

Learning the State Language through Dubbed and Subtitled Movies:

Attitudes of Kazakhstani Students

Khadisha Kamzabek

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Multilingual Education

Nazarbayev University Graduate School of Education

May, 2020

Word Count: 18992

©Copyright by Khadisha Dikhankyzy Kamzabek 2020

AUTHOR AGREEMENT

By signing and submitting this license, I Khadisha Kamzabek (the author or copyright owner) grant to

Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.


I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.



Author's signature:

29.05.2020

Date:

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed:



Date: 29.05.2020

Ethics Approval



NAZARBAYEV
UNIVERSITY
Graduate School
of Education

53 Kabanbay Batyr Ave.
010000 Astana,
Republic of Kazakhstan
October 2019

Dear Khadisha Kamzabek

This letter now confirms that your research project entitled:
*Learning the state language through dubbed and subtitled movies: Attitudes
of Kazakhstani students*
has been approved by the Graduate School of Education Ethics Committee of
Nazarbayev University.

You may proceed with contacting your preferred research site and commencing
your participant recruitment strategy.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Sulushash'.

Sulushash Kerimkulova

On behalf of Elaine Sharplin

Chair of the GSE Research Committee
Professor
Graduate School of Education
Nazarbayev University

Block C3, Room 5006
Office: +7 (7172) 70 9371
Mobile: +7 777 1929961
email: elaine.sharplin@nu.edu.kz

CITI Training Certificate

Completion Date 13-Aug-2019

Expiration Date 12-Aug-2022

Record ID 32745257

This is to certify that:

Khadisha Kamzabek

Has completed the following CITI Program course:

Students conducting no more than minimal risk research (Curriculum Group)**Students - Class projects** (Course Learner Group)**1 - Basic Course** (Stage)

Under requirements set by:

Nazarbayev University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wee6d31e9-8fcf-4c4c-8247-a8db8a723ded-32745257

Acknowledgements

This thesis was written with the support of the dearest people in my life.

For the opportunity to concentrate on my work and write carelessly in peace and comfort I am grateful to my family. My parents and siblings were consistently interested in writing progress, supporting me with kind words.

For fair criticism and appropriate feedback I thank my supervisor Sulushash Ikhsanovna who always was there to help and give advice. I also thank my academic instructors and the whole GSE community who motivated us and shared their knowledge and energy.

For the topic of my thesis I thank my best friends, Molotok and Chelsea. The idea to explore Kazakh dubbing and subtitles was born when we were walking on the boardwalk one summer evening and were going over the options for my thesis topic. You are the best, girls.

For my constant enthusiasm for writing I am grateful to all my friends who sent me Internet posts related to movies saying “You may need this”. I really did. I was inspired by your interest, engagement, and support. Thank you.

Learning the State Language through Dubbed and Subtitled Movies:**Attitudes of Kazakhstani Students****Abstract**

According to the new Law on Cinematography, all foreign movies should now include obligatory Kazakh state language subtitles or dubbing in the public cinemas (Law on Cinematography, Article 9). Although the provision of the law is aimed at the promotion and protection of the state language, the translations are of poor quality, which provokes the resentment of the Kazakh-speaking population. Moreover, such promotion of the state language could be perceived as nationalistic and as an infringement by the Russian speaking population like in several other post-Soviet countries such as Estonia (Keedus, 2004), Ukraine (Pavlenko, 2008; Goodman, 2009; Polese, 2011), and Georgia (Sherouse, 2017). The purpose of this mixed methods study was to investigate the attitudes of Kazakhstani students towards learning the state language through Kazakh-language movies, identifying the similarities and/or differences in terms the dominant language of students (Kazakh/Russian) and adaptation method provided in movies (dubbed/subtitled). The results based on questionnaire (134 participants) and interview (5 participants) answers indicate that Kazakhstani students are positive about learning the Kazakh language through movies. However, the attitudes were found to be more positive towards Kazakh dubbing than Kazakh subtitles, as the former may lead to language acquisition, and the latter is rather distracting and overloads the visual channel. The difference in the attitudes of Kazakh and Russian dominant students was that Kazakh-dominant students see Kazakh subtitles as an opportunity to understand Russian dubbing better. The findings of this research might contribute to the body of literature by filling in the gaps in previous audiovisual translation and language acquisition studies. The

study may generate interest among scholars for further research in the field of multilingualism and help policymakers and educators reconsider the roles of movies and media in education.

Мемлекеттік тілді дубляжалған және субтитрлі фильмдер арқылы үйрену:**Қазақстан студенттерінің көзқарасы****Аңдатпа**

Жаңа «Кинематография туралы» заңға сәйкес, ендігі жерде қоғамдық кинозалдарда шетелдік фильмдердің бәрі міндетті қазақ тіліндегі субтитр немесе дубляжбен көрсетілуі керек («Кинематография туралы» заң, 9-бап). Заңдағы бұл ереже мемлекеттік тілді насихаттауға және қорғауға бағытталғанымен, аударма сапасының нашар болуы қазақтілді тұрғындардың наразылығын тудырып жатыр. Сонымен қатар Қазақстандағы мемлекеттік тілдің насихатталуы посткеңестік Эстония (Кидус, 2004), Украина (Павленко, 2008; Гудман, 2009; Полис, 2011) және Грузия (Шероз, 2017) елдеріндегідей орыс тілді азаматтарға әсіре-ұлтшылдық және қысым көрсету болып көрінуі мүмкін. Бұл аралас әдісті зерттеудің мақсаты - Қазақстан студенттерінің мемлекеттік тілді қазақтілді фильмдер арқылы үйренуі туралы көзқарасын зерделеу яғни негізгі тілі (қазақ/орыс) мен фильмнің адаптация әдісіне (дубляжалған/субтитрлі) байланысты студенттер көзқарасының ұқсастығы мен/немесе айырмашылығын қарастыру. Сауалнама (134 қатысушы) мен сұхбат (5 қатысушы) жауаптарына негізделген зерттеу нәтижелері қазақстандық студенттердің фильм арқылы қазақ тілін үйренуге деген оң көзқарасын көрсетеді. Алайда студенттер қазақ субтитріне қарағанда қазақ дубляжын қолдайтыны анықталды. Өйткені дубляж тілді игеруге көмектесуі мүмкін, ал субтитр назарды өзіне бұрып, визуал арнаны ауырлатады. Негізгі тілі қазақ және орыс студенттердің көзқарасындағы айырмашылық - қазақтілді студенттер қазақша субтитрді орыс дубляжын түсінуге арналған жақсы мүмкіндік деп қарастыратындығында. Зерттеу нәтижелері бұған дейінгі аудиовизуалды аударма мен тіл үйрену саласындағы олқылықтарды толтырып, әдебиетке өз үлесін қосуы мүмкін.

Бұл зерттеу әрі қарай көптілділікке қатысты зерттеу жүргізуге ғалымдар арасында қызығушылық тудырады, директивті органдар мен ұстаздардың білім бойынша фильм мен медиа рөлін қайта қарастыруына жол ашады деп үміттенеміз.

**Изучение государственного языка с помощью фильмов с дубляжом и субтитрами:
отношение казахстанских студентов**

Аннотация

Согласно новому “Закону о кинематографии”, все иностранные фильмы в общественных кинозалах теперь сопровождаются обязательными субтитрами или дубляжом на государственном языке (Закон “О кинематографии”, статья 9). Хотя положение закона направлено на развитие и защиту государственного языка, низкое качество переводов вызывает недовольство казахоязычного населения. Более того, продвижение государственного языка может восприниматься русскоязычным населением сверхнационалистическим и ущемляющим, как в некоторых постсоветских странах как Эстония (Кидус, 2004), Украина (Павленко, 2008; Гудман, 2009; Полис, 2011) и Грузия (Шероз, 2017). Целью данного исследования смешанных методов было изучение отношения казахстанских студентов к изучению государственного языка посредством фильмов на казахском языке, выявление сходств и / или различий в зависимости от доминирующего языка учащихся (казахский / русский) и метода адаптации (дублированный/ субтитрированный). Результаты, основанные на ответах анкеты (134 участников) и интервью (5 участников), показывают, что казахстанские студенты положительно относятся к изучению казахского языка с помощью фильмов. Было установлено, что отношение к казахскому дубляжу является более позитивным, чем к казахским субтитрам, так как дубляж может привести к овладению языком, а субтитры скорее отвлекают и перегружают визуальный канал. Разница в отношении казахоязычных и русскоязычных студентов заключалась в том, что казахоязычные студенты видят в казахских субтитрах возможность лучше понять русский дубляж. Результаты этого исследования могут внести вклад в объем литературы, восполнив

пробелы в предыдущих исследованиях аудиовизуального перевода и изучения языка.

Исследование может вызвать интерес среди ученых к дальнейшим исследованиям в области многоязычия и помочь директивным органам и педагогам пересмотреть роль фильмов и медиа в образовании.

Table of contents

List of tables	xv
List of figures.....	xv
Chapter 1. Introduction	1
Background Information.....	1
Statement of the Problem.....	2
Purpose of the Study.....	4
Research Questions	4
Significance of the Study.....	4
Thesis Outline	5
Chapter 2. Literature Review	6
The Concept of Attitude	6
Attitudes towards Language Learning.....	8
The State Language in Media of Multilingual Countries	12
Movies in Language Learning	15
Movie Adaptation Methods	16
Theoretical Framework.....	24
Conclusion	26
Chapter 3. Methodology.....	28
Research Design.....	28
Research Sample and Site.....	29
Data Collection Instruments	31
Data Collection Procedures	33
Data Analysis	34
Validity and Reliability	35
Ethical Considerations.....	36
Conclusion	37
Chapter 4. Findings.....	39
RQ1: Attitudes towards Kazakh-Language Movies as a Learning Tool.....	39
RQ1: Attitudes towards the Kazakh Language.....	41
RQ2: Students' Preferences in Movie Adaptation Methods.....	45

RQ2: Attitudes towards Kazakh Dubbing	47
RQ2: Attitudes towards Kazakh Subtitling	51
Summary of Major Findings	56
Conclusion	57
Chapter 5. Discussion	58
RQ1. What are the Attitudes of the Kazakhstani Students towards Learning the Kazakh Language through Kazakh-Language Movies?	58
RQ2. How Similar and/or Different are the Attitudes of Kazakh and Russian Dominant Students towards Learning Kazakh through Dubbed and Subtitled Movies?	61
Conclusion	66
Chapter 6. Conclusion	68
Conclusions on Major Findings	68
Implications and Recommendations	69
Limitations and Future Directions	70
References	71
Appendix A1	85
Appendix A2	87
Appendix B	89
Appendix C1	90
Appendix C2	93
Appendix D	96
Appendix E	97

List of tables

Table 1. Classification of dubbed and subtitled texts	17
Table 2. Demographic and background characteristics of the survey participants	30
Table 3. Demographic and background characteristics of the interview participants	31
Table 4. Possibility of learning the language through movies	40
Table 5. Lessons with movies in Kazakh	40
Table 6. Attitudes towards Kazakh language and Kazakh language speakers	42
Table 7. An ideal adaptation of foreign movies in public cinemas	46
Table 8. Skills acquired through watching movies dubbed in Kazakh	47
Table 9. Supporting versus hindering features of Kazakh subtitles	53

List of figures

Figure 1. Students' preferences in movie adaptation methods	45
---	----

Chapter 1. Introduction

The development of cinematography, namely, worldwide popularization and distribution of movies led to the foundation of new domains such as AVT (audiovisual translations) (Bairstow & Lavour, 2012) and adaptation methods (Koolstra, Peeters, & Spinhof, 2002), which included dubbing and subtitling. Movies dubbed and/or subtitled in the target language have become one of the learning tools in the language classroom as they enable learners to get familiar with the “real language used in authentic settings and in the cultural context which the foreign language is spoken” (Ismaili, 2013, p. 121). Therefore, in addition to the field of cinematography, movies have become an object of study in translation theories, linguistics, language acquisition, and learning. However, the appropriateness and effectiveness of dubbed and subtitled movies are being discussed to the present day, as the choice of either dubbing or subtitling revolves around various factors of the country’s economics and politics.

Background Information

The history of cinematography divides countries into dubbing and subtitling depending on their financial capacities: the wealthier states afford the dubbing technique, whereas for smaller countries, subtitling is the most favorable solution. However, the reason for the selection of a technique seems to have political implications as well (Danan, 1991; Gottlieb, 2004; Tveit, 2009).

After the dissolution of the Soviet Union, it was the responsibility of each post-Soviet state to elaborate policy measures that would ensure the development of the national language in all domains as the same way of speaking cements a cultural unity and national identity (Evans, 2016; Chhim & Bélanger, 2017). Thus, when Kazakhstan gained its independence in 1991, an intense process of kazakhization started, which “aimed at Kazakh maintenance and

restoration of Kazakh in official domains” (Smagulova, 2008, p. 446). The Kazakh language was seen as a determinant of national identity (Schatz, 2000). It was not until 2019 that the authorities of Kazakhstan brought to the attention the importance of using the state language in the film industry domain thereby activating what is called status planning (Cooper, 1989).

At the beginning of 2019, the Law on Cinematography was enacted that provides the development of national filmmaking through appropriate financial support and monitoring system. Moreover, according to Article 9 of the Law on Cinematography, all foreign movies should now include obligatory Kazakh state language dubbing or subtitles (Law on Cinematography, 2019, Article 9).

There is only one organization in Kazakhstan engaged in the dubbing of foreign movies called “Bolashak” within the framework of the project “Ozinnen basta” (Lead the way) that has dubbed 32 movies so far (“Kakie gollivudskie fil'my”, 2019; “Korporativnyj fond ‘Bolashak’”, 2019). It is estimated that on average dubbing of a movie in Kazakhstan costs about 30-50 million tenge (“Kakie gollivudskie fil'my”, 2019). Because of high expenses required for professional dubbing, subtitling was viewed by the Ministry of Culture and Sport as a more “affordable and effective choice” (“Nazarbayev podpisal zakon o kino”, 2019). Therefore, despite the Kazakh language being the state language and the Russian language being the official one in Kazakhstan, today the vast majority of foreign movies in cinema theatres are provided with dubbing in Russian and subtitles in Kazakh, and only a few are dubbed in Kazakh.

Statement of the Problem

The introduction of the Law on Cinematography provoked not only positive but also negative reactions among the Kazakhstani citizens. As personal experience shows, Kazakh-dominant (KD) speakers complain about the low quality of Kazakh subtitles in the cinema

which contradicts the law's aim to promote and protect the state language (MoCS, 2016).

Russian-dominant (RD) speakers, in their turn, may be humiliated by the absence of an option to choose regular subtitle-free Russian-dubbed movies in the public cinemas. The obligatory Kazakh subtitles may infringe on the Russian-speaking population who could perceive the appearance of Kazakh dubbing and subtitles as nationalistic, same as in several post-Soviet countries such as Estonia (Keedus, 2004), Ukraine (Pavlenko, 2008; Goodman, 2009; Polese, 2011), and Georgia (Sherouse, 2017). Thus, dissatisfaction with the language of movies in cinemas causes the problem in Kazakhstani society which gradually may change young people's attitudes towards the state language and its learning.

The rationale for pursuing this topic is that according to my personal experience there have been absolutely controversial views among the Kazakhstani students about the dubbing and mandatory subtitling in the state language since the law has been announced. The presence of both positive and negative reactions raises the question of whether the language provision of the Cinematography Law is punitive or innocuous and even effective for language learning.

Several studies underline the drawbacks of the subtitling showing that subtitles distract viewers' attention from audio and visuals resulting in loss of information (Bairstow & Lavour, 2012; Tveit, 2009). On the other hand, research in multilingual countries such as Greece, the Netherlands, and Scotland demonstrates that reading subtitles do not divert from dubbing (Ina, 2014; Koolstra & Beentjes, 1999; Vanderplank, 1988). Furthermore, as the reviews of the Kazakhstani citizens in the media show, the new provision may stimulate Russian speakers to learn the state language and change their attitudes towards the Kazakh language and its learning (Voronina, 2019). There is a lack of literature on the attitudes towards language learning through dubbed and subtitled movies not only locally but globally. Therefore, this research is expected to fill in the gaps in the body of literature on the topic of language

acquisition, being the first mixed-methods study considering the attitude towards language learning through dubbed and subtitled movies. It would also set up a new direction in the field of education in Kazakhstan attracting other researchers to further investigate the issue.

Purpose of the Study

The purpose of this study is to investigate the attitudes of Kazakhstani students towards learning the Kazakh language through Kazakh-language movies. The study aims at identifying similarities and/or differences in the attitudes depending on the dominant language of the students (Kazakh/Russian) and the adaptation method provided in movies (dubbed/subtitled).

Research Questions

1. What are the attitudes of the Kazakhstani students towards learning the Kazakh language through Kazakh-language movies?
2. How similar and/or different are the attitudes of Kazakh and Russian dominant students towards learning Kazakh through dubbed and subtitled movies?

In our descriptive study, we attempt to answer these research questions through sequential mixed methods research using the questionnaire and interview instruments.

Significance of the Study

The results are expected to be significant for different stakeholders. Student participants will possibly reach self-reflection on the topic of the attitudes towards language learning through dubbed and subtitled movies and have their voices heard as cinema visitors and language learners. Teachers will possibly be introduced to the impact of audiovisual inputs such as dubbing and subtitling on language learning which may lead to the revision of teaching methods and a better understanding of students' attitudes. This research also may encourage policymakers to reconsider the language reforms not only in Cinematography but also in education, influencing attitudes and motivation to study the state language by including

or excluding video-lessons with Kazakh dubbing and subtitles to or from curricula. The results might contribute to the body of literature by filling in the gaps in previous audiovisual translation and language acquisition studies and generate interest among scholars for further research in the field of multilingualism.

Thesis Outline

The thesis structurally falls into six chapters, references, and appendices. The Introduction chapter presents the basic information on this study considering background information, statement of the problem, research's purpose and questions it addresses, and its significance. In the second, Literature review chapter, the relevant literature on the topic of dubbing, subtitling, and language acquisition is examined. The third chapter, Methodology demonstrates research design, sampling, data collection instruments, data analysis, and ethical considerations. In Findings, the results of the research are analyzed. In the next chapter, Discussion, newly-found results are compared to those identified in previous literature. The Conclusion chapter discusses the major findings and limitations of the study, and suggests recommendations for further research.

Chapter 2. Literature Review

The purpose of this chapter is to explore and analyze literature related to the study, comparing and contrasting main ideas and theories. The study aims to investigate the attitudes of Kazakhstani students towards learning the Kazakh language through movies. It also attempts to identify similarities or differences in attitudes depending on the dominant language of the students (Kazakh/Russian) and the adaptation method provided in movies (dubbed/subtitled) with the following research questions addressed:

1. What are the attitudes of the Kazakhstani students towards learning the Kazakh language through Kazakh-language movies?
2. How similar and/or different are the attitudes of Kazakh and Russian dominant students towards learning Kazakh through dubbed and subtitled movies?

In this regard, this chapter provides a review of a wide range of scholarly literature on the concept of attitudes in general and then attitudes towards language learning. Next, the role of the state language in media with a focus on the Kazakhstani context is examined. Then, it reveals the use of movies in language learning, dwelling on two adaptation methods, dubbing and subtitling, and followed by the presentation of the theoretical framework. Finally, the chapter summarizes the key ideas and arguments.

The Concept of Attitude

The central phenomenon considered in this study is attitude. Although the concept is well-defined in dictionaries, in the regular context the term is more convoluted and even vague and ambiguously defined (Hill, as cited in Chaiklin, 2011; Altmann, 2008). This section tries to display the definition of the term from different perspectives.

Many authors take a traditional stance referring to the concept of evaluation while interpreting the concept of attitude. Petty, Wegener, and Fabrigar (1997) pointed out that

although the term can be defined variously, its core notion is evaluation. For example, some authors maintained that attitude is an evaluation of an entity in terms of likes or dislikes (Bem, 1970), favor or disfavor (Eagly & Chaiken, 1993), and pro or con (Insko & Schopler, 1967). In addition, several studies explain the concept as a summary evaluation of objects (Crano & Prislín, 2006; Visser & Mirabile, 2004; Petty, Brinol, & DeMarree, 2007).

