THE RELATIONSHIP BETWEEN CHINESE VIEWERS' ATTITUDE TOWARD FANSUB VIDEOS AND ATTITUDE TOWARD SPONSORSHIP

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ความสัมพันธ์ระหว่างทัศนคติของผู้ชมชาวจีนต่อวิดีโอแฟนซับและทัศนคติต่อการสนับสนุน

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หลุยชี่ หลู : ความสัมพันธ์ระหว่างทัศนคติของผู้ชมชาวจีนต่อวิดีโอแฟนซับและทัศนคติต่อการสนับสนุน.
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การวิจัยในครั้งนี้มีจุดประสงค์เพื่อศึกษาทัศนคติของผู้ชมชาวจีนต่อการรับชมวิดีโอแฟนซับและทัศนคติต่อการสนับสนุน รวมไปถึงการศึกษาความสัมพันธ์ระหว่างทั้งสามตัวแปร ตามทฤษฎีความสมดุล (Balance Theory) ของฟริทซ์ ไฮเดอร์ ใช้ระเบียบวิธีการวิจัยเชิงปริมาณและใช้แบบสอบถามออนไลน์เป็นเครื่องมือในการเก็บข้อมูลจากกลุ่มตัวอย่างที่เป็นผู้เข้าชมกระทู้บนเว็บไซต์แฟนซับที่มีผู้ชมมากที่สุดของประเทศจีน ผู้ตอบสอบถามมีจำนวน 216 คน ผลการศึกษาแสดงให้เห็นว่า กลุ่มตัวอย่างมีทัศนคติเชิงบวกต่อทุกตัวแปร และพบความสัมพันธ์ในเชิงบวกระหว่างกันอย่างมีนัยสำคัญทางสถิติ ซึ่งอาจหมายความว่าการให้การสนับสนุนวิดีโอแฟนซับอาจมีส่วนช่วยทำให้เกิดทัศนคติเชิงบวกต่อแบรนด์

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This paper aimed to study Chinese viewers' attitude toward watching fan-subtitled online courses, attitude toward sponsorship activity, and attitude toward sponsor brand. The relationships among three attitude variables were examined based on Fritz Heider's balance theory. A quantitative approach was employed and an online questionnaire was distributed on the online forum of the most popular fansub group's website in mainland China. 216 samples were collected. The finding showed that three variables were favorable, and significantly positively correlated. This suggested that sponsoring fan-subtitled video could contribute to a positive attitude towards brands.

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CHAPTER 1

INTRODUCTION

1.1 Significance of this Study

Nowadays, we are evolving rapidly into a knowledge-based society (Duderstadt, 2005), according to the EU SME center (2014), the average 30% income of a Chinese family is spent on education, compared to 22% in Korea and 10% in Japan. The importance of education has been highly valued by the Chinese families. And thanks to the development and widespread of the Internet, e-learning has become increasingly prevalent in China. The whole market size keeps growing steadily from 2002 by an average of 20%, and it is estimated to reach 313.36 billion yuan (4.42 billion USD) and 250 million users in 2019 (iResearch, 2019; iiMedia Research, 2019).

Accompanied by this growing trend, the online courses with open access from prestigious foreign universities come to Chinese viewers' attention. For instance, *Positive Psychology* from Harvard University and *Introduction to Psychology* from Yale University have got 4.5 million and 2.3 million views respectively (Netease, 2019). Those English videos are translated into Chinese and re-uploaded on Chinese domestic network by people who want to share those courses with others. In a specific term, those videos translated, subtitled and distributed online by fans are called fansub videos (Díaz Cintas & Sanchez, 2006; Condry, 2010; Gao, 2018). On Weibo, the

Chinese Twitter equivalent, the most followed fansub group account YYeTs has more than 8 million followers. The two online courses mentioned above are translated by this fansub group.

Fansub activity can be considered as an effective way to cross over the language and cultural barriers between audiences and foreign audiovisual products (Pérez González, 2006). In this case, the translated online courses helped those people who do not familiar with the original languages used in the videos to understand the contents, in other words, it has lowered the threshold for ordinary Chinese people to connect with profound knowledge. Apart from viewers, brands also noticed fansub videos and started sponsoring this activity. Recently, embedding advertising clips of sponsors has become wildly seen in Chinese fansub works (He, 2014). Sponsored ads are ranged from online and offline services such as language school, study-abroad agency to tangible products such as confectionery. Besides, posting photos and text on Weibo, embedding QR code in videos are some other forms for presenting sponsored content.

