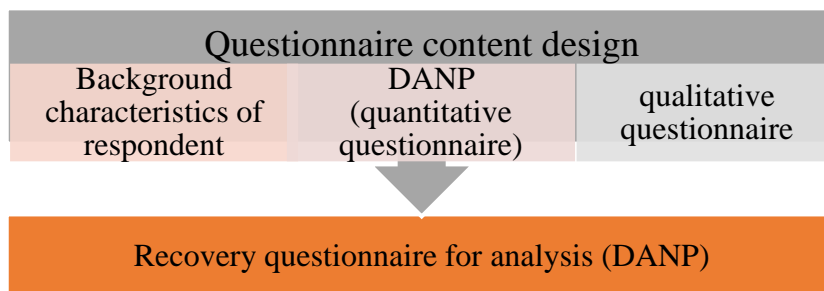
Questionnaire content design		
Background characteristics of respondent	DANP (quantitative questionnaire)	qualitative questionnaire

Recovery questionnaire for analysis (DANP)

Figure 1. The proceeding diagram of DANP

4. RESULTS

4.1 Respondents

Overall fourteen respondents participated in a survey at a cram school from December 3, 2016 to January 7, 2017 and answered the questionnaire of paper form. The sample is dominated by females (79%), by aged under 20 years (36%) and by individuals with education of a Bachelor degree (71%) compared to the average population as shown in Table 2.

Table 2. Respondent sample background characteristics

Characteristics		
Gender		
Male	3	21%
Female	11	79%
Age		
Under 20	5	36%
20-30	5	36%
31~40	2	14%
41 or older	2	14%
Education		
High school	1	7%
Bachelor	10	71%
Master	3	21%

4.2 DANP

Table 3 shows that weights for the key factors, by ordering the factors from the most important (rank=1) to the least important (rank=10). The diagram of DANP model as Figure 2 indicates that interest is the most important factor, it can influence others. Desire can influence curriculum and Communication. Curriculum and communication, each can influence instrumental value.

Table 3. The summary of ten factors by DANP

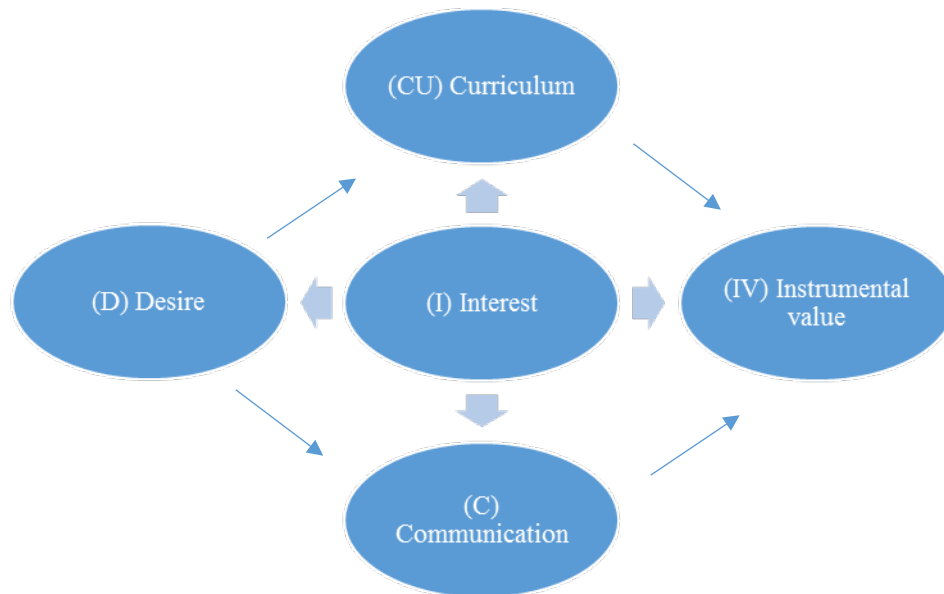| Motivating factors	Weight	Rank	r_i-d_i (Relation)
(I) Interest	0.1139	1	0.63
(D) Desire	0.1132	2	0.56
(F) Fellowship	0.0811	9	-0.91
(C) Communication	0.1069	4	0.08
(IV) Instrumental value	0.1042	5	-0.32
(P) Prospectiveness	0.0885	8	-0.29
(PT) The personality of teacher	0.0993	7	0.03
(CT) Class time	0.0784	10	-0.33
(MT) Method of teaching	0.1033	6	-0.10
(CU) Curriculum	0.1111	3	0.65

Figure 2. The diagram of DANP model

5. CONCLUSION

First, the motivational factors for learning Korean language are selected by questionnaires. Sample data is a total of fourteen respondents. They have been studying Korean language at cram school in Taiwan. By DANP, we obtain five key factors which are interest, desire, curriculum, instrumental value and communication. The weight results of DANP are sorted from big to small: interest > desire > curriculum > communication > instrumental value. Interest is the most important. Interest can active desire, curriculum, communication, instrumental value, make them stronger. Then, desire can active curriculum, communication, make them stronger. Curriculum and communication separately influence on instrumental value. Thus the crucial point in motivating people to learn Korean is how to awaken the interest. Usually, Taiwanese follow Korean wave, they like Korean related things. And then it produces desire to learn Korean language. They can use Korean language to communicate with Korean friends. Even, they could choose course contents to improve their Korean language skill. Consequently, in order to raise niche market of cram school, it is essential to focus more on consumer's motivation. Especially, the five key factors that we worked with should be considered first.

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