On the one hand, attitudes are considered by some researchers as static, stable, and stored in memory. Its enduring nature was proposed by Allport (1935) who highlighted that it is “a mental and neural state of readiness, organized through experience” (p. 810). In addition, some scholars referred to habits (Hovland, 1951; Murphy & Likert, 1938), personality (Katz & Allport, 1931; Smith, Bruner, & White, 1956) and objects (Ajzen, 1988; McGuire, 1985) supporting the idea that attitude implies consistency. Overall, these scholars examined the term as fixed things stored in one’s memory “waiting to be pulled out, used, and put back in place” (Banaji & Heiphetz, 2010, p. 352). Therefore, attitude can be summarized as a relatively enduring clusters of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, ideas, events, or symbols (Hogg & Vaughan, 2005).

In contradiction with the above-mentioned views, few authors argued that attitudes are constructed on the spot and, therefore, cannot be stable or recalled. The leading proponent of this idea Schwarz (2007) claimed that attitudes are constructed “when needed, rather than enduring personal dispositions” (p. 639). Similarly, attitude is viewed as a situation (Gawronski & Bodenhausen, 2007) or as a time-dependent concept (Conrey & Smith, 2007) rather than permanent and static.

Whereas the stability of the concept of attitude is still under discussion, its influence on human thinking and acting is unquestionable. Attitude is considered as a range within which an individual's responses to objects and situations move (Allport, 1935; Murphy & Likert,

1938; Krech & Crutchfield, 1948). Darwin was the first to define attitude as “the physical expression of emotion” (as cited in Petty, Ostrom, & Brock, 1981, p. 7). As a rebuttal to this point, it might be argued that it is not merely a physical but also neural and mental reaction towards an object. According to the ABC model, an attitude has three components: Affect, Behavior, and Cognition: 1) affective component stands for feelings and emotions an individual has toward an attitude object; 2) behavioral component denotes one’s intentions toward an attitude object; 3) cognitive component is belief toward an attitude object (Bloom, 1976). In contrast, Schiffman and Kanuk used Conative instead of Behavior suggesting the CAC Model of attitude - Cognitive, Affective, Conative (as cited in Jain, 2014).

The concept of attitude is vague and complex and is viewed differently in previous literature. This study approaches it particularly in the context of education and language learning discussed in the following section. Nevertheless, it can be concluded that the concept of attitude is viewed as either stable or constructive summary evaluation of objects that has emotional, behavioral, and mental elements.

Attitudes towards Language Learning

The previous section suggests the complexity of the concept of attitude. This section analyses the literature on attitudes of students towards language learning, which is the focus of this study. Attitude towards language learning has been well explored in the fields of applied linguistics, psychology, ELT (English Language Teaching), EFL (English as a Foreign Language), and SLA (Second Language Acquisition). The data appear to suggest that attitude towards language learning usually implies attitude towards learning a second or foreign language, whereas attitude itself serves as an umbrella term for other concepts such as motivation and belief. This section discusses external and internal factors influencing positive and negative attitudes towards a second/foreign language learning.

Positive and negative attitudes towards a second/foreign language. Several authors stated that attitude towards learning a language depends on the attitude towards the language itself (Starks & Paltridge, 1996; Dornyei, 2005). The same as “positive language attitudes let learners have positive orientation towards learning English” (Karahana, 2007, p. 84), a negative attitude may slow down the learning process and lead to low cognitive achievement (Ellis, 1994; Victori & Lockhart, 1995). Furthermore, according to the study conducted by Kiptui and Mbugua (2009), secondary school students who experienced a negative attitude towards English showed poor performance in English class. However, Lennartsson (2008) pointed out that negative attitude may turn into positive eventually if a learner realizes that knowing the language is an asset which means that attitude is not constant but rather changeable. In addition, attitude change can take place because of various factors which are discussed below.

Factors influencing attitude towards language learning. According to Pienemann and Johnston (1987), factors influencing attitudes of learners towards language learning can be external and internal. The former includes biological demographics such as gender and age, and social environment, while the latter covers cognitive, linguistic, and mental capacities.

External factors. The effect of *gender* on attitudes towards language learning, and as a result, on academic performance has been investigated for almost half a century (Aacken, 1999; Dornyei & Shoaib, 2005; Ellis, 1994; Gomleksiz, 2010; Karahana, 2007; Keller, 1983; Verešová & Maláa). The findings from the mentioned sources suggested that females generally are more positive and interested in language learning in comparison to males; however, there is a lack of literature explaining the phenomenon of different attitudes between females and males.

As for *age*, Loukotková (2011) in her study of lower and upper primary school students in the Czech Republic revealed that younger children are more enthusiastic about

English language learning than teenagers who showed less motivation. Similarly, the research conducted by Arda and Doyran (2017) in Turkey showed that 3-graders are more motivated for language learning than 7-graders. On the other hand, in the study by Gomleksiz (2010) who compared attitudes of freshmen and sophomores, the results were contradictory as the younger generation turned out to be less positive about English learning. Therefore, the age factor requires further investigation in order to identify to what extent age influences language learning attitudes.

The next external factor can be a *social environment*, that is the attitudes regarding those with whom a student usually interacts socially - teachers, peers, and parents. According to Carrol, parents play a vital role in a student's academic life: "the greater the parents' use of the foreign language in the home, the higher were the mean scores of the students" (Carrol, as cited in Spolsky, 1969, p. 5). Thus, students whose parents support learning the language typically reach academic success in foreign language learning as there are sufficient motivation, support, and opportunities to learn. Another social influence can occur through a learner's attitude towards those who speak the language. Several studies (Lambert & Gardner 1959; Lambert 1963) reported the importance of the integral motivation, that is, a learner's desire to integrate into a foreign society and think and sound native-speaker-like (Oroujloua & Vahedi, 2011). Even though the desire belongs to the learners themselves, the influencing factor emanates from the outside, therefore, considered external. In addition, teachers' role as active subjects of the education process is also important. Their task is to take into account the concepts of motivation and attitude while elaborating lesson plans (Hall, as cited in Gomleksiz, 2010), thereby setting up their own positive attitude towards teaching the language. External factors do not depend on the learners and cannot be dictated, therefore, it is

important for parents, teachers, and other speakers of the language to provide support towards the students' language learning.

Internal factors. In an investigation into attitudes, Eshghinejad (2016) suggested three dimensions of attitude: emotional, behavioral, and cognitive. Emotional dimension is activated during teachers' and students' emotional exchange. Behavioral dimension involves students' behavior and reaction in specific learning situations. The cognitive dimension deals with students' beliefs about the learning process. A clear correlation with the Bloom's (1976) ABC Model mentioned in the previous section can be seen here. In this regard, it is important to consider the co-occurring concepts of motivation and belief which normally are used on a par with attitude in studies on foreign language learning.

According to Gardner (1985), *motivation* in language learning includes three components: desire to learn the language, attitude towards learning the language, and motivation intensity/effort. The author noted that a learner needs to develop all three aspects in order to get enough motivation for learning. He underlined that "motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p. 10). Otherwise, when learners do not work on their skills and strategies and do not put much effort into language learning, they fail to consume intricacies of language (Oxford, 1990). The desire and efforts can be stimulated by two types of motivation. The first, integral motivation, was discussed in the previous paragraphs and attributed to the external factors influencing language learning. In contrast, instrumental motivation might be an internal factor caused by a learner's motivation to learn the language in order to apply for a job, achieve high status and power, and earn money (Lambert & Gardner 1959; Lambert 1963). Oroujloua and Vahedi (2011) found out that integral motivation leads to better results rather than instrumental motivation.

Belief is another concept appearing in second/foreign language acquisition and social psychology as a synonym for knowledge, attitudes, perceptions, and views (Clark-Goff, 2008). For instance, Barcelos and Kalaja's definition of belief is appropriate to attitude as well, "they are both cognitive and social in nature, context-dependent, related to other affective constructs such as emotions and self-concepts, and to action" (as cited in Borghetti & Beaven, 2017, p. 224). Even though it is difficult to draw a clear distinction between the concepts of belief and attitude, there might be varying characteristics. Beliefs are overt (Hartley & Preston, 1999), whereas attitudes "operate below the level of awareness" (Jenkins, as cited in Borghetti & Beaven, 2017, p. 224). When beliefs are expressed through statements such as "I think", "I believe", attitudes are usually covert assumptions and associations. On the other hand, according to the definition by Rokeach, beliefs can be both conscious or unconscious (as cited in Sexton, 2010). Therefore, the interchangeable use of belief and attitude is hardly surprising. It is clear that students' beliefs about the learning process as a cognitive factor, can affect students' attitude towards language learning.

This section analyzed definitions of and studies on attitudes towards language learning in terms of positive and negative attitudes towards the language and external and internal factors impacting the attitudes. To sum up, a learner's attitude is always an object to take into consideration as "they cannot be neatly separated from study" (Reid, 2003, p. 33). The data yielded by the research given in this section provide convincing evidence that students' attitudes towards language learning can be either positive or negative depending on a number of factors such as gender, age, society, and their beliefs and motivations.

The State Language in Media of Multilingual Countries

The decisions in relation to languages in media of multilingual states is designated through status planning (Cooper, 1989, p. 118). Therefore, once gaining independence, almost

all post-Soviet countries started to enhance the status of the titular language and culture (Landau & Kellner-Heinkele, 2004) in all domains including media as it is the easiest and most accessible way to reach masses. For example, Estonian Law on Language stipulates that the volume of the foreign programs without translation into Estonian should not exceed 10% of the weekly original production (Keedus, 2004). In Ukraine, the Law on Language for radio and television broadcasting obliges all national and foreign TV channels to broadcast in Ukrainian (Polese, 2011). The same law regulates the obligatory Ukrainian subtitles for all foreign movies shown in Ukraine. This provision has been criticized by the fluent Russian-speaking population as an “additional financial burden” (Polese, 2011, p. 43). In 2011 a similar law was implemented in Georgia which requires all foreign movies to be shown with Georgian subtitles or dubbing (Sherouse, 2017). These measures taken by the countries that share the same Soviet past indicate nation-building attempts through decreasing the influence of the Russian language in media and cinematography.

The opposite trend can be observed in other parts of the world, which admit language shift and loss, and believe that some languages like English are more powerful and useful, the process termed by May (2012) as “resigned language realism” (p. 147). The government of South Africa, for instance, believes that authorizing dubbing and subtitling in a foreign language is the best way to promote multilingualism in a country (Kruger, Kruger, & Verhoef, 2007).

Karam (1974) argued that the role of media in the development of languages is underestimated and understudied despite the fact that more people have access to television and radio rather than education. The following subsection examines what role media and cinematography play in the promotion of the state language and multilingualism in Kazakhstan.

The state language in Kazakhstani media. In historically bilingual Kazakhstan, the Kazakh language is labeled as the state language, while the Russian language is the official language. According to the Law on TV and radio broadcasting in the Republic of Kazakhstan, “programs on TV and radio broadcasters, regardless of their forms of ownership should be more in the state language than in other languages” (as cited in Aksholakova & Ismailova, 2013, p. 1583); “at least 50% percent of the programs need to be in Kazakh” (Pressreference, n.d.). The statistics of 1999 demonstrated the predominance of the Russian language usage in 2116 mass-media companies, 39% of which used only Russian, 36% used both languages, and 17% used only Kazakh (Panorama, 2005, as cited in Smagulova, 2006). There is no updated information on the share of languages in modern Kazakhstani media. The literature suggests that programs are preferred over Kazakh by the majority of the population and are shown at prime time. Therefore, “the ‘promotion of the Kazakh language’ is charged as the duty of the Kazakh media” (Aksholakova & Ismailova, 2013, p. 1584).

In the year of 2019, the government of Kazakhstan raised the question of promoting the state language through the film industry domain. Before 2019, the Russian language was a default dubbing language of movie showings in public cinemas. On May 3, 2019 ex-president of Kazakhstan N. Nazarbayev declared a Law on Cinematography, which provides the development of national filmmaking through appropriate financial support and monitoring system. Thus, according to Article 9, all foreign movies are demonstrated on the condition of having obligatory Kazakh state language subtitles or dubbing (Law on Cinematography, 2019, Article 9).

As for today, 32 movies have been dubbed in the Kazakh language by “Bolashak” organization within the framework of the project “Ozinnen basta” (Lead the way) (“Kakie gollivudskie fil'my”, 2019; “Korporativnyj fond ‘Bolashak’”, 2019). The organization

evaluated the average cost to be spent on dubbing which amounted to 30-50 million tenge. In this regard, the former Minister of Culture and Sport, Mukhamediuly pointed out that “since professional dubbing requires high expenses, subtitling is found as an affordable and effective choice” (“Nazarbayev podpisal zakon o kino”, 2019). Kazakhstani cinema theatres today present movies mainly dubbed in Russian and subtitled in Kazakh, and only a few with full Kazakh dubbing.

Movies in Language Learning

The technological opportunities of the century allowed the whole education system to reconsider teaching methods and tools used in classrooms. The advantage of multimedia over paper-based instruction has long been discussed among education scholars, promising to be effective in terms of language learning as well. This study focuses on movies as one type of media tools in language learning. According to Pegrum, Hartley and Wechtler (2005), “Like literature or song, but more multimodal in nature, film can also provide a first taste of the otherness of life” (p. 55) and brings *cognitive* benefits (linguistic, cultural, and intercultural), introducing and teaching a learner another language and culture. Those students who watch movies in a foreign language, get familiar with the “real language used in authentic settings and in the cultural context which the foreign language is spoken” (Ismaili, 2013, p. 121). However, movies provide not only natural native speech, but also visual, contextual, and non-verbal input (Brett, as cited in Rokni & Ataee, 2014). Therefore, a language teacher planning to practice showing movies as a teaching tool needs to take into account the importance of the content and theme of the movies. They should not only be entertaining but also have rich and educating content (Stephens et al., as cited in Kaboocha, 2016). In addition, watching videos covers all core intelligences in learner’s brain: verbal/linguistic (learning by reading, writing, speaking, listening, etc.), visual/spatial (seeing, imagining, drawing, etc.), and

musical/rhythmic (singing, humming, listening to music, etc.) (Gardner, as cited in Berk, 2009).

Besides the cognitive effect, movies tend to impact students on an *emotional* level as well. First, they motivate and attract students' attention towards the target language (Kaboocha, 2016). Second, according to Berk (2009), the main constituents of movies (visual scenes, actors, and background music) may elicit "superficial and even deep feelings... such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom" (p. 2) and reactions such as liking or disliking.

Other yet primary constituents of movies that play a pivotal role in learning through videos are adaptation techniques. Selvarajan and Thiyagarajan (2018) described how video could be integrated into English language teaching, depending on the language level (elementary, intermediate and advanced), namely, which genres or what expressions a movie can include; however, there is no data on which adaptation method is more appropriate for different levels. The following subsections will dwell on two methods of movie adaptation - dubbing and subtitling, comparing and contrasting their effectiveness in language learning.

Movie Adaptation Methods

Types of movie adaptation methods. The most popular adaptation methods (Koolstra et al., 2002) or audiovisual translations (Bairstow & Lavour, 2012) of foreign media to the domestic market are dubbing and subtitles. *Dubbing* is an adaptation method which "involves replacing the original soundtrack containing the actors' dialogue with a TL (target language) recording that reproduces the original message" (Cintas & Orero, 2010, p. 442). Its difference from voiceover is that dubbing is a lip synchronization of the original soundtrack in a TL, while voiceover is an oral translation into TL which is heard over the original soundtrack. Another method is *subtitling*, which is a type of audiovisual translation which allows viewers

to read and hear the dialogues, and watch the picture simultaneously (Reich, 2006). In addition, Gerzymisch-Arbogast explained the concept as written dialogues appearing synchronously with dialogues voiced in a movie (as cited in Gorjian, 2014).

Classifications of dubbing and subtitling. Before elaborating on the effects of dubbing and subtitling on language learning, their classifications need to be described. There are five distinguished categorizations proposed by Gottlieb (2001), Zanon (2006), Cordella (2007), Diaz Cintas and Remael (2007), and Lertola (2015) illustrated below.

Table 1

Classification of dubbed and subtitled texts

Author → Definition ↓	Gottlieb (2001)	Zanon (2006)	Cordella (2007)	Cintas and Remael (2007)	Lertola (2015)
Dubbed and subtitled text in the same language	vertical	bimodal	intralingual	intralingual or direct	intralingual, bimodal
Dubbing is in an original (foreign) language, subtitled text given in the viewer's mother tongue	diagonal	standard	interlingual		
Dubbing is in the viewer's mother tongue, subtitled text given in a foreign language		reversed			
Dubbing and subtitles in two different languages (L1 and L2)				interlingual	standard (divided into interlingual and reversed)
Dubbing or subtitling with an additional third				multilingual	

language					
----------	--	--	--	--	--

As it can be observed from Table 1, dubbed and subtitled texts are categorized according to mother and foreign languages of the viewers. Even though the literature offers the above-mentioned classifications as “classification of subtitles”, it would be more appropriate to refer to both dubbing and subtitling, using the term “classification of dubbed and subtitled texts” as the two usually co-occur.

Using the terms from Zanon’s (2006) classification, Katchen, Lin, Fox and Chun suggested six combinations of dubbing and subtitling: 1) standard (L2 soundtrack with L1 subtitles) 2) bimodal (L2 soundtrack with L2 subtitles) 3) reversed (L1 soundtrack with L2 subtitles) 4) bilingual (L2 soundtrack with L2 and L1 subtitles) 5) bilingual reversed (L1 soundtrack with L1 and L2 subtitles) 6) no subtitling (L2 soundtrack with no subtitles) (as cited in Etemadi, 2012). Furthermore, Gerzymisch-Arbogast characterized three stages of subtitling: 1) from one 'language' to another; 2) from verbal speech to a written text; 3) from a non-condensed to a condensed form of text (as cited in Naghizadeh & Darabi, 2015). The first stage is similar to Gottlieb’s (2001) horizontal interpretation from one human language to another (e.g., speech to speech, writing to writing). The third stage is similar to the categorization of subtitles proposed by Schilperoord et al.: verbatim and non-verbatim (summarized) subtitles. Verbatim subtitles are the written text of the whole soundtrack, whereas non-verbatim subtitles are written keywords of the soundtrack (as cited in Naghizadeh & Darabi, 2015). The following subsections will demonstrate the advantages and disadvantages of dubbing and subtitling and the effects of their types and combinations on language learning.

History of dubbing and subtitling countries. The development of the film industry has created a battle between dubbing and subtitling. In the beginning, the choice for either of the versions was merely an economic issue. The wealthier countries such as France, Germany, England, and the USA were considered dubbing-countries, whereas smaller ones such as Switzerland, Belgium, and the Scandinavian countries could not afford such an expensive way of movie translation and considered subtitling-countries (Danan, 1991; Gottlieb, 2004). However, eventually, the authorities of the states have begun to select the translation method based on political intentions (Danan, 1991; Tveit, 2009). Therefore, for example, during Hitler's reign in Germany dubbing in national language was promoted because of its nationalistic component. It was believed that dubbing is common for countries with strong nationalistic views. Subtitles, in contrast, were seen as an approval of a foreign language and culture, and those countries that presented foreign movies with an original soundtrack with or without subtitles in a national language were considered open to foreign influences. As Danan (1991) suggested, “no extreme nationalistic society could allow a foreign language to reach the masses so easily and compete with its national language” (p. 613). Similarly, according to Ayonghe and Ategha (2018), dubbing leads to domestication, while subtitling leads to the foreignization of the population (p. 47). The authors further listed four factors that impact the choice for either dubbing or subtitling: economy, history, culture, and ideology. In this regard, Almeida and Costa (2014) claimed that these days preference of the adaptation technique is based on neither aesthetic nor economic reasons of a state but rather on the traditional method of adaptation the citizens of a country accustomed to see or hear, which then impacts how dubbing and subtitling perceived in terms of language learning (Lang, 2016).