Sponsorship as a communication vehicle has grown remarkably in recent years (Huber, Vollhardt, Matthes, & Vogel, 2015) due to it is evaluated positively by consumers (Meenaghan, 2001). According to the IEG sponsorship report (2018), the total global sponsorship spending has grown steadily from 2015 and reached 62.7 billion USD in 2017. Meanwhile, the annual growth rate of sponsorship spending is

4.3%, surpassing the rate of promotion (1.8%) and advertising (3.5%). Table 1.1

illustrated the total global sponsorship spending and annual growth of advertising,

promotion and sponsorship from 2015 to 2018 in detail.

Table 1.1 Global Sponsorship Spending and Annual Growth of Advertising,

Promotion, and Sponsorship

	Annual Growth of Advertising (%)	Annual Growth of Promotion (%)	Annual Growth of Sponsorship (%)	Global Sponsorship Spending (Billion USD)
2015	3.4	4.2	4.1	57.5
2016	2.5	4.4	4.6	60.1
2017	3.5	1.8	4.3	62.7
2018(Projected)	4.5	2.8	4.9	65.8

Source: IEG. (2018). *What sponsors want & where dollars will go in 2018.* Retrieved

October 11, 2019, from http://www.sponsorship.com/

IEG/files/f3/f3cfac41-2983-49be-8df6-3546345e27de.pdf

However, with the increasing growth of sponsorship worldwide, researchers are

too focused on sports sponsorship. Other sponsorship areas such as the arts, social

causes or other sponsored entities deserve special attention in the future (Walliser,

2003).

Based on the background discussed above, this paper intends to study viewers' attitude toward watching fansub video, sponsorship, and sponsor from the following perspective. First, what is Chinese viewers' attitude toward watching fansub online course? Although viewers may have a positive attitude toward the course itself, their attitude toward the subtitles translated by amateurs remains unclear yet.

Secondly, what is Chinese viewers' attitude toward the sponsoring activities done by companies to support fansub groups translating online course? And what is their attitude toward brands which appeared in fansub video? As suggest by Walliser (2003), sponsorship study should be conducted in diverse contexts. Fansub online courses have got a considerable number of views as described before (Netease, 2019), but different from massive sport events, less sponsorship study has investigated in this context (O'Hagan, 2009). Therefore, more research should be conducted to explore if sponsoring fansub groups can still generate a positive attitudinal response.

Thirdly, is there any relationship among those attitudes? To investigate the relationships could help enhance the knowledge of sponsorship mechanism and test if the sponsorship works in the same way as sports or another cultural-related context.

Answering those questions helps form a better understanding of Chinese online viewers in terms of how they evaluate sponsorship in fansub video context. Also, valuable implications can be provided from this study to help brands make sponsorship decisions.

In conclusion, this section discussed the significance of this study by demonstrating the popularity of online education and fansub online courses among Chinese viewers and sponsors. Second, sponsorship is increasing steadily worldwide, but there is less research focus on non-sports sponsorship. Third, viewers' attitudes toward watching fansub online courses, sponsorship and sponsors remain unclear and more investigation needed. Therefore, it is necessary and worthwhile to conduct this study.

1.2 Research Objectives

1. To study Chinese viewers' attitude toward watching fansub online courses

2. To study Chinese viewers' attitude toward sponsorship and attitude toward sponsors of fansub online course

3. To study the relationship among attitude toward watching fansub online courses, attitude toward sponsorship and attitude toward sponsors

1.3 Research Questions

RQ 1: What is Chinese viewers' attitude toward watching fansub online courses

RQ 2: What is Chinese viewers' attitude toward sponsorship activity of fansub online courses

RQ 3: What is Chinese viewers' attitude toward sponsor brands of fansub online courses

RQ 4: What is the relationship among Chinese viewers' attitude toward watching fansub online courses and their attitude toward sponsorship activity and sponsor brand

1.4 Research Hypotheses

H1: There is a correlation between Chinese viewers' attitude toward watching fansub online courses and their attitude toward sponsorship activity

H2: There is a correlation between Chinese viewers' attitude toward watching fansub online courses and their attitude toward sponsor brands

H3: There is a correlation between Chinese viewers' attitude toward sponsorship activity and their attitude toward sponsor brands

1.5 Scope of Study

This study aims to enhance the understanding of Chinese viewers who are watching fansub online courses. Specifically, to investigate their attitude toward watching fansub online courses, attitude toward sponsorship activity and sponsor brands, and the relationships among those three attitudes as well. This study mainly focused on examining the attitudes of 200 online Chinese males and females who are

watching fansub online courses and aged from 18-45, which is the target age group of online learning (iiMedia Research, 2019). Survey data was collected in mainland China from October 20th to November 4th, 2019.

1.6 Operational Definition

Attitude is defined as a person's overall evaluation of a concept (Peter & Olson, 2010). Two types of attitudes can be identified which are: attitudes toward objects, and attitudes toward behaviors. In the current study, attitude toward watching fansub online course is an attitude toward behavior, attitude toward sponsorship and sponsors is attitude toward objects. The detailed definitions are stated below.

Attitude toward watching fansub online courses refers to a person's overall favorable or unfavorable evaluation of performing the watching behavior. There are totally five dimensions of this attitude which are harmful or beneficial, pleasant or unpleasant, good or bad, worthless and valuable, unenjoyable and enjoyable.

Attitude toward sponsorship is the viewers' overall evaluation of the sponsoring activities done by companies and brands to support fansub groups translating online courses. It was measured by six dimensions which are: pre-sponsor attitude, pre-object attitude, fit, sincerity, attitude toward commercialization, and overall feeling.

Attitude toward sponsors is viewers' overall evaluation of the brands which appeared in the videos of fansub online courses as a sponsor. Brands may appear in

the videos through embedded QR code or advertising clips. This attitude could be

positive or negative, good or bad, liked or disliked.

Fansub online courses are those videos translated, subtitled and distributed on

Chinese domestic networks by people who want to share the courses with others. For

example, the translated videos of *Positive Psychology* from Harvard University and

Introduction to Psychology from Yale University. The original courses are open access

and free to download.

1.7 Benefits of the Study

1. To enhance the understanding of Chinese viewers of fansub online courses in

terms of how they evaluate the fansub videos, sponsorship activity, and sponsor

brands.

2. To provide empirical support and implications for brands and companies

when they need to make sponsorship a decision and guide them to maximize the

effects of sponsorship especially when the sponsored entity is a fansub group.

3. Academically, the finding from this study is expected to enrich the literature

in both fansub and sponsorship field and also pave the way for future research.

CHAPTER 2

LITERATURE REVIEW

This chapter is a review of relevant literature related to fansub, consumer attitude, and sponsorship. Begin with the definition of fansub, the overview of fansub in China and online learning were discussed in the first part. In the consumer attitude part, the definition, different orientation of attitude and balance theory were summarized. Finally, literature in the sponsorship field including definition, attitude toward sponsorship and other related theories used to explain sponsorship were provided in the last part of this literature review. The research framework based on those review of literature was formed and presented at the end of this chapter.

2.1 Fansub Online Courses

2.1.1 Definition of fansub

Fansub is a short form of fan subtitled. As a form of fan translation, fansub video is a version of a foreign audiovisual product which has been translated, subtitled and distributed online by fans (Díaz Cintas & Sanchez, 2006; Condry, 2010; Gao, 2018). The original concept of fansub was only focussing on translating Japanese animation, but later it became broaden to including all types of foreign audiovisual products such as TV series, movies or talk shows (He, 2014). Translators and all people involved in this activity are called fansubbers (Gao, 2018).

2.1.2 Overview of Fansub in China

Fansub is a relatively new concept in research field (Wang, 2017), therefore, forming a background knowledge by understanding the overview of fansub in China is important to this study.

The merging of fansub is accordance with the development of the Internet and technology (Hatcher, 2005). Fansubbers used VHS tapes and laser-disk to record their favorite animations and translated them. Due to the expensive professional equipment and the limited number of translators, at the first period of 1980s, the distribution of fansub videos was only available within a small amount of people. In around 2002, digital subtitle files have replaced video cassettes and laser-disks. The development of Internet technology and broadband facilitates the distribution of fansubbed videos and the requirement of original videos as well (Leonard, 2005).