Studies on language learning through dubbing and subtitling. Several attempts have been made to identify the effectiveness of dubbed and subtitled movies in language

learning (Bairstow & Lavour, 2012; Borrás & Lafayette, 1994; Koolstra & Beentjes, 1999; Vanderplank, 1988). Some authors investigated incidental language acquisition through audiovisually translated movies on television (Gorjian, 2014; Ina, 2014; Roohani & Rabiei, 2011; d'Ydewalle & Van de Poel, 1999). However, since the findings are contradictory, the question arose whether dubbed and subtitled movies facilitate language learning, and if yes, which type is more effective. In the following subsections, we provide an in-depth analysis of the studies on the impact of each adaptation method and their combinations on language learning.

The effectiveness of dubbing in language learning. Dubbing enables students to “hear native speakers interacting in everyday conversational situations and to practice important linguistic structures” (Herron, Morris, Secules, & Curtis, 1995, p. 775). Chiu (2011) added that it gives an opportunity to imitate language pronunciation within a context. Research by Gruba (2006), Opat (2008), Suvorov (2008), and Wetzell, Radtke, and Stern (1994), showed that dubbed videos can develop listening skills of students. In addition, dubbing in a target language may increase students’ speaking skills as well, increasing confidence to pronounce words in TL (Kaboocha, 2016). According to the experimental study on Dutch-speaking monolingual children’s acquisition of Danish, both visual and auditory information were better acquired through dubbing (d'Ydewalle & Van de Poel, 1999). Subtitles, in contrast, were effective only for visual comprehension. Therefore, the effectiveness of dubbed movies may decrease if subtitles are added to the video. Subtitles are found distracting and ineffective tool when added to dubbed materials in foreign language teaching. Reese claimed that people can obtain information only through one channel at a time, and “switching attention from spoken text to written text impairs performance when processing demands are heavy because some information lost in the process” (as cited in Alipour, Gorjian & Kouravand, 2012, p. 735). The

study by Bairstow and Lavour (2012) supported the idea of single-channel processing, showing that subtitles given in a native tongue distract bilinguals from hearing the foreign soundtrack. “Two different types of information are transmitted through the same visual channel (images and subtitles), leading to a competition for cognitive resources” (Lavour & Bairstow, 2011, p. 460).

The effectiveness of subtitles in language learning. However, scholars consider subtitles, be it bimodal, standard, or reversed, as one of the most efficient ways to learn a language. Danan (2004) wrote that the attention of the audience may be equally paid to the soundtrack and subtitles, and one does not prevent the other. What is more, subtitling is informative, for it provides three channels of information at the same time: pictorial information, the original soundtrack, and subtitled text (d’Ydewalle & Van de Poel, 1999). The proof of this assumption can be found in several research works. For instance, Vanderplank (1988) explored the value of bimodal subtitles by comparing European and Arabic-speaking students’ performance. The results revealed that *bimodal* subtitles are beneficial for those who are “hard of listening” (Vanderplank, 1988, p. 276), and raise chunking abilities after a long period of watching subtitled programs. Moreover, there is clear evidence of the possibility of following picture, sound, and text simultaneously. Later, Borrás and Lafayette (1994) investigated the impact of subtitles on speaking performances of college students which showed that students who watched the material with subtitles scored better than those who were not provided with subtitles. Similarly, the research in the Netherlands by Koolstra and Beentjes (1999) demonstrated that foreign words are better recognized in the subtitled condition. In a study that set out to determine the promotion of multilingualism in South Africa, Kruger et al. (2007) found that bimodal subtitles should be prioritized over the standard to promote multilingualism towards English in the regions where the majority of the

population is illiterate and speak their home languages. Therefore, it can be concluded that bimodal subtitles may be an additional information source that supports understanding of dubbing in the target language.

However, other studies have considered the effectiveness of *standard* subtitles. According to Safranjan (2015), Serbian students who learn English “believe that with both audio and visual channels, they can obtain more information than one single channel” (p. 172). That is, L2 is better learned when provided with L1 subtitles. Similarly, Ina (2014) discovered that Italian television programs are better comprehended by the local Greek students when provided with Greek subtitles. Furthermore, there are major advantages of using subtitles as a learning method such as improving reading speed, understanding context-bound expressions, idioms, and jokes (Zanon, 2006). Speaking of reading, in Denmark, subtitles have another learning function towards reading - people perceive TV subtitles as a tool to keep their reading abilities alive (Gottlieb, 2001). In contrast to Kruger et al.’s (2007) view about bimodal subtitles, Ayonghe and Ategha (2018) pointed out that it is standard subtitles that support bilingualism. What is more, the authors refer to Al-Dabbagh (2017) who stated that standard subtitles “help us not only to develop and expand our linguistic skills but also to contextualize the other language and culture” (p. 46).

Whereas the majority of scholars are concerned about bimodal and standard subtitling, a few investigate the *reversed* type. According to Bairstow and Lavour (2012), reversed subtitling is the best option for language learners (beginners) as “reading rather than hearing is easier for both comprehension and memorization” (p. 289). That is, a learner who watches a movie dubbed in a mother tongue and subtitled in a target language will learn the language efficiently.

In this regard, there is a set of opposing Iranian studies on the influence of bimodal, standard, and reversed subtitles. Zarei (2009) and Naghizadeh and Darabi (2015) explored the effect of different types of subtitling on the second language vocabulary learning of Persian-speaking students. The research findings revealed that bimodal subtitling was the most effective for both comprehension and recall of vocabulary (Zarei, 2009). The second effective type was standard, and the reversed type turned out to be unproductive. In contrast, in the more recent study the scores received after watching videos with standard or no subtitles were almost equal (Naghizadeh & Darabi, 2015).

Roohani and Rabiei (2011) investigated the influence of different subtitles on incidental learning of formal and informal vocabulary of advanced EFL learners. On the contrary to the previously mentioned two studies, the findings of this research demonstrated standard subtitling as the most useful with bimodal and reversed types having an insignificant difference.

However, Fazilatfar, Ghorbani, and Samavarchi (2011) compared the effect of standard and reversed subtitling on English vocabulary learning through form-recognition, meaning-translation, and multiple-choice vocabulary tests. The results showed that reversed subtitling is the most effective way of language learning. A similar outcome appeared in the research by Gorjian (2014) who found that the reversed type helps students to acquire language much easier than bimodal subtitles. The lowest scores were obtained after watching videos provided with standard subtitles. The conflicting results of the Iranian studies once again show that reversed subtitles are underdiscovered (Lertola, 2015) in contrast to other types. Tveit (2009) claimed that subtitles lead to potential loss of information as, first, it is difficult to synchronize with speech and image, and second, reading speed of viewers may affect their perceptions, or they may be so excited with the actions in the video so there is no time left for reading

subtitles (Tveit, 2009). Therefore, all three types require further research to make substantial conclusions.

Theoretical Framework

Language learning through dubbed and subtitled movies investigated in this study is based on the theory of *Cognitive Theory of Multimedia Learning* proposed by Mayer and Moreno (2003).

Cognitive Theory of Multimedia Learning includes three assumptions: 1) dual channel (human has separate channels for auditory and visual information); 2) limited capacity (there is limited storage for each channel to process information at once); 3) active processing (human engages in cognitive processing to build a coherent mental representation of their experiences) (Mayer & Moreno, 2003). Mayer and Moreno (1998) suggested that the learner goes through three cognitive stages in multimedia learning: selecting, organizing, and integrating. The first stage occurs when the learner produces a text base from incoming verbal information, and an image base from incoming visual information. In the second stage, a verbally-based model of the to-be-explained system is created on the basis of the word base, and a visually-based model of the to be-explained system is developed on the basis of the image base. In the third stage, the learner makes connections between the verbally-based model and the visually-based model. Furthermore, the authors propose five principles of the theory.

Multiple Representation Principle implies that students learn better when pictures are added to the words. In their study Mayer and Anderson compared two groups of students: one was provided with narration and video animation, the other listened to a narration only. The results showed that the first group outperformed the second one in a problem-solving task related to the topic (as cited in Mayer & Moreno, 1998). Another study by Mayer and Gallini

revealed that students who read texts provided with illustrations outperformed those who were given the text only (as cited in Mayer & Moreno, 1998). As the authors pointed out, “students given multimedia explanations are able to build two different mental representations--a verbal model and a visual model--and build connections between them” (Mayer & Moreno, 1998, p. 3). *Contiguity Principle* is that students perceive better when words and pictures are provided simultaneously. In the above-mentioned studies by Mayer and Anderson and Mayer and Gallini, the findings also showed that those students who were given a narration and animation or illustrations and a text at the same time surpassed those students who were provided with images before or after the text, for “corresponding words and pictures must be in working memory at the same time in order to facilitate the construction of referential links between them” (Mayer & Moreno, 1998, p. 3). *Split-Attention Principle* suggests that a text should be presented “as auditory narration rather than as visual on-screen text” (Mayer & Moreno, 1998, p. 3). It is stated that the on-screen text, in other words, subtitles, can overload the visual channel. Therefore, there should be a sole image for the visual information processing system and audio text for the verbal information processing system. *Individual Differences Principle* emphasizes the role of the learners’ prior knowledge and spatial ability. Several studies concluded that students who lack prior knowledge and scored high on spatial ability tests have stronger multimedia and continuity effects than their experienced peers. *Coherence Principle* means that the learner learns better and effectively when provided with a coherent summary constructed via appropriate words and pictures. In contrast to long extraneous words and pictures, “a shorter presentation primes the learner to select relevant information and organize it productively” (Mayer & Moreno, 1998, p. 5).

This research considers the effectiveness of Kazakh dubbing and subtitling in terms of the principles of the Cognitive Theory of Multimedia Learning mentioned above with the

focus on the Split-Attention Principle, which denies the effectiveness of the on-screen texts and suggests words to be provided audibly rather than visually, that is, as dubbing rather than subtitles. In this research we investigate the attitudes of students towards the representation of Kazakh language in movies, that is, whether they prefer to learn the language through audio or on-screen text in movies. Using this theoretical framework, we analyze the possibility of simultaneous perception of auditory text (dubbing), image, and visual text (subtitles) and explore the effectiveness of two adaptation methods and their combination.

Conclusion

This chapter provided the theoretical and empirical literature on the main concepts to be considered in the research. First, the concepts of attitude and attitudes towards language learning were analyzed. It was found that attitude is either stable or constructive summary evaluation of objects which can be influenced by external and internal factors in language learning. Second, the role of languages in media was analyzed with the emphasis on post-Soviet countries including Kazakhstan. The analysis of the laws and policy documents suggest that these countries promote the state language in the media to change citizens' attitudes towards the state language. Third, the effectiveness of movies was considered and two benefits to language learning were discovered, cognitive and emotional. Finally, the main elements of this research, two adaptation methods, dubbing and subtitling, were compared and contrasted in terms of efficiency in language learning. An interesting observation here is that the effectiveness of either method differs from study to study. Moreover, a table with the classification of dubbed and subtitled texts was developed. To sum up, the impact of dubbed and subtitled movies on language learning and attitudes of language learners is an under-investigated topic that requires further research within the framework of the Cognitive Theory

of Multimedia Learning. In the following chapter we introduce the methodology used in our research.

Chapter 3. Methodology

In this chapter, we discuss the methodology employed for conducting our study. The purpose of this study is to identify Kazakhstani students' attitudes towards learning the state language through the Kazakh-language movies and find similarities and/or differences in the attitudes depending on the dominant language of the students (Kazakh/Russian) and the adaptation method provided in movies (dubbed/subtitled). Therefore, the following two research questions are posed:

1. What are the attitudes of the Kazakhstani students towards learning the Kazakh language through Kazakh-language movies?
2. How similar and/or different are the attitudes of Kazakh and Russian dominant students towards learning Kazakh through dubbed and subtitled movies?

This chapter provides a rationale for the selection of the research design, research site, sampling strategies, and participants of our research. The chapter also describes the data collection instruments, procedures, and data analysis in detail which are followed by the ethical considerations. Finally, the chapter concludes by summing up key points.

Research Design

A mixed-methods approach is used in this study as both quantitative and qualitative data are required to better understand the research problem (Creswell, 2012). The central phenomenon to be explored and understood in this study is attitude. According to Pickens (2005), attitudes are “a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations” (p. 44). A quantitative approach is appropriate for this research as it enables to measure people's attitudes, beliefs, opinions, experiences, and behaviors (Leavy, 2017) through the survey method, which is “an efficient method for systematically collecting data from a broad spectrum of individuals and educational settings”

(Check & Schutt, 2012, p. 160). Since the topic of our study is new in Kazakhstan and the main purpose of using a quantitative approach is familiarization with attitudes, no hypothesis is tested. Instead, we discover and organize facts from the gathered quantitative data to answer the research questions in the qualitative part (Cauvery et al., 2003). The qualitative approach is used in this study as attitude is related to feelings, emotions, and thoughts as well (Creswell, 2002; Strauss & Corbin, 1998). In order to integrate two types of approaches, the most popular form of mixed method design in educational research, a two-phase model or an explanatory sequential design is selected which implies first gathering quantitative then qualitative data. In the explanatory sequential mixed-methods study, the qualitative part helps to explain the results obtained from the quantitative part and enables researchers to get an in-depth understanding of an issue (Creswell & Plano Clark, 2011).

Research Sample and Site

The target population of this research is university students. For the survey-based quantitative part, a homogeneous purposeful sampling was used to recruit participants via social media (Telegram, Facebook, Instagram, V Kontakte) who share similar characteristics reflected in the following criteria: 1) all participants are either Kazakh or Russian dominant speakers; 2) all participants have experience in watching movies provided with Kazakh dubbing or subtitles; and 3) all students are university students above 18 years old. Table 2 provides information on demographic characteristics of the survey respondents. The total number of respondents was 134 with Kazakh and Russian dominant students being almost equal, 65 and 69 respectively. At the end of the survey respondents who expressed willingness to participate in an interview were asked to provide a telephone number or email address to be contacted later.

Table 2

Demographic and background characteristics of the survey participants

Dominant language	Home language	Level of proficiency in Kazakh	Gender
Kazakh (n=65)	Kazakh - 62 Russian - 3	Basic - 1 Advanced - 64	Female - 50 Male - 15
Russian (n=69)	Kazakh - 13 Russian - 56	Basic - 14 Intermediate - 29 Advanced - 26	Female - 42 Male - 27

For the interview-based qualitative part, the random sampling strategy was used to select interview participants. The random sampling strategy is a well-known type of probability sampling that ensures that “any individual has an equal probability of being selected from the population” (Creswell, 2012, p. 143). Each of the 21 volunteers who provided their contacts at the end of the survey questionnaire was assigned a number which was entered in a special randomizer website (<https://www.random.org/>) to randomly select five participants. The number of interview participants is sufficient to develop a “thick description” (Geertz, as cited in Cohen, Manion, Morrison, & Morrison, 2007, p. 405) and to provide in-depth picture and understanding which might be curtailed by data collected from a larger number of participants (Creswell, 2014). The interview participants’ names were replaced with pseudonyms, thus, Kazakh-dominant students were labeled with K, and Russian-dominant students were labeled with R. Table 3 below shows the participants’ characteristics such as age, gender, the dominant language and level of proficiency in the Kazakh language.

Table 3

Demographic and background characteristics of the interview participants

Pseudonym	Age	Gender	Dominant language	Level of proficiency in Kazakh
K1	21	F	Kazakh	Advanced
K2	23	F	Kazakh	Advanced
R1	22	M	Russian	Intermediate
R2	23	F	Russian	Intermediate
R3	30	F	Russian	Advanced

As for the research sites, the questionnaire developed via web-based software “Qualtrics” took place on the Internet through the use of social networks. Interviews were conducted in individual private locations assigned by the participants and free from distractions and public notices.

Data Collection Instruments

The cross-sectional survey was used as an instrument in the quantitative part as the focus of our study is students’ current attitudes. A cross-sectional survey is the most popular form of survey design that enables one to discover and compare the current attitudes and beliefs of the sample (Creswell, 2014). A questionnaire consisted of four questions on demographics (the dominant language, gender, home language, the level of the Kazakh language) and 15 multiple-choice questions on the overall attitudes towards the Kazakh-language movies, Kazakh dubbing and subtitles (see Appendix A1). It was designed in a web-based software “Qualtrics” which ensured total anonymity and gave the opportunity to collect extensive data in a short period of time.

The interview method, that is “one of the most powerful ways in which we try to understand our fellow human beings” (Fontana & Frey, as cited in Cohen, Manion, & Morrison., 2011), was used to obtain qualitative data. The types of interviews used in this study were one-on-one and telephone interviews. The former was chosen as it enables to ask new questions in addition to the initial questions and talk about sensitive topics such as attitudes (Creswell, 2014). The latter was used to contact geographically dispersed participants. The structure of interview questions was semi-structured which allowed the interviewer to probe the respondent for extra information asking follow-up questions (Rubin & Rubin, 2012). The questions for the interview were prepared meeting the balance between short and long open-ended questions and were on participants’ linguistic background, Kazakh language skills, experiences of watching Kazakh-dubbed and/or Kazakh-subtitled movies, and attitudes towards dubbed and subtitled movies in the classroom (see Appendix A2) (Cohen et al., 2011). The Nur-Sultan residents were interviewed in local cafeterias and quiet public places. Those subjects who were not in Nur-Sultan were interviewed online via telephone or Skype.

Piloting instruments. Prior to the actual data collection, I have piloted both questionnaire and interview with my peers during the Thesis Research seminar sessions. I have shared the link to the questionnaire on Qualtrics software via WhatsApp. Once everybody finished, I asked my peers and supervisor to reflect on the questions and we discussed the main issues they had faced while answering. As a result, I had to redesign the recruitment letter to make it more attractive. Thus, instead of distributing a simple text, it was decided to catch potential participants’ attention by a colorful image of movie-related items such as popcorn, tickets, and screen (see Appendix B). Furthermore, the consent form and a couple of questions were reformulated. New options were added to answers in the

questionnaire so that the potential respondents are not limited to “yes” and “no”. I also have altered some answers allowing text entry as it turned out some questions may require other answers than proposed ones. Second, after piloting the interview I have decided to adjust direct questions (How often do you watch dubbed and subtitled movies in Kazakh?) so that to make them sound more polite and friendly (Could you please tell me about your experience in watching dubbed and subtitled movies in Kazakh). What is more, some questions were omitted due to the fact that the respondents had already answered them in the survey and there was no need to ask them again.

Data Collection Procedures

A recruitment letter (see Appendix B) with a list of criteria to participate and an attached link to the survey was distributed via social media such as Facebook, V Kontakte, Instagram, and Telegram. At the beginning of the online survey volunteer subjects were provided with a consent form text that ensures the confidentiality and anonymity of participants' answers and identities. Participants were asked to read the consent form (see Appendix C1) and sign it by clicking “Agree” at the end of the page if they agreed to participate in the survey. First, the participants were asked to answer four questions on demographic details. Then they were directed to 15 multiple-choice questions regarding the main topic. At the end of the questionnaire respondents who expressed interest in further research were asked to write a contact number or email address.

For the next part of the research, the respondents of the survey who shared contacts were assigned an individual number in order to randomly select five interviewees among them through the random sampling strategy. The selected five students were contacted to appoint an interview meeting. The place and time of each individual interview were set up in agreement with each of them and an interview schedule was formulated. Those participants who live

outside Nur-Sultan were provided with a consent form via email and interviewed by telephone or Skype. Interviews took place between December 3rd and 13th 2019. Before the interview starts, an interviewee was asked to read and sign a new consent form (see Appendix C2) and asked permission to record the interview on the voice recorder application on the cellphone. The interviewees were informed that they would be given the results of the research if they are interested, which can serve as compensation for participation (Creswell, 2014). Participants were also reminded of their right to withdraw from the research at any time without penalty.

Data Analysis

Quantitative data. First, the responses were downloaded from the Qualtrics software in SPSS format to be further analyzed in the SPSS Statistics 24.0 that is considered to be affordable and professional analysis software for students (Creswell, 2012) (see Appendix D). Then, each variable was assigned values according to the answer options in the questionnaire (e.g. 1-yes, 2-probably yes, 3-probably no, 4-no). As suggested by Creswell (2014), the answers of the respondents (n=38) who did not finish the questionnaire were deleted to avoid data misreporting. The data was mainly analyzed through Crosstabulation method of the Descriptive statistics. In order to compare means in the answers of the two groups (KD and RD) some questions were analyzed via Independent samples t-test.