The first Chinese fansub group appeared around 2002 (Wang, 2017), translating Japanese anime into Chinese. English to Chinese fansub group also merged at the same time, they were working on the translation of *Friends*. In 2006, a fansub group named Jumpcn started embedding advertising clips provided by sponsors on their works because they claimed that they needed financial support to run their website. An estimate shows that the costs of running a fansub website including the costs of server, maintenance fee and other costs in China takes around 60,000 RMB (U.S. $9,753) per year (He, 2014).

Fansub activity can provide potential benefit to relevant industry by generating viewers' interests and attention before an official release, especially when audiences are outside of the country where that audiovisual products released originally (Lessig, 2004). Many fansub groups justify this activity by promoting this free publicity aspect (Hatcher, 2005). In other words, fansubs could provide a service which is similar to "try before you buy" pattern. The fair use of fansub was discussed by several research (Hatcher, 2005; He, 2014). In terms of fansub online courses, the purpose of this reproduction is to spread the knowledge to the public by translating and subtitling the English videos into Chinese, furthermore, the original videos are open access for everyone to download, therefore, the fair use of fansub online courses can be supported.

The process of producing fansub videos involved six steps of collaborative working, which are raw acquisition, translation, timing, revising, encoding and distribution (Hacher, 2005; Deng, 2016). Usually, sponsors' QR codes and advertising video clips are embedded in the online course videos through the encoding step (He, 2014).

In this section, the author discussed the definition, overview of fansub activities in China. This session is necessary since fansub is a relatively new concept in research, providing relevant information will form a better understanding of this study.

2.1.3 Overview of e-Learning in China

Among different types of fansub videos, for example, TV series, talk shows and so on. One of the popular types is fansub online courses. The popularity of fansub online courses reflected the prosperous of e-learning in China. According to the EU SME center (2014), the importance of education valued in Chinese people's mind, the growing affluence and popularity of the Internet have made the e-learning market growing significantly. Most higher education institutions and corporate training organizations are embracing this trend as an approach of providing learning and improving performance (Rosenberg & Foshay, 2002).

Garrison (2011) suggested that e-learning should be treated as the process of education facilitated by the Internet and other technological tools. In other words, this conceptualization addressed e-learning as a form of learning accessible online through network technologies. It has been further defined by conceptualizing it as an implimentation of Internet Technology in education to make it easier, and more effective. Furthermore, an extended definition of e-learning, which includes offline methods of distributing learning materials was discussed, for instance, using audio and videotapes, broadcast and interactive television (Clark & Mayer, 2016). Therefore, from a wider perspective, any use of computer technologies in learning can be considered as e-learning (Fallon & Brown, 2016).

This integrated conceptualization covered the special subset of e-learning such as m-learning (mobile-learning) where learning is mediated by mobile devices such as

smartphones and tablet. In fact, any instruction delivered on a digital device such as a desktop computer, laptop computer, tablet or smartphones which is intended to support learning can be included in this perspective of e-learning (Clark & Mayer, 2016). The online courses addressed in this study can be considered as an e-learning material under this point of view.

Online courses offer learners flexibility and convenience to learn. They may not necessarily need to travel to the education institution and attend a lecture as schedualed, which allows them flexibility and freedom to learn at anywhere, anytime.

Therefore, not surprisingly, students' satisfaction and e-learning effectiveness studies has shown that e-learning based students perform as well as or even better than classroom-based students (Bullen, 1999), researchers have found no statistically significant difference in the satisfaction level of students between e-learning and traditional classroom teaching. Other researchers further suggested that some e-learners reported a higher level of satisfaction than those who participated in a lecture with instructor (Jung, 2002).

Moreover, in terms of advertising in learning environment, the study of Ogba, Saul, and Nigel (2012) has found out that inconsistent with the finding from general Internet research, their respondents showed positive attitudes toward advertising included in the virtual learning system. They attributed this to their respondents were

students enrolled in business or management school, who may have a more favorable perception toward advertising than other people.