Qualitative data. In order to prepare and organize the qualitative data for analysis, five interviews with 15-40 minute duration were transcribed on the computer and translated into English (see Appendix E). The transcribed text was formatted in the Word document leaving space on the left and right sides of the page so that I could use them to write codes and refer them to the underlined text. Then, the method of coding was used manually to analyze interview transcriptions and narrow extensive data. According to Creswell (2012), coding is “the process of segmenting and labeling text to form descriptions and broad themes in the

data” (p. 243). Initially, I had 52 codes under the four categories. Later I decreased and combined the codes into 28 under three broad categories with two sub-categories in each: attitudes towards Kazakh language content and learning, attitudes towards Kazakh dubbing, and attitudes towards Kazakh subtitling.

Validity and Reliability

The accuracy of instruments and findings of this study are ensured by improving their validity and reliability. Cohen et al. (2007) pointed out that validity and reliability in quantitative research can be improved through appropriate instrumentation and statistical treatments of the data, in qualitative research they depend on honesty and richness of data and sample. Since our research uses mixed-methods design, both quantitative and qualitative instruments need to be developed taking into account threats to their validity and reliability.

Triangulation method is used in this research as it strengthens both reliability and internal validity (Creswell, 2014) and enables researchers “improve their inquiries by collecting and converging (or integrating) different kinds of data bearing on the same phenomenon” (Creswell, 2012, p. 536). In our study we apply mixed-methods design through the two instruments - a questionnaire followed by interviews that serve as evidence of data’s accuracy “because the information draws on multiple sources of information, individuals, or processes” (Creswell, 2012, p. 259). External validity is ensured through “the provision of rich, thick, detailed descriptions so that anyone interested in transferability will have a solid framework for comparison” (Creswell, 2014, Writing the qualitative report section, Verification para) to avoid generalizing findings to other individuals, settings, and past and future situations.

To enhance reliability in research, Creswell (2012) suggested to avoid ambiguous and unclear questions in data collection tools. In addition, it was stated that scores from

instruments need to be stable and consistent as “when an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way” (Creswell, 2012, p. 159). Therefore, the questionnaire was piloted in order to reformulate questions that may cause misunderstanding. As for interviews, Cohen et al. (2007) recommended to “have a highly structured interview, with the same format and sequence of words and questions for each respondent” (p. 150) as it is important to have interviewees viewing the question similarly. Nevertheless, it is also crucial to set a friendly atmosphere during the interview so that participants feel free to express their thoughts (Bush, 2007). Thus, a semi-structured type of the interview with a given agenda and open-ended questions (Cohen et al., 2007) is utilized in this study to improve reliability of data.

Ethical Considerations

Before starting the data collection process, I accomplished the Collaborative Institutional Training Initiative (CITI) on “no more than minimal risk study” and obtained approval from the review board of NUGSE Research Committee. Then informed consent was developed that could ensure the anonymity and confidentiality of the participants and guarantee protection of their rights. As Howe and Moses pointed out, informed consent “is a cornerstone of ethical behaviour” (as cited in Cohen et al. 2011, p. 77). Therefore, both consent forms designed for the questionnaire and interviews consisted of full information about the purpose of the research and description of the data collection tools and procedures. Participants of the questionnaire were informed that participation would be anonymous, no names and identifying details would be recorded (see Appendix C1). Since the questionnaire was developed through anonymous Qualtrics software online, the only way the researcher could reach names and identities was if only respondents provided them voluntarily at the end of the questionnaire willing to participate in the interview. Participants were asked to read the

consent form and sign it by clicking “Agree” at the end of the page if they agreed to participate in research. Although interview participants were familiar with the purpose and description of the study from the questionnaire, they were provided with another consent form (see Appendix C2) developed for the qualitative part of research as informed consent not only protects and respects participants’ rights but also places some of the responsibility on them to avoid unexpected incidents during the research (Cohen et al., 2011). Since half of the participants were non Nur-Sultan residents, an informed consent form needed to be provided online. Thus, the form was created in Qualtrics software where the participants could sign it by ticking “Agree” and writing their names and the date in the empty box one day prior to the interview. On offline interviews, participants were provided with a printed copy of the consent form and asked to sign it manually. Names of interview participants were replaced by pseudonyms and any identifying details such as a city and place of study were omitted to keep the identities anonymous. All gathered materials were strongly protected and kept in a locked personal cabinet and password-secured laptop accessible only to the researcher.

Conclusion

This chapter provided information on the selected research design, sample, site, data collection instruments, data analysis, and ethical considerations. Overall, this research is a mixed-methods study that investigates KD and RD Kazakhstani students’ attitudes towards learning the state language through dubbed and subtitled movies. Participants were selected through homogeneous purposeful sampling. The quantitative data was collected through the questionnaire and took place on the Internet, while interviews in qualitative part were conducted one-on-one and online. The collected data were analyzed by SPSS Statistics software and coding method. Ethical considerations in data collection were ensured by

appropriate actions taken to protect and respect participants' rights and identities. The next chapter presents the findings revealed from the collected data.

Chapter 4. Findings

This chapter reveals the results obtained from the study on Kazakhstani students' attitudes towards learning the state language through dubbed and subtitled Kazakh-language movies. The findings try to answer the two research questions:

1. What are the attitudes of the Kazakhstani students towards learning the Kazakh language through Kazakh-language movies?
2. How similar and/or different are the attitudes of Kazakh and Russian dominant students towards learning Kazakh through dubbed and subtitled movies?

The findings are presented under the two research questions in five broad categories as the following: Attitudes towards Kazakh-language movies as a learning tool, Attitudes towards learning the Kazakh language, Students' preferences in movie adaptation methods, Attitudes towards Kazakh dubbing, and Attitudes towards Kazakh subtitling. The categories start with the quantitative data findings, being followed with the findings from the qualitative data. While the questionnaire results show students' overall attitudes, the interview results provide the factors influencing those attitudes more in-depth. At the end of the chapter, the summary of major findings is presented.

RQ1: Attitudes towards Kazakh-Language Movies as a Learning Tool

This category is developed on the basis of the quantitative data on Kazakhstani students' overall attitudes towards Kazakh-language movies as a learning tool. Since the adaptation method was not specified in the questionnaire items provided below, the category expresses attitudes towards both dubbed and subtitled movies. Two statements were presented in the questionnaire with the following options to choose: “yes”, “probably yes”, “probably no”, and “no” and the responses were analyzed via Descriptive statistics.

As shown in Table 4, the analysis of the first statement “It is possible to learn the language through movies” (Item 7) showed an almost equal distribution of positive and negative attitudes among KD and RD speakers.

Table 4

Possibility of learning the language through movies

	It is possible to learn the language through movies				
Dominant language	yes	probably yes	probably no	no	Total
Kazakh	50	10	3	2	65
Russian	43	17	8	1	69
Total	93	27	11	3	134

Table 4 illustrates that the majority of students are positive about the possibility of learning the language through movies (n=93). It is also seen that there are more KD students (n=50, 77% within KDs) who are confident in this possibility rather than their RD peers (n=43, 62% within RDs).

The next statement in the questionnaire “Lessons of the Kazakh language would be more interesting if movies in Kazakh were shown in the classroom” (Item 9). Table 5 shows that, in general, 119 (89%) respondents believe lessons provided with movies in Kazakh would excite more curiosity and interest among the learners. The figures are almost similar in both groups, however, the table shows that there are more RD students (n=5) who have a negative attitude towards the use of Kazakh-language movies in the classroom.

Table 5

Lessons with movies in Kazakh

	Lessons of the Kazakh language would be more interesting if movies in Kazakh were shown in the classroom
--	--

Dominant language	yes	probably yes	probably no	no	Total
Kazakh	45	15	4	1	65
Russian	41	18	4	5	68
Total	86	33	8	6	133

To sum up, it is apparent that the majority of KD and RD Kazakhstani students have positive attitudes towards Kazakh-language movies as a learning tool. In particular, students believe in the possibility of learning the state language through movies. Moreover, they also find movies as an effective and interesting tool in the language classroom. The qualitative data showed the reasons why students had these attitudes when they pointed to the Kazakh language and its prestige, and benefits and challenges of each adaptation method which are provided in the next subsections.

RQ1: Attitudes towards the Kazakh Language

Quantitative findings. Since one of the factors influencing attitudes towards learning the language is an attitude towards the language itself and speakers who speak the language, it was important to identify both KD and RD participants' overall attitudes towards the Kazakh language and Kazakh-speaking people first. In the questionnaire, the participants were asked "Must citizens of Kazakhstan know the Kazakh language?" with options as "yes=1", "probably yes=2", "probably no=3", and "no=4" (Item 5). Another question "What is your attitude towards Kazakh speaking people?" offered three options "positive=1", "neutral=2", and "negative=3" (Item 6). Table 6 shows that KD speakers were found to have a more positive attitude towards the Kazakh language and its users (Item 5: $M=1.12$, $SD=.415$; Item 6: $M=1.06$, $SD=.242$) than RD students (Item 5: $M=1.68$, $SD=.849$; Item 6: $M=1.54$, $SD=.531$).

Table 6

Attitudes towards Kazakh language and Kazakh language speakers

Dominant language		Must citizens of Kazakhstan know the Kazakh language?	What is your attitude towards Kazakh speaking people?
Kazakh	Mean N Std. Deviation Minimum Maximum	1.12 65 .415 1 3	1.06 65 .242 1 3
Russian	Mean N Std. Deviation Minimum Maximum	1.68 69 .849 1 4	1.54 69 .531 1 3

This quantitative finding is enriched by findings from the qualitative interviews which reveal that while negative attitudes towards the Kazakh language are mainly associated with the low prestige of the state language, positive attitudes include participants' awareness about language as a transmitter of national values and knowledge.

Qualitative findings

Negative attitudes towards the Kazakh language. According to the interview findings, negative attitudes of Kazakhstani students could be explained by the low prestige of the state language reflected in 1) the absence of demand for Kazakh-language content, and 2) incorrect translation of foreign movies.

All interviewees highlighted the absence of demand for Kazakh-language content, linking it to the preference of Russian over Kazakh. It is commonly believed that “anyway there are more Russian-speaking people” (Participant K1) in Kazakhstan and even Kazakh-speaking population prefers Russian-language content simply because “they understand it

[Russian] without any problems” (Participant R1). Interestingly, both KD participants confess that they hardly ever watch movies dubbed or subtitled in Kazakh. As one of them put it: “If it is an American movie we usually watch it on the Internet in Russian. So Kazakh is considered here as a fifth wheel, right?” (Participant K2). In addition to comparing Kazakh to the “fifth wheel”, both KD participants also mention low profitability of Kazakh-language content in Kazakhstan: “If movies are in Kazakh (dubbing), the number of visitors [of cinema theatres] will probably decrease” (participant K1); “Even when domestic producers make a movie, they aim at commercial success; therefore, for them, it is not profitable to make content in Kazakh” (Participant K2).

Another finding is that all interviewees underlined incorrect or inappropriate translation of foreign movies in cinema. It was found that incorrect translation of foreign movies into Kazakh may decrease Kazakh-speaking people’s interest and cause discomfort:

I’m fluent but I do not watch Kazakh movies... Kazakh-language movies in the cinema. Because the translation is not correct. Even the easiest word is translated incorrectly, and therefore, I feel uncomfortable watching such movies. Also, it distracts my thoughts... therefore I’m not interested. (Participant K1)

In a similar vein, inappropriate translation seems “artificial” for RD speakers, which may be repulsive during the learning process:

It is hard to watch them [Kazakh-dubbed movies]. Because the language is unnatural... not unnatural... but more fake, bizarre. The translation of the words is like... inaccurate or maybe too literary... Therefore it is hard to perceive and understand Kazakh dubbing. If there are words that we don’t use in daily life it will be repulsive. Maybe it will be ridiculous for learners to hear words such as “qyltima” for example. We always say “балкон” (balcony). (Participant R3)

The next subsection shows that although a common negative view amongst interviewees prevails with the absence of demand for Kazakh-language content and poor quality of translation, there is still hope for a better future which is reflected in positive attitudes.

Positive attitudes towards the Kazakh language. The positive responses regarding Kazakh-language content include two major findings from interviews: 1) the promotion of the Kazakh language on the Internet and domestic cinematography, and 2) creating content in the state language to transmit national values to younger generations.

It is believed by the interviewees that Kazakh dubbing and subtitling should be introduced in online media for the language promotion purposes. As one of the participants points out, “the Internet is a better place to teach the language than cinema theatres” (Participant K1). In addition, another interviewee referred to the importance of Kazakh being used in domestic movies: “In order to change the situation [a little number of Kazakh-language content], domestic movies need to be shot in Kazakh” (Participant K2). It is said that national values cannot be transmitted through domestic movies if the dubbing is in Russian and it “ends up with a dissonance” (Participant K2). Moreover, one participant mentions that the younger generation has nothing to do with the Soviet past and therefore does not prioritize Russian: “A younger generation did not face the influence of the USSR. They use Kazakh and we [adults] need to press forward and create content for them and therefore dubbing needs to be in Kazakh” (Participant R3).

To sum up, the findings obtained from the quantitative data indicate that KD students are statistically more positive about the state language as a must and its speakers. The quantitative data is supported by qualitative data as KD interviewees expressed more positive attitudes towards the promotion of the state language on the Internet and in domestic media for

the benefit of the new generation. Nevertheless, the negative attitudes revealed during the interviews are associated with the low prestige of the Kazakh language which is common for both KD and RD speakers.

Answering the first research question, it was found that the majority of Kazakhstani students have positive attitudes towards learning the Kazakh language through Kazakh-language movies. However, the attitudes may differ when it comes to other than educational settings or a type of the adaptation method in a movie which are discussed under the second research question.

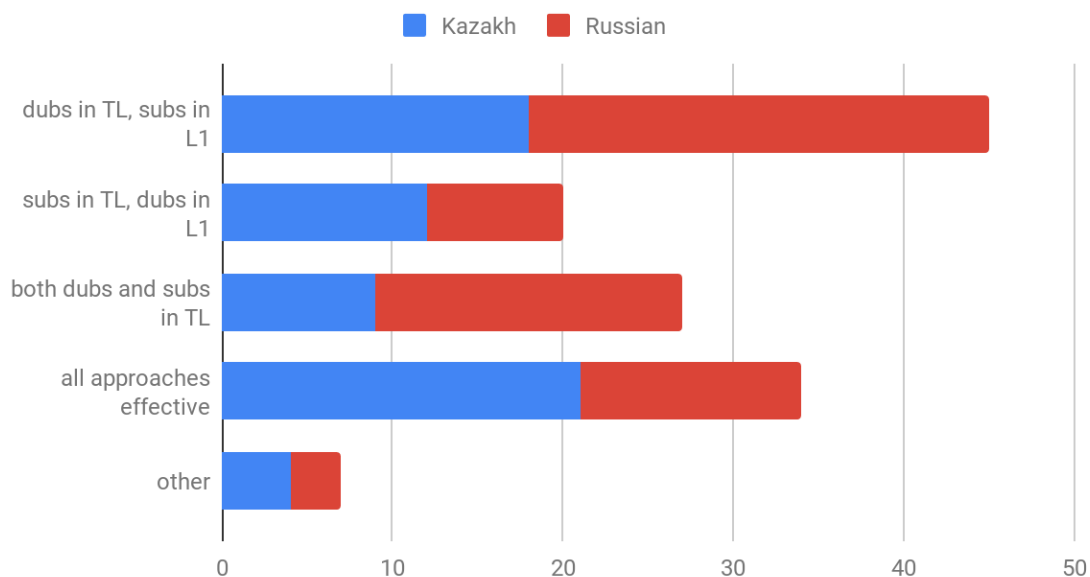
RQ2: Students' Preferences in Movie Adaptation Methods

One of the important questions addressed in the questionnaire was related to identifying students' preferences for the type of the adaptation methods towards learning a new language. Therefore, the statement "In order to learn a language, I need to watch a movie with" was presented with the following options (*TL - target language, L1 - first language*): "dubbing (dubs) in TL, subtitles (subs) in my L1", "subs in TL, dubs in L1", "both dubs and subs in TL", "all approaches effective", and "other" (Item 8).

Figure 1 shows that the majority of students prefer "standard" type of adaptation (dubs in TL, subs in L1) as a tool to learn a language through movies (n=45). The least preferable type of the adaptation text by students is "reversed" type of adaptation (subs in TL, dubs in L1) (n=20). However, the tendency is different while considering the KD speakers independently. Interestingly, "bimodal" adaptation (both dubs and subs in TL) was observed to be the least popular method of language learning among dominant speakers of the state language (n=9).

Figure 1

Students' preferences in movie adaptation methods



Source: compiled by the author from SPSS Statistics

It was revealed that the most preferable type of adaptation method is “standard”, that is dubs presented in the target language and subs in first language, for both KD and RD students. Later in the interviews students mention reasons for selecting this type of adaptation method.

In addition, when asked about an ideal language representation in cinema movies (Item 18), KD and RD participants expressed different attitudes as shown in Table 7.

Table 7

An ideal adaptation of foreign movies in public cinemas

Q18	Which language foreign movies should be presented in?				
	Kazakh dubs + Russian subs	Russian dubs + Kazakh subs	Dubs in Kazakh or Russian (to choose), no subs	Dubs in the original language, dubs in Kazakh or Russian (to choose)	Other

Kazakh	22	13	11	17	2
Russian	6	10	27	20	6

While the majority of KD respondents prefer movies to be presented with Kazakh dubs and Russian subs, the majority of RD respondents prefer dubbed movies with no subtitles. Interestingly, students (n=37, 28% total) also support the original language movies provided with subs in local languages.

RQ2: Attitudes towards Kazakh Dubbing

Quantitative findings. To identify students' attitudes towards Kazakh dubbing, the participants were asked to indicate whether they believe or not that movies dubbed in Kazakh may develop particular skills. Four options as “yes”, “probably yes”, “probably no”, and “no” were provided to react to the following statements: “Comprehension skills can be improved through watching movies dubbed in Kazakh” (Item 12); “Confidence in speaking Kazakh may be increased through watching movies dubbed in Kazakh” (Item 13). Options were assigned maximum and minimum values from 1 for “yes” to 4 for “no” and the results were interpreted by Independent Samples t-test. The results are presented in Table 8 below.

Table 8

Skills acquired through watching movies dubbed in Kazakh

	Dominant language	Mean	Std. Deviation
Comprehension skills	Kazakh	1.22	.450
	Russian	1.68	.915
	Total	1.46	.762
Confidence	Kazakh	1.25	.501
	Russian	1.78	.905
	Total	1.52	.782

From the data in Table 8, it is apparent that both KD and RD speakers feel positive about the effectiveness of Kazakh-dubbed movies for comprehension skills ($M=1.46$, $SD=.762$) and boosting confidence ($M=1.52$, $SD=.782$). However, as the figures present, KD students have a more positive attitude towards the effectiveness of the Kazakh dubbing for comprehension skills and confidence. The interview results presented in the following subsection not only support the quantitative findings but also explain the reasons that lead to positive and negative attitudes.

Qualitative findings

Benefits of Kazakh dubbing. Data analysis from interviews revealed a number of benefits of Kazakh-dubbed movies pointed out by the participants including the following: 1) prevention of marginalization of Kazakh speaking people, 2) raising the prestige of KZ language, 3) acquiring better pronunciation, 4) right to learn the language, 4) learning basic and context-based vocabulary. The extract below shows that the introduction of dubbing in Kazakh is first of all a step against the marginalization of the titular nation:

It [Kazakh dubbing] is being implemented with inclusive purposes. So that Kazakh-speaking people are not *marginalized* in our country where they belong ethnically.

There is still discrimination... there is a little Kazakh-language content and only in the last 2-3 years a trend appeared... The rise of the Kazakh language in literature, more books are now published in Kazakh, songs... (Participant R3)

The same participant pointed to the benefit of Kazakh dubbing to the prestige of KZ language:

I think it [introduction of Kazakh dubbing] is a step to enhance the *prestige of the Kazakh language* and to take into account the interests of all citizens. (Participant R3)

Besides, dubbing in Kazakh is found by the participants to be an effective tool in language learning especially in relation to acquiring better pronunciation and learning basic and context-based vocabulary. According to Participant K1, through Kazakh dubbing children may perceive some specific sounds existing in the Kazakh language, “sounds like к, ғ, ә... and absorb the language” and later pronounce Kazakh sounds confidently. Another interviewee pointed to the ability of young children to “imitate” language:

If dubbing is of good quality, children will catch many new words. And consequently, learn the language through cartoons. Because when I was a child, all cartoons were only in Russian. And it is the period when you learn... imitate characters. If all those cartoons were in Kazakh, the situation would be different. (Participant R2)

In a similar vein another RD participant also viewed movies dubbed in Kazakh as an opportunity to learn the language and even the right that each person wishing to acquire the language should have: “If a person wants to acquire a language, they should have the *right*, the opportunity to go to a movie with Kazakh dubbing” (Participant R2).

The most important finding on the advantages of Kazakh dubbing is learning basic and context-based vocabulary. Participant R3 suggested their personal experience, giving an example of their relative who was able to learn language through watching cartoons in the language:

Movies, cartoons, any artwork, can teach a language. For example, my younger brother didn’t speak Russian until we had a cable TV. He started to watch cartoons in Russian and learned it very well. (Participant R3)

Another participant referred to teachers as facilitators of the learning process who can use nontraditional approaches and provide students with special vocabulary-written handouts so that the students can learn new words while watching:

Teachers may prepare their handouts with keywords that students can find while watching. So it will be like enriching vocabulary. It is effective as it is in a non-conventional way... it is an untraditional method of teaching. (Participant K2)

Dubbing in Kazakh was considered by the interviewees to be effective as vocabulary can be better remembered if heard in nonstandard settings such as movies:

For me, it is more likely to remember the word if I hear in nonstandard circumstances... not as if I just read it from a book or dictionary, but because I needed to find a word, I looked through a dictionary, translated it. I saw it in the cinema, heard it, translated it, remembered it. (Participant R1)

Challenges of Kazakh dubbing. In contrast to quantitative data, findings from qualitative interviews revealed that Kazakh-dubbed movies were found by RD participants as difficult for comprehension causing problems with understanding the content because of poor knowledge of Kazakh language. The following is how one of the RD participants who did not know Kazakh well and thus endured difficulties with comprehending movies dubbed in Kazakh, expressed his preference for subtitling over dubbing: “I want to hear voices...I mean to hear voices which I understand” (Participant R3). In addition, another interviewee pointed out that movies dubbed in Kazakh prevent Russian speakers from enjoying movies:

If I go to the movies dubbed in Kazakh, there may be some words which I don't understand or sentences...structures...therefore... you know, movies are for good leisure time, for relaxing... so...I want to relax rather than be bothered while watching a movie. (Participant R1)

Speaking of poor work on professional dubbing, one RD participant pointed out that actors for dubbing should be selected carefully “so that the voice is well-suited for characters

[on screen]”. Another problem with Kazakh dubbing was found to be connected with mismatches between dubbing voice and the picture on a screen:

There are many words in Kazakh which are much longer than in English, for example. And a word which is very short in English will be long in Kazakh and...it needs to be replaced with the appropriate word... by meaning and by length so that when you see the picture on a screen,... it needs to be appropriate for what an actor is saying.

(Participant R1)

According to the interview responses, some benefits of dubbing in the Kazakh language are seen in inclusiveness for monolingual Kazakh speakers and educational features for the Russian-speaking population. Challenges include difficulties with understanding Kazakh speech and mismatches between the dubbing voice and the picture on a screen. Overall, a more positive attitude on the part of KD students revealed in the quantitative findings are supported with the qualitative results. The findings show that although RD students believe Kazakh dubbing may cause problems in understanding for those who have a low level of proficiency in Kazakh, both KD and RD speakers stated it can be a good opportunity to learn the state language.

RQ2: Attitudes towards Kazakh Subtitling

Quantitative findings. In the questionnaire, students were asked on the effectiveness of Kazakh subtitles for vocabulary acquisition, Kazakh subtitles as an opportunity for Kazakh and Russian speaking people, and supporting and/or hindering features of Kazakh subtitles.

The statement “Vocabulary in Kazakh may be enriched through watching movies dubbed in Russian and provided with Kazakh subtitles” (Item 14) was raised to identify students’ attitudes towards the Kazakh subtitles as an effective learning tool. Options were assigned maximum and minimum values from 1 for “yes” to 4 for “no” and the results were

interpreted by Independent Samples t-test. The findings suggested that KD students are more positive about the Kazakh subtitles as an enricher of vocabulary than RD students. There are more RD students ($M=2.29$) than KD students ($M=1.85$) who do not believe reading Kazakh subtitles leads to bigger vocabulary. In order to identify the statistical correlation between the dominant language and attitudes towards the Kazakh subtitles. The relationship between the groups was found to have a statistically significant difference ($p=.016$) when analyzed via Pearson Chi-square statistics.

To examine students' attitudes towards the Kazakh subtitles as an opportunity for Kazakh and Russian speaking people, the statement "Kazakh subtitles in cinema are a good opportunity to/for..." (Item 15) was proposed with the following options: "improve Kazakh", "learn Kazakh", "those who do not understand Russian", and "those who do not understand Kazakh". Of the 134 participants who responded to this question, the majority indicated that Kazakh subtitles are a good opportunity for those people who do not understand Russian (31%) and to improve Kazakh language skills (almost 28%). 19% of the respondents see Kazakh subtitles as an opportunity to learn the language, and 14,6% believe it is helpful for non-Kazakh speakers. A minority of participants (7,5%) suggested that Kazakh subtitles do not fulfill any of the roles mentioned above.

To identify students' attitudes towards Kazakh subtitles in relation to their supporting or hindering features, at the end of the survey participants were asked two questions. The statement "Kazakh subtitles..." was presented in both questions with three options to choose from. The data gathered was analyzed by Crosstabulation.

Table 9

Supporting versus hindering features of Kazakh subtitles

	Kazakh subtitles...	Kazakh	Russian	Sig. (2-tailed)
Q16	leads to better understanding of Russian dubs	30	9	.004
	hinders hearing Russian dubs	9	27	
	none	25	33	
Q17	leads to better perception of the picture on a screen	23	3	.012
	hinders perception of the picture on a screen	19	41	
	none	23	25	

As can be seen from Table 9, the figures for KD and RD speakers are absolutely controversial except for the “none” option. It is apparent that KD students are much more positive about Kazakh subtitles and see them as a supportive tool for a better perception of image and information in Russian, while the majority of RD students believe Kazakh subtitles are distracting. The analysis via Chi-square statistics show that the difference in the attitude towards understanding Russian dubbing provided with Kazakh subtitles is statistically significant at $p=.004$, while the result for perception of picture is statistically significant at $p=.012$, which means that there is a positive correlation between the dominant language of students and their attitudes towards the Kazakh subtitles. The qualitative results provided below partially support the quantitative findings.

Qualitative findings

Benefits of Kazakh subtitles. Although interviewees are mainly more positive about dubbing rather than subtitling, they mention important benefits of the latter. One of the most

interesting findings is a belief that reading subtitles may result in incidental vocabulary learning. As one of the KD participants said, it is a common practice to watch movies with subtitles in a target language in order to acquire a language: “Similarly, maybe we can memorize some words like ‘this word means that’” (Participant K1). In addition, according to one participant, subtitles are a better method than dubbing for Basic level learners:

The first step is subtitles, I mean a person who just started learning Kazakh... it will be difficult for them to watch fully, at once, a movie in Kazakh, dubbed in Kazakh, I mean. Because the level doesn't allow you to understand the total, therefore the first step is you watch a movie in Russian with Kazakh subtitles, that is, when they are talking, you read the subtitles and understand what word it was. And then the second step is Kazakh dubbing. (Participant R1)

While the participants above talk about incidental language learning, others believe that learning is possible only when intentional. As Participant K2 said: “When you deliberately pause the video and write down the words and memorize them, only then it can be effective”. Another participant mentioned the further practice of the language in order to make learning efficient:

The competence of a teacher is important so that they do not just turn on the movie in Kazakh because school curriculum requires them to do so, but there needs to be a subsequent work. For example, if you watch a movie in Kazakh, then write a composition in Kazakh on the movie, or for example, make a short report on the movie also in Kazakh. (Participant R1)

However, Participant R2 pointed to the inconvenience of using a cellphone during the movie: “Although you want to memorize a phrase... it doesn't work for me because it is unethical to write down the words using your cellphone in the cinema”.

Despite various concerns about subtitles mentioned in the previous section, one interviewee suggests that subtitles are a necessary additional source: “If I see a sentence and don’t know some word, I can understand what it means if I hear it in Russian. There can be multifunctional people, like one eye follows the screen, another - subtitles” (Participant R1).

Challenges of Kazakh subtitles. Kazakh subtitles in cinema theatres are seen as needless and irrelevant item by most interviewees. The following reasons have been found that justify this attitude: 1) speed of the subtitles; 2) difficulty of processing information; 3) distraction from a picture on a screen; 4) ineffectiveness as a learning tool.

One interviewee mentioned the speed of subtitles: “It is difficult to follow subtitles, they pop up so quickly for such a short time... it is not beneficial. Children will ignore it...and you cannot memorize new words as a non-native speaker” (Participant K2). Another interviewee was satisfied with the speed, however, pointed to the difficulty of processing information via three channels: “Should we watch a movie, listen to it, or read subtitles?” (Participant K1). In addition to this, two RD participants complained that subtitles distract them from a picture on a screen: “Although you understand what is said on the screen, your eyes move to subtitles, then you miss what is happening in a movie or series” (Participant R1); “Subtitles distract me from watching the image for 40%” (Participant R3). Additionally, Kazakh subtitles are perceived by one interviewee as not only distracting but even bothering: “People go to watch movies to enjoy it, to relax... not to read subtitles and learn Kazakh” (Participant R3).

Subtitles in Kazakh are also viewed by the participants as an ineffective learning tool unless you have “basic skills in the language” (Participant R3). Furthermore, as people “visit cinemas once a week, once a month... very rarely” (Participant K1), it is not sufficient “to immerse” (Participant R3).

One participant pointed to the quality of Kazakh subtitles in Kazakhstan: “Not mistakes in grammar or word choice but even in numbers and details. I mean, even from such tiny nuances we can observe that for subtitles in Kazakh... minimal work is done” (Participant R1).

In conclusion, the questionnaire results present that KD students are more positive about Kazakh subtitles than RD students. According to the interview findings, movies provided with Kazakh subtitles are considered to be an effective learning tool for Russian speakers if learned in school settings or cinemas intentionally. Otherwise, Kazakh subtitles are viewed as distracting and causing discomfort to both KD and RD speakers.

Summary of Major Findings

1. Both quantitative and qualitative findings reveal mostly positive attitudes of the majority of students towards learning the state language through dubbed and subtitled movies finding them as an effective and exciting learning tool for language classrooms.
2. The majority of students view the low prestige of the state language as a problem for its learning through the media. Although the quantitative findings show a more positive attitude towards the state language on the part of KD respondents, the qualitative findings reveal that both KD and RD students are still unsatisfied with the status of the state language that impacts attitudes towards learning it.
3. The majority of students prefer to learn the language through movies dubbed in the target language and subtitled in the first language (“standard” type of the movie adaptation).
4. Both KD and RD students believe that watching movies with Kazakh dubbing leads to the improvement of listening comprehension skills, an increase of confidence in speaking, correct phonetic pronunciation, and acquisition of context-based vocabulary.

5. Both KD and RD students suggest that Kazakh subtitles may help enrich vocabulary if movies are watched for educational purposes. In cinemas, however, Kazakh subtitles are perceived as a distracting element as it contains technical and translational errors, and hinders seeing the image on a screen. The quantitative findings revealed that KD students are more positive about learning the language through Kazakh subtitles than their RD peers.

Conclusion

This chapter presented quantitative and qualitative results on the attitudes of Kazakhstani students towards learning the state language through movies. The major findings were that both KD and RD students have a positive attitude towards learning the state language through Kazakh-language movies, and that KD and RD students have similar attitudes towards learning the state language through Kazakh dubbing, and different attitudes towards learning through Kazakh subtitles.

Chapter 5. Discussion

The previous chapter provided the findings revealed from the sequential mixed-methods study. This chapter connects the evident findings of the quantitative and qualitative data to the previous studies with similar foci in order to investigate the attitudes of Kazakhstani students towards learning the state language through dubbed and subtitled movies. It attempts to answer the research questions discussing the findings and suggesting possible explanations for the revealed phenomena from the existing body of literature and theoretical framework. The chapter is structured similarly to the previous chapter, under the research questions and five categories addressed in this study.

RQ1. What are the Attitudes of the Kazakhstani Students towards Learning the Kazakh Language through Kazakh-Language Movies?

The first research question attempted to identify students' attitudes towards learning the Kazakh language through Kazakh-language movies.

Attitudes towards Kazakh-language movies as a learning tool. Our first finding is that Kazakhstani students consider Kazakh-language movies as an effective and exciting learning tool in the language classroom. The vast majority of the students believe that it is possible to learn the target language through dubbed and subtitled movies which show their positive attitudes towards learning the Kazakh language through movies. In particular, students suggest that an authentic speech in movies enables them to improve specific skills which will be discussed in detail in the following sections when considering the benefits of dubbing and subtitling separately. Our finding on the development of skills supports the findings from the previous research that movies can develop cognitive skills of learners (Pegrum et al., 2005). The interview results show that students connect the effectiveness of movies to the authenticity of the language used in it. The participants also talked about the

possible techniques teachers can use in the classroom such as providing vocabulary handouts and movie-related tasks. This result proves that movies can be a good example of the combination of narration and animation, where the Multiple Representation Principle and Contiguity Principle of the Cognitive Theory of Multimedia Learning (Mayer & Moreno, 2003) are reflected. That is to say, Kazakhstani students realize that they can learn better if narration and animation are provided together and simultaneously in the classroom. In this regard, it is apparent that the perfect example of this combination can be a movie that should be equally educational and entertaining (Stephens et al., as cited in Kaboocha, 2016).

According to Hall (2009), teachers should be aware of the crucial concepts such as attitude and motivation, and then, design their lesson plans appropriately, taking into consideration the fact that movies serve as a motivational instrument for students. Our finding supports this approach presenting that the majority of students associate Kazakh-language movies with an increase in the interest of students in language learning. This phenomenon can be explained by the emotional power of movies found by several researchers as motivating students to learn the target language (Kaboocha, 2016), and arousing a diverse spectrum of feelings and emotions (Berk, 2009). As shown in the study by Méndez López and Peña Aguilar (2013), these emotional experiences directly influence the motivational behavior of language learners. We assume if positive emotions appearing during watching the Kazakh-language movie in the appropriate learning-oriented setting as a classroom can motivate students, then negative emotions appearing while watching movies in the cinemas can demotivate students to learn the Kazakh language. This finding may suggest that using the emotional potential of dubbed and subtitled movies can improve students' perception of the language in the classroom and deteriorate it in the cinemas. It was found that the negative emotions of the Kazakhstani

students are triggered by the conspicuous incorrect translation in Kazakh dubbing and subtitles on a big screen to be discussed in the following paragraph.

Attitudes towards the Kazakh language. Another finding is that despite the positive attitude towards learning the Kazakh language in educational sites, Kazakhstani students view the low prestige of the Kazakh language as a problem for its learning in other sites. Mentioning the absence of demand for Kazakh-language content and poor quality of dubbing and subtitling, participants expressed their negative attitude towards the Kazakh language and its developers (policymakers and translators). This finding corresponds with the idea that attitude towards learning the language depends on the attitude towards the language and people who speak it (Dornyei, 2005; Lambert & Gardner 1959; Lambert 1963; Starks & Paltridge, 1996; Oroujloua & Vahedi, 2011). Therefore, students' negative attitudes towards the Kazakh language could predetermine a negative attitude towards its learning. Participants linked their negative attitudes to the prevalence of the Russian language in Kazakhstani media which possibly leads to loss of interest in the state language. As can be seen from the findings, although some students touched upon the promotion of the Kazakh language in the future, their current attitude towards the Kazakh language seems to be influenced by the presence of the Russian language. A possible reason for this might be the difference between belief and attitude drawn by Borghetti and Beaven (2017), where the former is overt and the latter is covert. That is, students' belief that the Kazakh language should be popularized may contradict their true attitude. Since attitude is, first of all, an "evaluation" (Petty et al., 1997), Kazakhstani students' attitudes towards the state language and its learning may come from comparing the Kazakh language with the Russian language. This 'comparison' may happen implicitly and unconsciously for students, constructing the attitude eventually. As Banaji and Heiphetz (2010) point out, attitude towards an object is stored in memory and used when

needed. We can assume that attitudes of the Kazakhstani students towards the Kazakh language have been constructed for a long time under the impact of the Russian-speaking environment and media, and thus found its reflection in their answers which was expressed when asked questions during the research.

To sum up, the first research question is answered by findings given in two categories: Attitudes towards Kazakh-language movies as a learning tool and Attitudes towards the Kazakh language. Attitudes provided in these categories are constituents of students' attitudes towards learning the Kazakh language through Kazakh-language movies. The findings show that the positive attitudes towards Kazakh-language movies as a learning tool may be impacted by the negative attitudes towards the prestige of Kazakh language. Therefore, in order to make Kazakh-language movies an effective tool in learning, changes should be made in language planning and policy in the media towards enhancing the status of the state language.

RQ2. How Similar and/or Different are the Attitudes of Kazakh and Russian Dominant Students towards Learning Kazakh through Dubbed and Subtitled Movies?

The second research question attempts to identify similarities and/or differences in the attitudes in terms of the dominant language of students (Kazakh/Russian) and the adaptation method provided (dubbing/subtitles).

Students' preferences in movie adaptation methods. One of the important issues considered in the quantitative part of the research was identifying the most convenient and effective type of adaptation method for students to learn a new language. The findings show that the majority of students prefer the "standard" (or diagonal/interlingual) adaptation type to the other two types, which means that the dominant speakers of both languages prefer watching the movie provided with dubbing in the target language and subtitles in their first language. This finding supports previous studies on the efficiency of the standard subtitles

(Ina, 2014; Roohani & Rabiei, 2011). The findings from these studies show that students scored better on vocabulary tests after watching videos dubbed in the target language and subtitled in their first languages. In contrast to teachers who can take into account students' preferences for the adaptation type when selecting a movie for a lesson, public cinemas in Kazakhstan do not provide options for visitors to choose a language of dubbing and subtitling on the basis of the Law on Cinematography. Thus, the assigned adaptation method (dubs in Russian and subs in Kazakh) in public cinemas is different for the dominant speakers of the two languages: Kazakh-dominant speakers watch movies dubbed in their L2 and subtitled in L1, and Russian-dominant speakers - dubbed in their L1 and subtitled in Kazakh that is not necessarily their L2. For monolingual Kazakh speakers who are intended to learn Russian, the offered adaptation method can be effective as they watch Russian-dubbed movies with subtitles in Kazakh. However, as the findings show, those RD speakers who are intended or expected by the authorities to learn Kazakh, may hardly benefit from the offered adaptation type which is "reversed" for them (L1 dubs with L2 subs). Therefore, our finding theoretically contradicts the previous studies where the "reversed" type of the adaptation method was found to be the most effective for the acquisition of the second language (Bairstow & Lavaur, 2012; Fazilatfar et al., 2011; Gorjian, 2014). A further experimental study needs to be conducted in Kazakhstan to test the effectiveness of the reversed Kazakh subtitles for Russian-speaking people's learning in practice.