2.2 Consumer Attitude

2.2.1 Definition

Attitude is an essential factor because it could affect consumer behavior (Fishbein & Ajzen, 1975). Attitude is defined as a person's overall evaluation of a concept (Peter & Olson, 2010). Fishbein and Ajzen (1975) defined an attitude is "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (p. 6)". Brand attitude is the consistently favorable or unfavorable tendency a consumer hold or the overall evaluation of a consumer toward a certain brand (Ajzen & Fishbein, 1980). The evaluation stemmed from the significant benefits or image of the brand, in other words, the consumer judges the benefits and image from a brand and forms an overall brand attitude (Wilkie, 1986).

In order to understand the influence of attitudes on behavior, two types of attitudes can be identified, which are: attitudes toward objects, and attitudes toward behaviors (Ajzen & Fishbein, 2005). Attitude toward objects is a person's evaluation of that object while attitude toward a behavior refers to the degree to which a person has a favorable or unfavorable evaluation of the behavior to be performed. Historically, two major theoretical orientations can be identified in attitude research (Lutz, 1991). The first view is referred to as the *tripartite view of attitude* which

proposes that an attitude consists of cognition, affection, and conation three parts. While the second orientation, the *uni-dimensionalist view of attitude*, treats attitude as a single affective construct. The two theoretical orientations were discussed below.

2.2.2 The Tripartite View of Attitude

Under this view of attitude, researchers proposed that attitude consists of three components which are cognition, affection, and conation (Anilkumar & Joseph, 2012). *Cognition* refers to all the thoughts and beliefs a consumer hold about a certain object. *Affection* or feeling, which is the favorable or unfavorable emotional response to the object. *Conation* is the intended and actual behavior of individuals. Any attitude encompasses those three integrated elements (see Figure 2.1).

Figure 2.1 The Tripartite View of Attitude
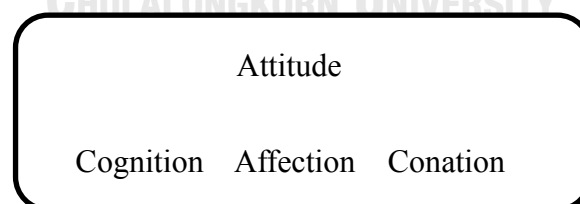
Attitude

Cognition   Affection   Conation

Source: Lutz, R. J. (1991). The role of attitude theory in marketing. In H. H. Kassarjian & T. S. Robertson (Eds.), *Perspectives in consumer behavior* (4th ed., pp. 317-339). Englewood Cliffs. NJ: Prentice Hall.

The tripartite view of attitude is well established theoretically, however, less empirical research has done regarding this orientation. Practically, attitude measurement only consists of affection part, the cognition and conation elements of attitude have not been measured in attitude research. This has become a major criticism of this point of view (Lutz, 1991). Therefore, the tripartite view of attitude is not currently a major orientation of attitude research. A uni-dimensional view of attitude was developed based on the tripartite view.

2.2.3 Uni-dimensionalist View of Attitude

Lutz (1991) presented a theoretical orientation for consumer attitude called the uni-dimensionalist view of attitude. According to this view, an attitude consists of the affective components only, the other two attitude components still exist but playing as different roles. Cognition becomes the antecedents of attitude, representing beliefs about brands or products. Once consumers acquire these beliefs, they will then form an attitude by evaluating the brands. Conation is divided into two part which are behavioral intention and actual behavior as a result of an individual's attitude. Figure 2.2 illustrated this orientation of attitude. In short, attitude is uni-dimensional, composing of only one affection component, which represents the degree of favorable or unfavorable evaluation to the attitude object. Belief and behavioral elements are not considering as parts of attitude; however, they are viewed as antecedents and consequences of attitude respectively (Fishbein & Ajzen, 1975).

Figure 2.2 The Uni-dimentionalist View of Attitude

Cognition (Beliefs)	→	Affect (Attitude)	→	Conation (Intentions)	→	Conation (Behaviors)

Source: Lutz, R. J. (1991). The role of attitude theory in marketing. In H. H. Kassarjian & T. S. Robertson (Eds.), *Perspectives in consumer behavior* (4th ed., pp. 317-339). Englewood Cliffs. NJ: Prentice Hall.