Attitudes towards Kazakh dubbing. Although some RD students mention the difficulties in hearing Kazakh speech, both KD and RD students believe that watching movies with Kazakh dubbing is effective in language learning. The results of the questionnaire show that the majority of Kazakhstani students believe watching movies dubbed in Kazakh may lead to the improvement of language comprehension skills and an increase in confidence in

speaking. This finding adds to what many authors explicated, that watching movies dubbed in the target language enhances listening comprehension skills of the language (Gruba, 2006; Opat, 2008; Suvorov, 2008; Wetzel et al., 1994) and increases speaking confidence of students (Kabooha, 2016). Our findings also indicate that Kazakh dubbing can be an effective tool to teach the pronunciation of the specific sounds of the language, for example, “к, ғ, Һ” in the Kazakh language which learners do not hear or say in a Russian-speaking environment. This corresponds with Herron’s et al. (1995) idea that movies dubbed in the target language give language learners an opportunity to hear native speakers’ speech and practice linguistic structures of the language. Thus, movies with Kazakh dubbing enable RD speakers to get familiar with the structure of the Kazakh language. According to the findings, learning basic and context-based vocabulary is another advantage of watching movies dubbed in Kazakh. For example, participants pointed out that young children, who tend to learn from adults’ speech, acquire the language by imitating Kazakh words heard in cartoons. Participants also mentioned adults who can learn the language if taught in nonstandard settings or in a nonconventional way. We can assume that vocabulary is better remembered because a learner encounters it in nonstandard circumstances, that is, in movies. There is a clear connection of this finding to Ismaili’s (2013) view who suggests an example of foreign language learning, where movies in the foreign language let learners get familiar with the target language spoken in an authentic setting. Therefore, KD and RD students share positive attitudes towards learning the state language through movies dubbed in Kazakh. We suggest that this finding should be taken into account in language planning in media and education.

Attitudes towards Kazakh subtitles. The final and the most important finding was that Kazakh subtitles may help enrich vocabulary if movies are watched for educational

purposes, however, they are perceived as audio and image-distracting rather than supporting in the cinemas.

In terms of the effectiveness, both KD and RD students argued that Kazakh subtitles can be effective if learners have an intention to learn the language. It was suggested that watching a movie with Kazakh dubbing may cause misunderstanding for Russian-speaking students, thus, movies provided with the Kazakh subtitles would be a possible solution for Basic learners in the classroom. This finding supports Bairstow and Lavour's (2012) finding on the effectiveness of subtitles in language learning as Basic level university students memorized better from reading rather than hearing. In addition, participants allowed that reading Kazakh subtitles may lead to incidental vocabulary learning, that is, it may be possible to memorize some words unintentionally. This may be supported by the previous research where watching movies with subtitles in the foreign language led to incidental vocabulary acquisition (Gorjian, 2014). One possible explanation for the memorization of subtitles can be the assumption that adults have better visual memory than auditory, whereas the reverse is true for young children (Jensen, 1971). This means that the age factor may play a vital role in the perception of Kazakh dubbing and subtitles, that is, Kazakh subtitles may be effective for vocabulary acquisition of adults and ineffective for young children. In addition, there can also be a motivation factor as in the previous studies young children were found to have higher enthusiasm about language learning than adults (Arda & Doyran, 2017; Loukotková, 2011). Therefore, further research is needed to identify the similarities and/or differences in adults and young children's perception and memorization of Kazakh subtitles.

We assume that memorization also depends on the frequency of watching. Since it is possible to replay the video in the classroom, students have an opportunity to return to the subtitles in order to accomplish viewing and postviewing activities (Stempleski, 2002).

However, this is not the case with movies in the cinemas where visitors not only watch movies once a week on average but also are unable to pause or replay the video. Therefore, Kazakh subtitles in cinemas can be neglected in terms of remembering new words because there is no opportunity for intentional learning.

As the questionnaire results show, KD students express more positive attitudes towards Kazakh subtitles. The majority of KD respondents perceive Kazakh subtitles as helpful and an additional source which leads to a better understanding of the Russian dubbing. This finding corresponds with the findings of the study by Safranĵ (2015) where English learners in Serbia stated that they receive more information when provided with L1 subtitles in addition to L2 dubbing. We interpret these findings as the following: subtitles in the first language are useful for those who are either monolingual in the language of subtitles or who are bilinguals with a lower level of knowledge in the language of dubbing. That is to say, KD students who do not understand Russian-dubbed speech at all or who may have trouble with understanding Russian-dubbed speech, find Kazakh subtitles as a necessary source which helps to understand the movie. However, our KD interviewees who at least have Intermediate level in both Kazakh and Russian appear to have a different attitude as knowing Russian impacts their perception of Kazakh subtitles. This finding relates to the experimental research by Bairstow and Lavour (2012) who observed that movies provided with dubbing in L2 and subtitles in L1 distract bilinguals.

On the contrary to KD respondents, the RD respondents are strongly negative about Kazakh subtitles. The questionnaire results revealed that the majority of RD students believe Kazakh subtitles neither support nor hinder understanding of the Russian dubbing. In addition, the vast majority of them reported that Kazakh subtitles hinder the perception of the image on a screen.

Thus, watching movies with Kazakh subtitles in the public cinemas may be not only ineffective but also bothering. Both KD and RD participants raised the question of the difficulty of following auditory and visual information. Since the information processing goes through three different channels, pictorial information, the original soundtrack, and subtitled text (d'Ydewalle & Van de Poel, 1999), it requires a great effort to follow picture, voice, and subtitles simultaneously. This resentment on the part of the participants corresponds with the Split-Attention Principle of Cognitive Theory of Multimedia Learning proposed by Mayer and Moreno (2003) which is based on the assumption that on-screen texts overload the visual channel. According to this principle, movies should be presented with dubbing only to avoid overloading of the visual channel by an additional source as subtitles. However, in the Kazakhstani public cinemas bilingual KD students and RD students encounter overload of the visual channel (Bairstow & Lavaur, 2011; Mayer & Moreno, 2003) through which two different types of new information (picture and subtitles) need to be processed. In addition, according to the participants, poor quality of subtitles demotivate KD students to follow them and RD students to learn the Kazakh language. Interestingly, this finding contradicts Zanon's (2006) idea that a mismatch between the dubbing and subtitles "can motivate students to notice the differences between audio and text" (p. 44). In our case, the students are rather demotivated to follow the Kazakh subtitles once noticing gross errors and mismatch with the Russian dubbing which influences their attitudes towards learning the Kazakh language.

Conclusion

This chapter showed that Kazakhstani students' attitudes towards learning the Kazakh language through Kazakh-language dubbed and subtitled movies may depend on various factors discussed in the previous literature such as attitudes towards the movie as a learning tool, attitudes towards the status of the language and its speakers, attitudes towards the offered

type of the adaptation method, and attitudes towards the dubbed and subtitled texts. The interpreted findings indicate that presenting Kazakh-language movies in the classroom and in the cinemas should be reconsidered according to the attitudes of the viewers. The following chapter provides the concluding ideas on the findings, sharing the limitations of this research, and suggesting recommendations for further research.

Chapter 6. Conclusion

This chapter provides the conclusion on major findings, shares the implications and limitations of this study, and suggests recommendations for further research. The purpose of this study was to identify Kazakhstani students' attitudes towards learning the state language through the Kazakh-language movies and find similarities and/or differences in the attitudes depending on the dominant language of the students (Kazakh/Russian) and the adaptation method provided in movies (dubbed/subtitled).

Conclusions on Major Findings

The first research question addressed in this study was “What are the attitudes of the Kazakhstani students towards learning the Kazakh language through Kazakh-language movies?”. The findings revealed that Kazakhstani students' overall attitudes are positive, particularly, they allow the possibility of learning the state language through Kazakh-language movies. In addition, they find using Kazakh-language movies in the classroom exciting and motivating. However, students' attitudes change when it comes to mass media. Students encounter the absence of demand for Kazakh-language content and poor quality of Kazakh dubbing and subtitling in television and public cinemas which impact their attitudes towards learning the state language through movies. Participants referred to the prevalence of the Russian language in the media which possibly suppresses the Russian-speakers' interest in learning the state language. The second research question was “How similar and/or different are the attitudes of KD and RD students towards learning Kazakh through dubbed and subtitled movies?”. It was found that both KD and RD students prefer to learn languages by the standard type of the adaptation method, that is, watching movies provided with dubbing in the target language and subtitles in the first language. Therefore, obligatory Kazakh subtitles in the cinemas can be effective for monolingual Kazakh speakers in learning the Russian

language and ineffective for the RD students in learning the state language. Another finding was that both KD and RD students are positive about Kazakh dubbing. Students believe that watching movies dubbed in Kazakh leads to the improvement of listening comprehension skills, an increase of confidence in speaking, the correct phonetic spelling, and acquisition of context-based vocabulary. Kazakh subtitles, however, are not as positively perceived as Kazakh dubbing. Students suggested that Kazakh subtitles may help enrich vocabulary if only movies are watched for educational purposes. The difference in the attitudes is that KD students have a more positive attitude towards the Kazakh subtitles as they realize that subtitles can be an additional source to understand Russian dubbing better. However, the majority of both KD and RD students view obligatory Kazakh subtitles in the cinema as a distracting element as it contains technical and translational errors and overloads the visual channel.

Implications and Recommendations

The attitudes of Kazakhstani students towards learning the state language through Kazakh dubbing and subtitles investigated in this study need to be taken into account by the government, policymakers, and educators.

The media policymakers should reconsider the shares of languages in Kazakhstani mass media and enhance the status of the state language as it impacts citizens' attitudes towards learning it. The government should allocate a special budget on a regular basis for the dubbing of foreign movies in Kazakh and support the dubbing organizations. The introduction of obligatory Kazakh subtitles in the public cinemas needs to be reconsidered in terms of its appropriateness and effectiveness. It is suggested to provide cinema visitors an option to choose the language of the dubbing and subtitles. In case obligatory Kazakh subtitles remain, a proper translation work needs to be done by qualified translators.

The education policymakers need to include the Kazakh-language video-lessons in school and university curricula. Movies dubbed in Kazakh can be effective for elementary and secondary levels, whereas high school and university students may benefit from subtitled movies in the classroom. In addition, language educators can use videos and movies in the target language to increase students' motivation to learn the language.

Limitations and Future Directions

The limitations of this research include the homogeneity and size of the sample, and the low reliability of self-reports. Since the chosen sample strategy was homogeneous, the findings may only generalize to university students who participated in the research. Thus, further research can be conducted to investigate attitudes among adults or school children. In addition, a purely qualitative study with a larger size of the sample could explain the attitudes more deeply. Another limitation of this study is the low reliability of self-reports of students on their attitudes as they may not be able to determine their true opinions (Nunan & Bailey, 2009). Therefore, an experimental study can be conducted in Kazakhstan to test the effectiveness of the Kazakh dubbing and Kazakh subtitles for incidental and intentional vocabulary acquisition. Another possible direction for further research can be comparing the perception of Kazakh dubbing and subtitles by different age groups (adults versus school children) and sites (at school versus at the cinema).

References

- Aacken, S. V. (1999). What motivates L2 learners in acquisition of kanji using CALL: A case study. *Computer Assisted Language Learning*, 12(2), 113-136.
- Ajzen, I. (1988). Attitudes, personality, and behavior. Chicago, IL: Dorsey Press.
- Aksholakova, A., & Ismailova, N. (2013). The language policy of Kazakhstan and the state language in government service. *Procedia-Social and Behavioral Sciences*, 93, 1580-1586.
- Al-Dabbagh, U. K. (2017). Teaching subtitling at jordanian universities: an untapped territory. *Journal of Language Teaching and Research*, 8(1), 16-25.
- Alipour, M., Gorjian, B., & Kouravand, L. G. (2012). The effects of pedagogical and authentic films on EFL learners 'vocabulary learning: The role of subtitles. *Advances in Asian Social Science*, 3(4), 734-738.
- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), A handbook of social psychology (pp. 798 – 844). Worcester, MA: Clark University Press.
- Almeida, P. A., & Costa, P. D. (2014). Foreign language acquisition: the role of subtitling. *Procedia-Social and Behavioral Sciences*, 141, 1234-1238.
- Altmann, T. K. (2008, July). Attitude: a concept analysis. In *Nursing forum* (Vol. 43, No. 3, pp. 144-150). Malden, USA: Blackwell Publishing Inc.
- Arda, S., & Doyran, F. (2017). Analysis of young learners' and teenagers' attitudes to english language learning. *International Journal of Curriculum and Instruction*, 9(2), 179-197.
- Ayonghe, L.S., & Ategha, A. (2018). The Power of Film Translation in Cameroon: Dubbing or Subtitling? *International Journal of English Language and Translation Studies*, 06(04), 40–48.

- Bairstow, D., & Lavour, J. M. (2012). Audiovisual information processing by monolinguals and bilinguals: Effects of intralingual and interlingual subtitles. In *Audiovisual translation and media accessibility at the crossroads* (pp. 273-293). Brill Rodopi.
- Banaji, M. R., & Heiphetz, L. (2010). Attitudes. In Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). *Handbook of social psychology* (Vol. 2). John Wiley & Sons.
- Bem, D. J. (1970). Beliefs, attitudes, and human affairs. Belmont, CA: Brooks/Cole.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching & Learning*, 5(1).
- Bloom, B. S. (1976). *Human characteristics and school learning*. McGraw-Hill.
- Borghetti, C., & Beaven, A. (2017). Lingua francas and learning mobility: Reflections on students' attitudes and beliefs towards language learning and use. *International Journal of Applied Linguistics*, 27(1), 221-241.
- Borrás, I., & Lafayette, R. C. (1994). Effects of multimedia courseware subtitling on the speaking performance of college students of French. *The Modern Language Journal*, 78(1), 61-75.
- Bush, T. (2007). Authenticity in research—reliability, validity and triangulation. *Research methods in educational leadership and management*, 91.
- Cauvery, R., Nayak, U. S., Girija, M., & Meenakshi, R. (2003). *Research Methodology (for Students of Social Sciences)*. S. Chand & Company Limited.
- Chaiklin, H. (2011). Attitudes, behavior, and social practice. *J. Soc. & Soc. Welfare*, 38, 31.
- Check, J., & Schutt, R. K. (2012). Survey research. *Research methods in education*, 159-185.

- Chhim, C., & Bélanger, É. (2017). Language as a public good and national identity: Scotlands competing heritage languages. *Nations and Nationalism*, 23(4), 929-951.
doi:10.1111/nana.12347
- Chiu, H. L. W. (2012). Supporting the Development of Autonomous Learning Skills in Reading and Writing in an Independent Language Learning Centre. *Studies in Self-Access Learning Journal*, 3(3), 266.
- Cintas, J. D., & Orero, P. (2010). Voiceover and dubbing. *Handbook of translation studies*, 1, 441.
- Clark-Goff, K. (2008). *Exploring Change in Preservice Teachers' Beliefs about English Language Learning and Teaching* (Unpublished doctoral dissertation). A&M University, Texas. Retrieved from <http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/ETD-TAMU-2705/CLARK-GOFF-DISSERTATION.pdf>.
- Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education. New York: Routledge.
- Cohen, L., Manion, L., Morrison, K., & Morrison, R. B. (2007). Research methods in education: Routledge.
- Conrey, F. R., & Smith, E. R. (2007). Attitude representation: Attitudes as patterns in a distributed, connectionist representational system. *Social Cognition*, 25(5), 718-735.
- Cooper, R. L. (1989). *Language planning and social change*. Cambridge University Press.
- Cordella, M. (2007). Subtitling the film "The children of Russia": enhancing understanding through a series of linguistic transformations. *IC Revista Científica de Información y Comunicación*, 4, 78-87.

- Crano, W. D., & Prislin, R. (2006). Attitudes and persuasion. *Annual Review of Psychology*, 57, 345-374.
- Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.
- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approach. London: Sage.
- Csiz'er, K., Kormos, J. & Sarkadi, A. (2010). The Dynamics of language learning attitudes and motivation: Lessons from an interview study of dyslexic language learners. *The Modern Language Journal*, 94(3), 470-487.
- Danan, M. (1991). Dubbing as an Expression of Nationalism. *Meta: journal des traducteurs/Meta: Translators' Journal*, 36(4), 606-614.
- Danan, M. (2004). Captioning and subtitling: Undervalued language learning strategies. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 49(1), 67-77.
- Dehbozorgi, E. (2012). Effects of attitude towards language learning and risk-taking on EFL student's proficiency. *International Journal of English Linguistics*, 2(2), 41.
- Díaz Cintas, J., & Remael, A. (2007). Audiovisual Translation: Subtitling. Manchester: St.
- Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

- Dornyei, Z. & Shoaib, A. (2005). Affect in lifelong learning: Exploring L2 motivation as a dynamic process. In Nunan, D. & Benson, P. (Eds.) *Learners' stories: Difference and diversity in language learning*. (pp.22-41). Cambridge University Press: UK.
- d'Ydewalle, G., & Van de Poel, M. (1999). Incidental Foreign-Language Acquisition by Children Watching Subtitled Television Programs. *Journal of Psycholinguistic Research*, 28(3), 227–244. <https://doi.org/10.1023/A:1023202130625>
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando, FL: Harcourt Brace Jovanovich College Publishers.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Eshghinejad, S. (2016). EFL students' attitudes toward learning English language: The case study of Kashan University students. *Cogent Education*, 3 (1), 1-13.
- Etemadi, A. (2012). Effects of bimodal subtitling of English movies on content comprehension and vocabulary recognition. *International journal of English linguistics*, 2(1), 239.
- Evans, D. (2016). *Language and identity: Discourse in the world*. London: Bloomsbury.
- Fazilatfar, A. M., Ghorbani, S., & Samavarchi, L. (2012). The effect of standard and reversed subtitling versus no subtitling mode on L2 vocabulary learning. *Journal of Teaching Language Skills*, 30(1), 43-64.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 13(4), 266.
- Gardner, R.C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, U.S.A.: Edward Arnold

- Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the process underlying evaluation: Attitudes from the perspective of the APE model. *Social Cognition*, 25, 687-717.
- Gömlüksiz, M. N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. *Procedia-Social and Behavioral Sciences*, 9, 913-918.
- Gorjian, B. (2014). The effect of movie subtitling on incidental vocabulary learning among EFL learners. *International Journal of Asian Social Science*, 4(9), 1013-1026.
- Gottlieb, H. (2001). Texts, translation and subtitling-in theory, and in Denmark. *Translators and Translations*, 149-192.
- Gottlieb, H. (2004). Language-political implications of subtitling. *Benjamins Translation Library*, 56, 83-100.
- Gruba, P. (2006). Playing the videotext: A media literacy perspective on video-mediated L2 listening. *Language Learning & Technology*, 10(2), 77-92.
- Hall, S. (2009). Studies on attitudes towards learning English. Retrieved http://www.ehow.com/way_5766640_studies-attitudes-towards-learning-english.html
- Hartley, L., & Preston, D. R. (1999). The names of US English: Valley girl, cowboy, Yankee, normal, nasal, and ignorant.
- Herron, C., Morris, M., Secules, T., & Curtis, L. (1995). A comparison study of the effects of video-based versus text-based instruction in the foreign language classroom. *French Review*, 775-795.
- Hogg, M., & Vaughan, G. (2005). *Social Psychology (4th edition)*. London: Prentice-Hall.
- Hovland, C. I. (1951). Changes in attitude through communication. *Journal of Abnormal and Social Psychology*, 46, 424-437. doi:10.1037/ h0055656

- Ina, L. (2014). Incidental Foreign-Language Acquisition by Children Watching Subtitled Television Programs. *Turkish Online Journal of Educational Technology-TOJET*, 13(4), 81-87.
- Insko, C. A., & Schopler, J. (1967). Triadic consistency: A statement of affective-cognitive-conative consistency. *Psychological Review*, 74, 361–376. doi:10.1037/h0020278
- Ismaili, M. (2013, July). The effectiveness of the task-based learning in developing students' speaking skills in academic settings on the EFL classroom-A study conducted at South East European University (SEEU). Albania International Conference on Education.
- Jain, V. (2014). 3D model of attitude. *International Journal of Advanced Research in Management and Social Sciences*, 3(3), 1-12.
- Jensen, A. R. (1971). Individual differences in visual and auditory memory. *Journal of Educational Psychology*, 62(2), 123.
- Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248-267.
- Kakie gollivudskie fil'my pokazhut v kinoteatrah na kazahskom jazyke. (2019, March 13). *Sputniknews*. Retrieved from <https://ru.sputniknews.kz/society/20190313/9566564/hollywood-kazahskij-dublyazh-filmy.html>
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 7, 73-87.
- Karam, F. (1974). Toward a definition of language planning. *Advances in language planning*, 103-124.
- Katz, D., & Allport, F. H. (1931). Student attitudes. Syracuse, NY: Craftsman Press.