2.2.4 Balance Theory

Balance Theory is proposed by Fritz Heider (1946, 1958) which suggested that individuals value harmony among cognitive and affective components. Heider's theory focuses on the P-O-X relationships illustrated in Figure 2.3.

The P-O-X link consisting of P (one person), O (an attitude object), and X (related object). Each relation among the three components is considered as inter-dependent with each other. That is, the theory suggested that the evaluation of, or an attitude toward an object is affected by the related evaluation or attitude.

Figure 2.3 The Model of Balance Theory (P-O-X Link)
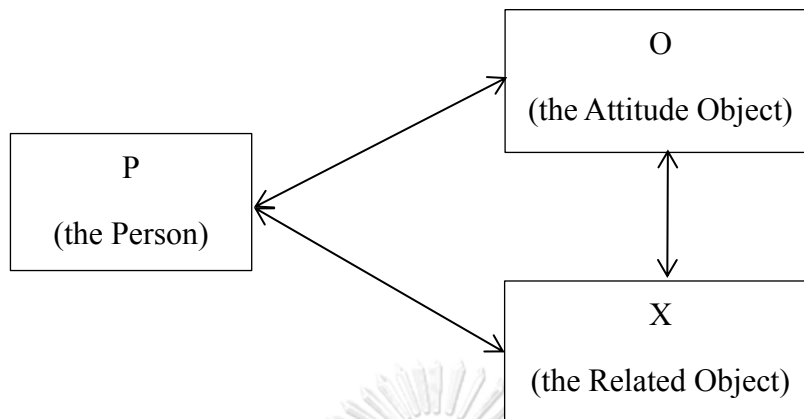
Source: Lutz, R. J. (1991). The role of attitude theory in marketing. In H. H. Kassarjian & T. S. Robertson (Eds.), *Perspectives in consumer behavior* (4th ed., pp. 317-339). Englewood Cliffs. NJ: Prentice Hall.

For instance, if P has a positive affection for X and X's attitude toward O is positive as well, then there will be a possibility for P to evaluate O positively. Similarly, if P has a negative affection for X, X's attitude toward O is negative, then the prediction for the attitude of P to O will be positive. Those two situations are the balanced situation that generated a positive attitude toward O. On the contrary, when the attitude of P-X of and X-O is unbalanced, the attitude of P-O will be predicted as negative. The four possible configurations of Balance Theory, including two positive results (1,2) and two negative results (3,4), are depicted as Figure 2.4.

Figure 2.4 Four Possible Configurations of Balance Theory

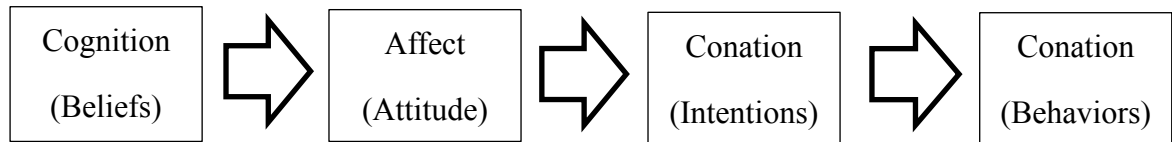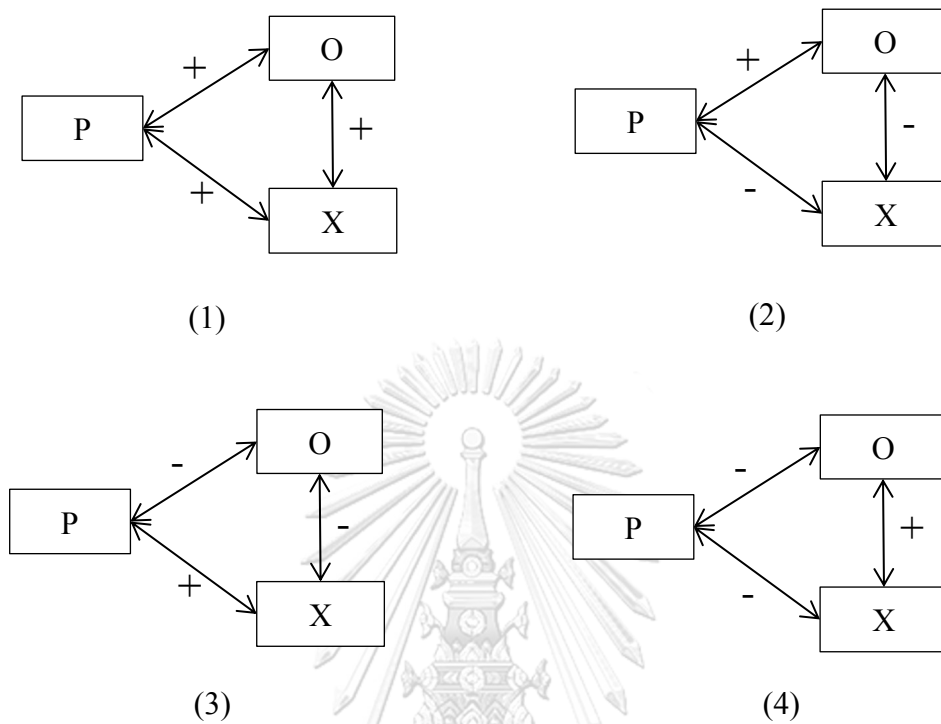(1)   (2)

(3)   (4)

Source: Lutz, R.J. (1991). The role of attitude theory in marketing. In H. H. Kassarjian & T. S. Robertson (Eds.), *Perspectives in consumer behavior* (4th ed., pp. 319-339). Englewood Cliffs. NJ: Prentice-Hall, pp.320.

Balance theory is useful in explaining attitude formation in sponsorship context (Dean, 2002). For instance, from a consumer perspective, a balance theory explanation of sponsorship suggests that the sponsor, the sponsored entity, and the consumer should be put in the P-O-X link mentioned before. The sponsor activity establishes a positive affective connection between the sponsor and the sponsored

entity (X-O). If the consumer has a preexisting positive attitude toward the sponsored event (P-X), it is likely the consumer will form a positive attitude toward the sponsor ((P-O).

In the fansub case discussed in this study, the fansub group which translate online courses (X) received support from sponsor (O), the X-O link is positive here. If viewers' attitude toward watching fansub online course is positive (P-O), according to Balance Theory (Heider, 1958), it is reasonable to predict that viewers' attitude toward the sponsorship activity and sponsor brand will be positive (P-X). This will be the desired outcome for sponsoring fansub groups. Viewers' attitude toward the original online course videos released by prestigious universities can be considered as positive. If the translation done by fansub group did not bring any bad experience during the watching process, for example, bad translation or un-synchronized dialogue, the viewers' attitude toward watching fansub online coursed should be favorable.

2.3 Sponsorship

2.3.1 Definition

Sponsorship is one of the most remarkably growing areas of marketing activity nowadays (IEG, 2018). As traditional media such as advertising have become more expensive, sponsorship is viewed as a cost-effective alternative, also, consumers evaluate sponsorship positively (Meenaghan, 2013). Sponsorship refers to an

investment, in cash or other kinds, to support a property such as sports team, sports event, entertainment, non-profit event or organization (IEG, 2000). Sponsorship-linked marketing refers to the organizations implement this activity to build and communicate an associated image with a sponsored entity (Meenaghan, 1983; Cornwell, 1995).

2.3.2 Attitude toward Sponsorship

Consumer's attitudinal construct toward sponsorship was developed and examined by several research (Lee, Sandler, & Shani, 1997; Olson, 2010). Based on the definition of sponsorship-linked marketing, Lee et al. (1997) developed a conceptual construct of consumer attitude toward sponsorship (See Figure 2.5). This structure consists of three parts, which are *attitude toward sponsored entity*, *attitude toward commercialization* and *attitude toward behavioral intent*. Attitude towards behavioral intent can be translated to consumer willingness to purchase sponsored products. Attitude toward the sponsored entity referred to consistently favorable or unfavorable response to an event. In this study, the event will be watching the fansub online course. Consumers' attitudes may be different due to different perception or other individual factors, which would affect the outcome of sponsorship activities. This attitude is relatively stable due to the characteristics of attitude (Ajzen & Fishbein, 2005).