- Keedus, L. (2004). The Role of Media in the Integration of Estonians and Russian-Speakers in Estonia: Towards an Inclusive Public Sphere.
- Keller, J. (1983). Motivational design of instruction. In Reigeluth, C. (ed). Instructional design theories and models. Hillsdale, NJ; Lawrence Erlbaum, 386-433.
- Kiptui, D. K., & Mbugua, Z. K. (2009). Factors that contribute to poor academic achievement in English in Kerio Valley schools. *Kenya Journal of Educational Management*, 1(2), 1-15.
- Koolstra, C. M., & Beentjes, J. W. (1999). Children's vocabulary acquisition in a foreign language through watching subtitled television programs at home. *Educational Technology Research and Development*, 47(1), 51-60.
- Koolstra, C. M., Peeters, A. L., & Spinhof, H. (2002). The pros and cons of dubbing and subtitling. *European Journal of Communication*, 17(3), 325-354.
- Korporativnyj fond «Bolashak» dubliroval na kazahskij jazyk eshhe odin gollivudskij fil'm. (2019, October 17). *Liter*. Retrieved from <https://liter.kz/10353-korporativnyy-fond-bolashaq-dubliroval-na-kazahskiy-yazyk-eshche-odin-gollivudskiy-film/>
- Krech, D., & Crutchfield, R. S. (1948). Theory and problems of social psychology. New York, NY: McGraw-Hill. doi:10.1037/10024-000
- Kruger, J. L., Kruger, H., & Verhoef, M. (2007). Subtitling and the promotion of multilingualism: The case of marginalised languages in South Africa. *Linguistica Antverpiensia, New Series—Themes in Translation Studies*, (6), 35-49.
- Lambert, W. E. (1963). Psychological approaches to the study of language: Part II: On second-language learning and bilingualism. *The Modern language journal*, 47(3), 114-121.

- Landau, Y. M., & Kellner-Heinkele, B. (2004). *Politics of Language in the Ex-Soviet Muslim States: Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan, Turkmenistan and Tajikistan*. Ann Arbor: The Univ. of Michigan Pr.
- Lång, J. (2016). Subtitles vs. narration: The acquisition of information from visual-verbal and audio-verbal channels when watching a television documentary. *Eyetracking and Applied Linguistics*, 2, 59-81.
- Lavaur, J. M., & Bairstow, D. (2011). Languages on the screen: Is film comprehension related to the viewers' fluency level and to the language in the subtitles? *International Journal of Psychology*, 46(6), 455-462.
- Law of the Republic of Kazakhstan on «Cinematography» (2019). Retrieved from https://online.zakon.kz/document/?doc_id=39029378#pos=129;-59
- Leavy, P. (2017). *Research Design : Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. [N.p.]: The Guilford Press. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1497395&site=eds-live>
- Lennartsson, F. (2008). Students' motivation and attitudes towards learning a second language: British and Swedish students' points of view. Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:vxu:diva-2571>
- Lertola, J. (2015). Subtitling in language teaching: Suggestions for language teachers. *Subtitles and language learning*, 245-267.
- Loukotková, E. (2011). *Young learners and teenagers – analysis of their attitudes to english language learning* (Doctoral dissertation). Brno: Masaryk University.

- May, S. (2012). *Language and minority rights: Ethnicity, nationalism and the politics of language*. Routledge.
- Mayer, R. E., & Moreno, R. (1998). A cognitive theory of multimedia learning: Implications for design principles. *Journal of Educational Psychology*, 91(2), 358-368.
- Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational psychologist*, 38(1), 43-52.
- McGuire, W. J. (1985). Attitudes and attitude change. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (Vol. 2, pp. 238 – 241). New York, NY: Random House.
- Méndez López, M. G., & Peña Aguilar, A. (2013). Emotions as learning enhancers of foreign language learning motivation. *Profile Issues in Teachers Professional Development*, 15(1), 109-124.
- Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. *Educational researcher*, 13(5), 20-30.
- MoCS (Ministry of Culture and Sport of the Republic of Kazakhstan) (2019). Kontseptsiya proyekta Zakona Respubliki Kazakhstan «O kinematografii». Retrieved from <https://www.mks.gov.kz>
- Murphy, G., & Likert, R. (1938). *Public opinion and the individual: A psychological study of student attitudes on public questions with a re-test five years later*. New York, NY: Harper Books.
- Naghizadeh, M., & Darabi, T. (2015). The impact of bimodal, Persian and no-subtitle movies on Iranian EFL learners' L2 vocabulary learning. *Journal of Applied Linguistics and Language Research*, 2(2), 66-79.

Nazarbayev podpisal zakon o kino. (2019, January 3). Retrieved May 10, 2019, from

https://tengrinews.kz/kazakhstan_news/nazarbaev-podpisal-zakon-o-kino-360750/

Opat, A. (2008). Alternative Pathways: Struggling Readers Utilise art elements for

Listening/Viewing Comprehension and artistic Response. Unpublished PhD, Kansas State University, retrieved from proquest, UMI No: 3310822.

Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994-1000.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.

Pegrum, M., Hartley, L., & Wechtler, V. (2005). Contemporary cinema in language learning: From linguistic input to intercultural insight. *Language Learning Journal*, 32(1), 55-62.

Petty, R. E., Briñol, P., & DeMarree, K. G. (2007). The Meta-Cognitive Model (MCM) of attitudes: Implications for attitude measurement, change, and strength. *Social Cognition*, 25(5), 657-686.

Petty, R. E., Ostrom, T. M., & Brock, T. C. (1981). Historical foundations of the cognitive response approach to attitudes and persuasion. In R. E. Petty, T. M. Ostrom, & T. C. Brock (Eds.), *Cognitive responses in persuasion* (pp. 5–29). Hillsdale, NJ: Erlbaum.

Petty, R. E., Wegener, D. T., & Fabrigar, L. R. (1997). Attitudes and attitude change. *Annual Review of Psychology*, 48, 609-647.

Pickens, J. (2005). Attitudes and perceptions. *Organizational behavior in health care*, 43-76.

Pienemann, M., & Johnston, M. (1987). A predictive framework of SLA. *Unpublished manuscript, the University of Sydney and AMES NSW, Australia*.

- Polese, A. (2011). Language and identity in Ukraine: Was it really nation-building? *Studies of Transition States and Societies*, 3(3), 36-50.
- Press Reference. (n.d.). Retrieved December 6, 2019, from <http://www.pressreference.com/Gu-Ku/Kazakhstan.html>
- Reich, P. (2006). The film and the book in translation. *Brno: Masaryk University*.
- Reid, N. (2003). Getting started in pedagogical research in the physical sciences: LTSN Physical Sciences Centre.
- Rokni, S. J. A., & Ataee, A. J. (2014). Movies in EFL classrooms: With or without subtitles. *The Dawn Journal*, 3(1), 715-726.
- Roohani, A., & Rabiei, S. (2011). Effect of Watching Movies with Bimodal, Standard and No-Subtitles on Incidental Learning of Formal and Informal Vocabulary. *Journal of Research in Applied Linguistics*, 2(2), 100-118.
- Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data. Los Angeles: SAGE.
- Safran, J. (2015). Advancing listening comprehension through movies. *Procedia-Social and Behavioral Sciences*, 191, 169-173.
- Schatz, E. (2000). The Politics of Multiple Identities: Lineage and Ethnicity in Kazakhstan. *Europe - Asia Studies*, 52(3), 489-506.
- Schiffman, L.G. & Kanuk, L.L. (2004). Consumer behavior, 8th International edition. Prentice Hall.
- Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition*, 25 , 638 – 656.
- Selvarajan, R., & Thiagarajan, V. (2018). Role of Videos to Enhance Learning Skill in English Language Teaching. *Language in India*, 18(1), 559.

- Sexton, M. (2010). Using Concept Cartoons to Access Student Beliefs about Preferred Approaches to Mathematics Learning and Teaching. *Mathematics Education Research Group of Australasia*.
- Sherouse, P. (2017). The Politics of Russian-Language Film Showings in Post-Soviet Georgia. *PoLAR: Political and Legal Anthropology Review*, 40(1), 137-157.
- Smagulova, J. (2006). Kazakhstan: Language, identity and conflict. *Innovation*, 19(3-4), 303-320.
- Smagulova, J. (2008). Language Policies of Kazakhization and their Influence on Language Attitudes and Use. *International Journal of Bilingual Education and Bilingualism*, 11(3-4), 440-475.
- Smith, M. B., Bruner, J. S., & White, R. W. (1956). *Opinions and personality*. New York, NY: Wiley
- Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language learning*, 19(3-4), 271-275.
- Starks, D., & Paltridge, B. (1996). A note on using sociolinguistic methods to study non-native attitudes towards English. *World Englishes*, 15(2), 217-224.
- Stempleski, S. (2002). Video in the ELT classroom: The role of the teacher. *Methodology in language teaching. An anthology of current practice*, 364-367.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques*. Thousand Oaks, CA: Sage publications.
- Suvorov, R. (2008). Context visuals in L2 listening tests: The effectiveness of photographs and video vs. audio-only format. Unpublished MA, Iowa State University, AAT 1454627

- Tveit, J. E. (2009). Dubbing versus subtitling: Old battleground revisited. In *Audiovisual Translation* (pp. 85-96). Palgrave Macmillan, London.
- Vanderplank, R. (1988). The value of teletext sub-titles in language learning. *ELT journal*, 42(4), 272-281.
- Verešová, M., & Malá, D. (2016). Attitude toward school and learning and academic achievement of adolescents. In *7th International Conference on Education and Educational Psychology, Published by Future Academy*.
- Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System*, 23(2), 223-234.
- Visser, P. S., & Mirabile, R. R. (2004). Attitudes in the social context: the impact of social network composition on individual-level attitude strength. *Journal of personality and social psychology*, 87(6), 779.
- Voronina, X. (2019, March 9). Lichnyy opyt: Pochemu kino s subtitrami na kazakhskom - eto zdorovo. Retrieved from <https://ru.sputniknews.kz/columnists/20190309/9534963/subtitr-kino-kazahskij-yazyk.html>
- Wetzel, C. D., Radtke, P. H., & Stern, H. W. (1994). Instructional effectiveness of video media. Hillsdale, NJ: Lawrence Erlbaum.
- Zanón, N., T. (2006) Using subtitles to enhance foreign language learning. *Porta Linguarum*, 6, 41-52.
- Zarei, A. A. (2009). The effect of bimodal, standard, and reversed subtitling on L2 vocabulary recognition and recall. *Pazhuhesh-e Zabanha-ye Khareji*, 49, 65-85.

Appendix A1**Survey questionnaire****(from the Qualtrics software)**

Q1. What is your dominant language?

- Kazakh
- Russian

Q2. Your gender

- female
- male
- neutral

Q3. What is your home language?

- Kazakh
- Russian
- Other

Q4. What is your level of proficiency in Kazakh?

- Basic
- Intermediate
- Advanced

Q5. Must citizens of Kazakhstan know the Kazakh language?

- Yes
- Probably yes
- Probably no
- No

Q6. What is your attitude towards Kazakh speaking people?

- positive
- neutral
- negative

Q7. It is possible to learn the language through movies

- yes
- Probably yes
- Probably no
- no

Q8. In order to learn a language, I need to watch a movie with

- Dubs in TL, subs in my L1
- Subs in TL, dubs in my L1
- both dubs and subs in TL
- all approaches effective
- Other

Q9. Lessons of the Kazakh language would be more interesting if movies in Kazakh were shown in the classroom

- yes
- Probably yes
- Probably no
- no

Q10. Which language do you watch movies in outside the cinemas (i.e. at home)?

- Russian
- Kazakh

Q11. Most of the movies I watch in the cinemas are dubbed in...

- Russian
- Kazakh

Q12. Comprehension skills can be improved through watching movies dubbed in Kazakh.

- yes
- Probably yes
- Probably no
- no

Q13. Confidence in speaking Kazakh may be increased through watching movies dubbed in Kazakh

- yes
- Probably yes
- Probably no
- no

Q14. Vocabulary in Kazakh may be enriched through watching movies dubbed in Russian and provided with Kazakh subtitles

- yes
- probably yes
- probably no
- no

Q15. Kazakh subtitles in cinema are a good opportunity to/for...

- improve Kazakh
- learn Kazakh
- those who do not understand Russian
- those who do not understand Kazakh
- none

Q16. Kazakh subtitles...

- leads to better understanding of Russian dubs
- hinders hearing Russian dubs
- none

Q17. Kazakh subtitles

- leads to better perception of the picture on a screen
- hinders perception of the picture on a screen
- none

Q18. Which language foreign movies should be presented in?

- Kazakh dubs+Russian subs
- Russian dubs+Kazakh subs
- Dubs in Kazakh or Russian, no subs
- Dubs in original language + subs in Russian or Kazakh (to choose)
- Other

Q19

If there is something you would like to add, we invite you to participate in the interview that will take place in the second part of the research. Please, provide your contacts (phone number or email) below:

Appendix A2

Interview protocol

Topic: Learning the state language through dubbed and subtitled movies: Attitudes of Kazakhstani students

Purpose: To identify Kazakhstani students' attitudes towards learning the state language through the Kazakh-language movies and find similarities and/or differences in the attitudes depending on the dominant language of the students (Kazakh/Russian) and the adaptation method provided in movies (dubbed/subtitled).

Warm-up Questions:

1. First, I would like to ask how old you are.
2. What is your year of study at the university?
3. What are you majoring in?
4. What is the language of instruction at your university?
5. What languages do you speak?
6. What is your dominant language, that is, the language that you use most often and which you know best?

Main Questions:

Kazakh language skills:

7. What would you say about your Kazakh level?
8. Would you like to improve it, if so, why?
9. And how do you think your parents and your environment would react to the fact that you want to learn / improve Kazakh? Why?

Dubbing in Kazakh:

10. Could you please tell me about your experience in watching movies with Kazakh dubbing.
11. In Kazakhstan, only one organization, Bolashak, is engaged in professional dubbing into Kazakh within the framework of the "Ozinen Basta" project (Lead the Way). At the moment, only 32 movies were dubbed in Kazakh, most of them are cartoons. Why do you think only one organization?
12. And why only cartoons?
13. How do you picture the Kazakh language lesson in which children watch movies with Kazakh dubbing?
14. Is this an effective method?

Subtitling in Kazakh:

15. Could you please tell me about your experience in watching movies with Kazakh subtitles.
16. According to the Law on Cinematography, all movies in cinemas are now shown with compulsory Kazakh subtitles. Why do you think this is done?
17. And what is the effect of subtitles on you when watching a movie?
18. How do you think subtitles affect Kazakh/Russian speaking people?
19. How do you picture the Kazakh language lesson in which children watch movies with Kazakh subtitles?
20. Is this an effective method?

Suggestions

21. How do you think foreign movies should be presented in Kazakhstani cinemas? Why?

22. What would you recommend regarding languages in the field of cinema?

23. Is there anything you would like to add?

Thank you for your participation. I wish you good luck!

Appendix B

Recruitment letter

Сіз:

1. қазақ немесе орыс тілінде сөйлесеңіз;
2. 18 жасқа толған университет студенті болсаңыз;
3. Қазақстан кинотеатрларында қазақша дубляждалған немесе орысша дубляждалып, қазақша субтитрмен берілген фильмдерді көрсеңіз, онда БІЗГЕ АСА КЕРЕК АДАМСЫЗ!

Сілтеме арқылы сауалнамаға өтуіңізді сұраймыз! Ойыңыз біз үшін өте маңызды.



Если вы:

1. говорите на казахском или русском языке;
2. студент университета, достигший 18 лет;
3. уже смотрели фильмы с казахским дубляжом или русским дубляжом и казахскими субтитрами в казахстанских кинотеатрах,
ВЫ ТОТ, КТО НАМ НУЖЕН!

Просим вас пройти опрос по ссылке! Ваше мнение очень важно для нас.

Translation in English:

If you:

1. speak in Kazakh or Russian;
2. are university student above 18 years old;
3. have already seen movies dubbed or subtitled in Kazakh in Kazakhstani cinemas,
WE NEED YOU!

Please complete the survey through the attached link! Your opinion is important to us.

Appendix C1

INFORMED CONSENT FORM

Survey questionnaire

Learning the state language through dubbed and subtitled movies: Attitudes of Kazakhstani students

DESCRIPTION: You are invited to participate in a research on attitudes of Kazakhstani students towards learning the state language through dubbed and subtitled movies. The research aims to explore similarities or differences in attitudes depending on the dominant language of students (Kazakh/Russian) and the type of the movies watched (dubbed/subtitled). In this survey you will be asked 20 multiple-choice questions. Your participation in the survey is anonymous, no names and identifying details will be recorded.

If there is something you would like to add, I would appreciate your participation in an interview which will be in the second part of this research. If you are interested, please provide your contact number or email address at the end of the survey. However, sharing your contact number does not mean your participation in the second part is irrevocable. You will be given another informed consent form for the interview and you may refuse to participate. All gathered materials will be strongly protected and kept in a locked personal cabinet and password-secured laptop accessible only to the researcher.

TIME INVOLVED: Your participation in the survey will take approximately 10-15 minutes.

RISKS AND BENEFITS: The research risk is no greater than that ordinarily encountered in daily life activities. The only risk associated with this study is a potential negative perception of the research questions which may cause discomfort, anxiety, or stress. You may withdraw from the research at any time. You will possibly benefit from this study by reaching self-reflection on the topic of the attitude towards language learning through dubbed and subtitled movies and having your voice heard as a cinema visitor and language learner.

PARTICIPANT'S RIGHTS: The decision whether or not to take part in this research study is voluntary. If you decide to participate in this research, please remember that you have the right to withdraw at any time without penalty. You also have the right to refuse to answer particular questions if those cause you discomfort. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask my Master's thesis Supervisor Sulushash Kerimkulova, skerimkulova@nu.edu.kz

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please press "I agree" if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all the foregoing, I agree, of my own free will, to participate in this study.

☐ I agree

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**Сауалнама**

Мемлекеттік тілді дубляждалған және субтитрлі фильмдер арқылы үйрену: қазақстандық студенттердің көзқарасы

СИПАТТАМА: Сіз қазақстандық студенттердің мемлекеттік тілді дубляждалған және субтитрлі фильмдер арқылы үйренуі туралы көзқарасын зерттеуге арналған жобаға келіп отырсыз. Зерттеудің мақсаты – негізгі тілі (қазақ /орыс) мен көрген фильм түріне (дубляждалған / субтитрлі) байланысты студенттердің көзқарастарының ұқсастықтары мен айырмашылықтарын зерделеу. Бұл сауалнамада сізге 20 сұрақ қойылады. Бұл сауалнама анонимді, яғни, есіміңіз бен сәйкестендіру деректері жазылмайды.

Егер қосатыныңыз бар болса, сізді зерттеу жұмысының екінші бөлімінде болатын сұхбатқа шақырамыз. Ол үшін сауалнаманың соңында байланыс нөміріңізді немесе электрондық пошта мекенжайын көрсетуіңізді сұраймыз. Дегенмен, сіз нөміріңіз бен поштаңызды көрсетсеңіз де, ол сіздің екінші бөлімде қатысуға міндетті екеніңізді білдірмейді. Интервьюге басқа ақпараттық форма беріледі және сіз қатысудан бас тарта аласыз. Барлық жиналған мәлімет сенімді түрде тек зерттеушіге белгілі құлыппен жабылған суырмада және құпиясөзбен ғана ашылатын ноутбукте сақталады.

ЖҰМСАЛАТЫН УАҚЫТ: Сауалнама шамамен 10-15 минут уақыт алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Бұл зерттеудің қауіпі күнделікті өмірде кездесетін түрінен аспайды. Осы зерттеуге байланысты жалғыз қауіп – қолайсыздықты, мазасыздықты немесе күйзелісті тудыруға бейім сұрақтарды теріс қабылдау. Сіз жауапқа тартылмай-ақ сұхбаттан кез келген уақытта шыға аласыз. Сіз дубляждалған және субтитрленген фильмдер арқылы тілді үйренуге деген көзқарасыңызды рефлексиялап, киноны тамашалаушы және тіл үйренуші ретінде өз дауысыңызды естірту арқылы бұл зерттеуден өзіңізге пайда табуыңыз мүмкін.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Бұл зерттеу жұмысына қатысу немесе қатыспау туралы шешім қабылдауға еріктісіз. Егер сіз осы зерттеуге қатысуды ұйғарсаңыз, одан кез келген уақытта жауапқа тартылмай-ақ бас тартуға құқығыңыз бар екенін ұмытпаңыз. Кейбір сұрақтар қолайсыздық тудырса, оларға жауап бермеуге құқылысыз. Бұл зерттеу жұмысының нәтижелері ғылыми немесе кәсіби кеңестерде ұсынылуы ықтимал немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтар: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы менің жетекшіммен хабарласуыңызға болады: Сулушаш Керимкулова, skerimkulova@nu.edu.kz

Дербес баланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен мына электрондық пошта арқылы хабарласуыңызға болады: gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, “Келісемін” деп басуыңызды өтінеміз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның тәртібі жайында толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатынын және құпия мәліметтерге тек зерттеушінің өзі ғана қолжеткізе алатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда айтылған ақпараттарды саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз еркіммен келісемін.

☐ Келісемін

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ**Анкетирование****Изучение государственного языка с помощью фильмов с дубляжом и субтитрами: отношение казахстанских студентов**

ОПИСАНИЕ: Вы приглашены принять участие в исследовании отношения казахстанских студентов к изучению государственного языка с помощью фильмов с дубляжом и субтитрами. Целью исследования является определение сходства или различий во взглядах в зависимости от доминирующего языка учащихся (казахский / русский) и вида просмотренных фильмов (дублированный/ субтитрированный). В этой анкете вам будет задано 20 вопросов с несколькими вариантами ответов. Ваше участие в опросе является анонимным, имена и идентификационные данные записываться не будут.

Если вам есть что добавить, приглашаем вас на интервью, которое будет во второй части этого исследования. Если вы заинтересованы, укажите, пожалуйста, свой контактный номер или адрес электронной почты в конце опроса. Однако, указание номера и почты не означает обязательное участие во второй части. На интервью вам будет представлена другая форма информированного согласия и вы можете отказаться от участия. Все собранные материалы будут надежно защищены и храниться в закрытом на ключ личном ящике шкафа и ноутбуке защищенном паролем, доступном только для исследователя.

ВРЕМЯ УЧАСТИЯ: Это анкетирование займет около 10-15 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риск от исследования не больше, чем обычно встречается в повседневной жизни. Единственный риск, связанный с этим исследованием - это потенциальное негативное восприятие вопросов, которые могут вызвать у вас дискомфорт, беспокойство или стресс. Вы можете прекратить участие в любое время. Возможно, вы извлечете пользу из этого исследования, через саморефлексию на тему отношения к изучению языка с помощью фильмов с дубляжом и субтитрами, и ваш голос, как посетителя кинотеатра и изучающего язык человека, будет услышан.

ПРАВА УЧАСТНИКА: Ваше решение, принимать участие в этом исследовании или нет, является добровольным. Если вы решили принять участие в этом исследовании, помните, что у вас есть право прекратить участие без штрафных санкций. Вы также имеете право отказаться отвечать на определенные вопросы, если они вызывают у вас дискомфорт. Результаты этого исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с моим руководителем: Сулушаш Керимкулова, skerimkulova@nu.edu.kz

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, нажмите “Согласен(на)”, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

☐ Согласен(н

Appendix C2

INFORMED CONSENT FORM

Semi-structured interview

Learning the state language through dubbed and subtitled movies: Attitudes of Kazakhstani students

DESCRIPTION: You are invited to participate in a research on attitudes of Kazakhstani students towards learning the state language through dubbed and subtitled movies. The research aims to explore similarities or differences in attitudes depending on the dominant language of students (Kazakh/Russian) and the type of the movies watched (dubbed/subtitled). You will be asked to participate in an interview which will be audiotaped only with your permission. Your name will be replaced by a pseudonym, and any identifying details (e.g. voice recorded) will be omitted to keep your identity anonymous. All gathered materials will be strongly protected and kept in a locked personal cabinet and password-secured laptop accessible only to the researcher.

TIME INVOLVED: Your participation in the interview will take approximately 40 minutes.

RISKS AND BENEFITS: The research risk is no greater than that ordinarily encountered in daily life activities. The only risk associated with this study is a potential negative perception of the research questions which may cause discomfort, anxiety, or stress. You can withdraw from the research at any time without penalty or do not answer the questions that they find uncomfortable. You will possibly benefit from this study by reaching self-reflection on the topic of the attitude towards language learning through dubbed and subtitled movies and having your voice heard as a cinema visitor and language learner.

PARTICIPANT'S RIGHTS: The decision whether or not to take part in this research study is voluntary. If you decide to participate in this research, please remember that you have the right to withdraw at any time without penalty. You also have the right to refuse to answer particular questions if those cause you discomfort. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask my Master's thesis Supervisor Sulushash Kerimkulova, skerimkulova@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all the foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ Date: _____

The extra copy of this signed and dated consent form is for you to keep.

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**Сұхбат**

Мемлекеттік тілді дубляждалған және субтитрлі фильмдер арқылы үйрену: қазақстандық студенттердің көзқарасы

СИПАТТАМА: Сіз қазақстандық студенттердің мемлекеттік тілді дубляждалған және субтитрлі фильмдер арқылы үйренуі туралы көзқарасын зерттеуге арналған жобаға келіп отырсыз. Зерттеудің мақсаты – негізгі тілі (қазақ /орыс) мен көрген фильм түріне (дубляждалған / субтитрлі) байланысты студенттердің көзқарастарының ұқсастықтары мен айырмашылықтарын зерделеу. Бұл сұхбат сіздің рұқсатыңызбен диктафонға жазылады. Сіздің атыңыз жалған есіммен алмастырылады және жеке басыңызды растайтын мәліметтерді жасыру мақсатында сәйкестендіру деректері (мысалы, дауыстық жазба) алынып тасталады. Барлық жиналған мәлімет сенімді түрде тек зерттеушіге белгілі құлыппен жабылған суырмада және құпиясөзбен ғана ашылатын ноутбукте сақталады.

ЖҰМСАЛАТЫН УАҚЫТ: Сұхбат шамамен 40 минут жүргізіледі.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Бұл зерттеудің қауіпі күнделікті өмірде кездесетін түрінен аспайды. Осы зерттеуге байланысты жалғыз қауіп – қолайсыздықты, мазасыздықты немесе күйзелісті тудыруға бейім сұрақтарды теріс қабылдау. Сіз жауапқа тартылмай-ақ сұхбаттан кез келген уақытта шыға аласыз немесе кейбір сұрақтар қолайсыздық тудырса, оларға жауап бермеуге құқылысыз. Сіз дубляждалған және субтитрленген фильмдер арқылы тілді үйренуге деген көзқарасыңызды рефлексиялап, киноны тамашалаушы және тіл үйренуші ретінде өз дауысыңызды естірту арқылы бұл зерттеуден өзіңізге пайда табуыңыз мүмкін.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Бұл зерттеу жұмысына қатысу немесе қатыспау туралы шешім қабылдауға еріктісіз. Егер сіз осы зерттеуге қатысуды ұйғарсаңыз, одан кез келген уақытта жауапқа тартылмай-ақ бас тартуға құқығыңыз бар екенін ұмытпаңыз. Кейбір сұрақтар қолайсыздық тудырса, оларға жауап бермеуге құқылысыз. Бұл зерттеу жұмысының нәтижелері ғылыми немесе кәсіби кеңестерде ұсынылуы ықтимал немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтар: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы менің жетекшіммен хабарласуыңызға болады: Сулушаш Керимкулова, skerimkulova@nu.edu.kz

Дербес баланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен мына электрондық пошта арқылы хабарласуыңызға болады: gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның тәртібі жайында толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатынын және құпия мәліметтерге тек зерттеушінің өзі ғана қолжеткізе алатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда айтылған ақпараттарды саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз еркіммен келісемін.

Қолы: _____ Күні: _____

Қол қойылған келісім формасының екінші данасы сізде қалады.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ**Интервью****Изучение государственного языка с помощью фильмов с дубляжом и субтитрами: Отношение казахстанских студентов**

ОПИСАНИЕ: Вы приглашены принять участие в исследовании отношения казахстанских студентов к изучению государственного языка с помощью фильмов с дубляжом и субтитрами. Целью исследования является определение сходства или различий во взглядах в зависимости от доминирующего языка учащихся (казахский / русский) и вида просмотренных фильмов (дублированный/ субтитрованный). Вам будет предложено принять участие в интервью, которое будет записано на диктофон только с вашего разрешения. Ваше имя будет заменено псевдонимом, а любые идентифицирующие данные (например, запись голоса) будут опущены, чтобы сохранить вашу анонимность. Все собранные материалы будут надежно защищены и храниться в закрытом на ключ личном ящике шкафа и ноутбуке защищенном паролем, доступном только для исследователя.

ВРЕМЯ УЧАСТИЯ: Интервью займет около 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риск от исследования не больше, чем обычно встречается в повседневной жизни. Единственный риск, связанный с этим исследованием - это потенциальное негативное восприятие вопросов, которые могут вызвать дискомфорт, беспокойство или стресс. Вы можете прекратить участие в любое время без штрафных санкций или прервать процесс, если вам необходимо обсудить какие-либо вопросы. Возможно, вы извлечете пользу из этого исследования, достигнув саморефлексии на тему отношения к изучению языка с помощью фильмов с дубляжом и субтитрами, и ваш голос, как посетителя кинотеатра и изучающего язык человека, будет услышан.

ПРАВА УЧАСТНИКА: Ваше решение, принимать участие в этом исследовании или нет, является добровольным. Если вы решили принять участие в этом исследовании, помните, что у вас есть право прекратить участие без штрафных санкций. Вы также имеете право отказаться отвечать на определенные вопросы, если они вызывают у вас дискомфорт. Результаты этого исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с моим руководителем: Сулушаш Керимкулова, skerimkulova@nu.edu.kz

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.





















































































- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.













Подпись: _____ Дата: _____

Вторая копия подписанной формы согласия остается у вас.

Appendix D

Screenshot from SPSS Statistics

File	Edit	View	Data	Transform	Analyze	Direct Marketing	Graphs	Utilities	Add-ons	Window	Help
											
	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
4	Q2	Numeric	40	0	Gender	{2, Female}...	None	5	 Right	 Scale	 Input
5	Q3	Numeric	40	0	Language at ho...	{1, Kazakh}...	None	5	 Right	 Scale	 Input
6	Q4	Numeric	40	0	Level in Kazakh	{1, Basic}...	None	5	 Right	 Scale	 Input
7	Q5	Numeric	40	0	Citizen of Kaza...	{1, yes}...	None	5	 Right	 Scale	 Input
8	Q6	Numeric	40	0	Attitude toward...	{1, positive}...	None	5	 Right	 Scale	 Input
9	Q7	Numeric	40	0	Language throu...	{1, yes}...	None	5	 Right	 Scale	 Input
10	Q8	Numeric	40	0	New movie - Se...	{1, dubs TL...	None	5	 Right	 Scale	 Input
11	Q8_5_TEXT	String	2000	0	New movie - Text	None	None	15	 Left	 Nominal	 Input
12	Q9	Numeric	40	0	Lessons w dub...	{1, yes}...	None	5	 Right	 Scale	 Input
13	Q10	Numeric	40	0	Off cinema	{1, Russian}...	None	5	 Right	 Scale	 Input
14	Q11	Numeric	40	0	In cinema	{1, Russian}...	None	5	 Right	 Scale	 Input
15	Q12	Numeric	40	0	Comprehension...	{1, yes}...	None	5	 Right	 Scale	 Input
16	Q13	Numeric	40	0	Confidence	{1, yes}...	None	5	 Right	 Scale	 Input
17	Q14	Numeric	40	0	Vocabulary	{1, yes}...	None	5	 Right	 Scale	 Input
18	Q15_1	Numeric	40	0	Opportunity-bet...	{1, }...	None	5	 Right	 Scale	 Input
19	Q15_2	Numeric	40	0	Opportunity-lea...	{1, }...	None	5	 Right	 Scale	 Input
20	Q15_3	Numeric	40	0	Opportunity-do...	{1, }...	None	5	 Right	 Scale	 Input
21	Q15_4	Numeric	40	0	Opportunity-do...	{1, }...	None	5	 Right	 Scale	 Input
22	Q15_5	Numeric	40	0	Opportunity-none	{1, }...	None	5	 Right	 Scale	 Input
23	Q16	Numeric	40	0	Perception of d...	{1, Rus dub...	None	5	 Right	 Scale	 Input
24	Q17	Numeric	40	0	Perception of th...	{1, picture i...	None	5	 Right	 Scale	 Input
25	Q18	Numeric	40	0	Ideal - Selected...	{1, Kaz dub...	None	5	 Right	 Scale	 Input
26	Q18_5_TEXT	String	2000	0	Ideal - Text	None	None	15	 Left	 Nominal	 Input
27	Q19	String	2000	0	Contacts	None	None	15	 Left	 Nominal	 Input

File	Edit	View	Data	Transform	Analyze	Direct Marketing	Graphs	Utilities	Add-ons	Window	Help			
														
	Progre...	Q	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q8_5_TEXT	Q9	Q10	Q11
1	100.00	1	1	2	1	3	1	1	1	4		1	1	1
2	100.00	1	1	2	1	3	1	1	1	1		1	1	1
3	100.00	1	1	2	1	3	1	1	1	1		1	1	2
4	100.00	1	1	2	1	3	1	1	1	1		1	1	1
5	100.00	1	2	3	2	3	2	1	1	1		2	1	1
6	100.00	1	1	2	1	3	1	1	1	1		1	1	1
7	100.00	1	1	2	1	3	1	1	1	4		1	1	1
8	100.00	1	2	2	2	2	1	1	1	3		1	1	1
9	100.00	1	2	3	2	3	1	1	1	3		2	1	1
10	100.00	1	2	2	1	2	1	2	1	1		1	1	1
11	100.00	1	1	2	1	3	1	1	2	1		1	2	2
12	100.00	1	1	2	1	3	1	1	1	2		2	2	1
13	100.00	1	1	2	1	3	3	2	1	3		3	1	1
14	100.00	1	2	3	2	2	1	1	2	1		2	1	1
15	100.00	1	1	2	2	3	1	1	1	4		1	2	1
16	100.00	1	1	2	1	3	1	1	2	4		2	1	1
17	100.00	1	2	2	2	2	2	2	1	3		1	1	1
18	100.00	1	1	3	1	3	1	1	1	4		2	1	1
19	100.00	1	1	2	1	3	1	1	1	3		1	1	1
20	100.00	1	1	2	1	3	1	1	1	1		1	1	1
21	100.00	1	1	3	1	1	1	1	3	3		3	2	1
22	100.00	1	2	2	1	3	2	1	1	1		1	1	1
23	100.00	1	1	3	1	3	1	1	1	1		1	2	2

Appendix E

Data Sample

Transcript [translated from Russian] of the interview with participant R2

Researcher: How would you describe your level of proficiency in Kazakh?

Interviewee: It is conversational. I can use it in daily life but speaking of the academic level, I am not capable.

R: Would you like to improve your Kazakh? Why?

I: Yes, of course. First, I have linguistic interest. I mean when you learn a language it gives you the opportunity to discover the structure of the language, and other languages of the same language family. Second, I would like to improve my Kazakh to pass it on to younger generations.

R: What are the attitudes of your relatives and people around you towards your intentions to improve Kazakh?

I: Super positive. They would be over the moon. Because in my family this issue is... not thorny... I would say sensitive, towards the language I mean. Because my parents are not fluent in Kazakh. Well, they can speak it, but at the very low level. And they feel guilty because their children's first language is Russian. And therefore they tried to direct us to Kazakh schools, like KTL you know, so that we can learn the language at school.

R: What is your attitude towards those who prefer to speak Kazakh?

I: My attitude is positive. But the only thing which makes me sad is when they understand... I would like them to continue speaking in Kazakh despite me expressing my thoughts in Russian. I would like them not to pay attention to Russian-speaking people in society and continue speaking Kazakh so that Russian-speaking have to adjust to them rather than Kazakh-speaking people to Russian speakers.

R: You mean you observe that Kazakh-speaking people switch to Kazakh when they receive an answer in Russian?

I: Yes.

R: What is your experience of watching movies dubbed in Kazakh?

I: The first time I watched a Kazakh-dubbed movie in cinema was when I was at school... grade 5-6, 2008, when "Cars 2" was released. My parents decided to send us to Kazakh-dubbed version as it was one of the first cinema movies dubbed in Kazakh, it was like "WOW"... But unfortunately I didn't understand a single word... only... I couldn't perceive Kazakh audio. After we went to see various movies dubbed in Kazakh... Later, when finished school, it was easier to understand. But I cannot say I understand it fully... maybe 50%. And my overall understanding is still not perfect, maybe 50-60%.

R: Why do you think there is only one organization in Kazakhstan, Bolashak, that dubs foreign movies in Kazakh?

I: I think... I'm not sure but I think...maybe because of lack of financial support. If it was there, there would be more companies. Because I think there are many great translators in our country, from Russian into Kazakh, and from English into Kazakh. The most important thing is to pay them.

R: I see. Why do you think the organization dubs mainly cartoons?

I: Target population of cartoons is children... rather than adults. Children form comprehension of languages in this age... until the teen age. It is easier to learn and perceive a language. It is harder to convince adults and... it is harder to change adults than children...impact them.

R: You mean through movies, dubbing, people believe in teaching Kazakh to children?

I: Yes, I think so.

R: Okay. The next question is how do you picture a classroom where language is taught through movies dubbed in Kazakh?

I: First, the cartoon needs to be very interesting and trendy to interest children to watch. And I think if dubbing is of a good quality, children will catch many new words. And consequently, learn the language through cartoons. Because when I was a child, all cartoons were only in Russian. And it is the period when you learn... imitate characters. If all those cartoons were in Kazakh, the situation would be different, I suppose.

R: Now could you please tell me about your your experience of watching movies subtitled in Kazakh?

I: Since the law was introduced, all movies..they are provided with subtitles in the Kazakh language. Honestly speaking, first it was unusual but eventually you just start ignoring them.

R: You mean you watch a movie but do not pay attention to subtitles?

I: Very little attention, very little.

R: How do they overall impact you? How would you describe your feelings?

I: Overall, I don't care about subtitles. The attention is paid mostly when there are some...exclamations...harsh and curse words. You pay attention only to them like "wow, how would that be in Kazakh?". But mostly I ignore subtitles.

R: What do you think how subtitles can be useful for Russian speakers?

I: I think the impact is low. Because if a movie is in Russian and you came to see a movie in Russian, and you do not need anything else... you do not need subtitles to understand the movie. You hear, you see, and you do not need an extra source. Another can be said if you do not understand what the movie is about. If you do not catch some words, only then you pay attention to subtitles. It works that way for me. When you watch a movie and understand it 100% you do not need subtitles.

R: Do you think subtitles can anyhow enrich the vocabulary of Russian speakers in Kazakh?

I: I think at a very small extent. Because even if you catch a phrase, after watching you anyway forget it because you were impressed by the movie rather than... it is a movie which is captured...emotions... Although you want to memorize a phrase... it doesn't work for me because it is not unethical to write down the words using your cellphone in cinema.

R: How would you interpret the main reason of the new Law on Cinematography?

I: I think the purpose is good... distribution of the Kazakh language. I agree that Kazakh should be distributed more and more...to reduce...like to make Kazakh dominate over Russian.

R: What is the best way to present foreign movies in local cinemas? Why?

I: It is a difficult question. I think there should be an option to choose between Kazakh and Russian dubbing...and of course, English. But subtitles need to align with the language of dubbing.

R: You mean if I want to watch a movie in Kazakh, there need to be both dubbing and subtitles in Kazakh?

I: Yes, I think it is logical. Or without subtitles, just with dubbing.

R: Is there anything to add? Your ideas and suggestions please.

I: I think it is not right to introduce laws radically and force people... introduce laws like "all movies will be in Kazakh" can be accepted by the population very negatively... as an affront. People should have the right to choose. If a person wants to acquire a language, they should have the right, the opportunity to go to a movie with Kazakh dubbing. And those who do not have a desire or necessity, they should have the right to choose another option. So it needs to be done at will not under duress.

R: Okay, that is all I wanted to ask. Thank you very much for participating in this research.