Figure 2.5 Conceptual relationship between sponsorship definition and consumer-related attitudinal constructs

Sponsor Perspective   Consumer Perspective
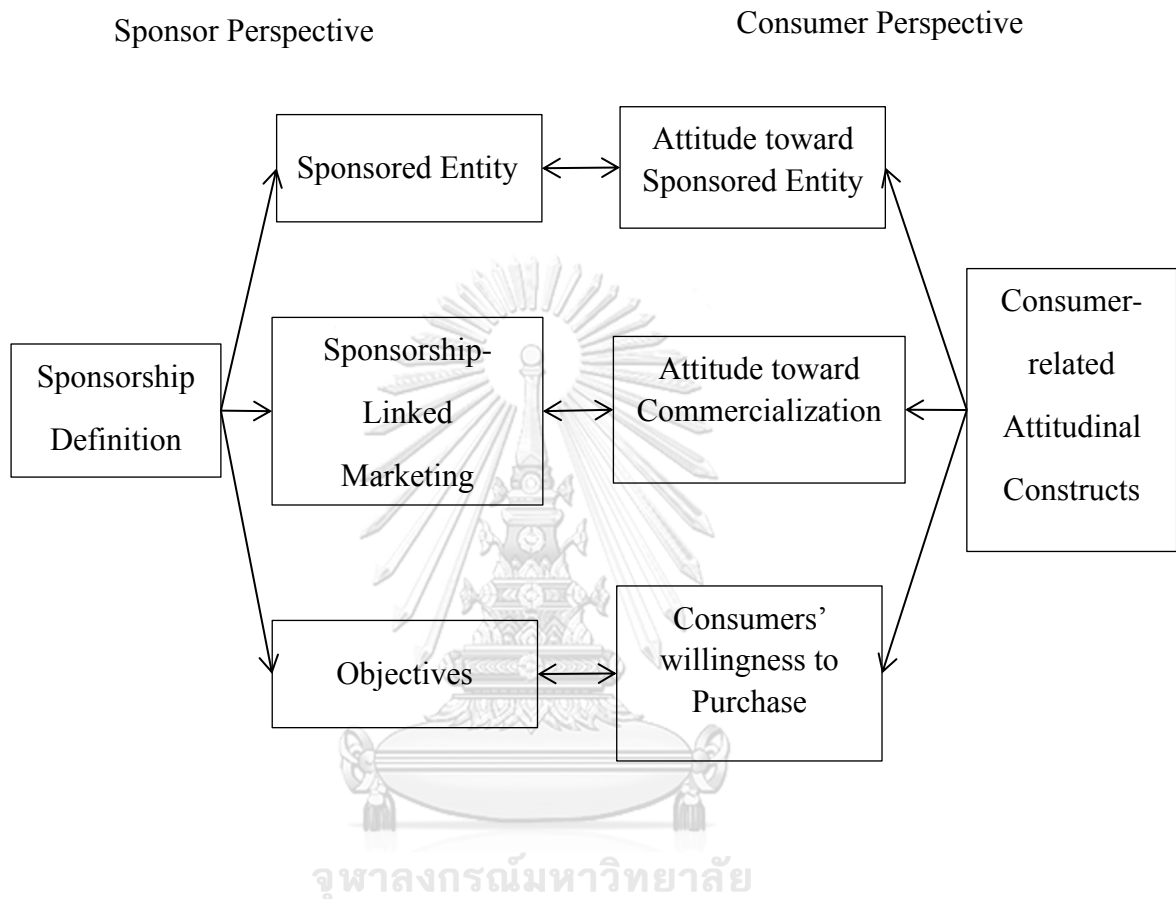
Source: Lee, M., Sandler, D., & Shani, D. (1997). Attitudinal constructs towards sponsorship: Scale development using three global sporting events, *International Marketing Review, 14*(3), 159-169.

Attitude towards commercialization refers to consumers' reaction to the sponsor-initiated commercial activity surrounding the sponsored entity. Most sponsors leverage their association with events by this commercial activity (Cornwell, 1995).

This attitude may influence consumer attitude toward the sponsored entity and their sponsors.

Olson (2010) tested a sponsorship model across both sports and non-sports contexts. The findings yielded in his research suggested that one model can work well across different contexts including sports, culture, cause, and others. When a higher level of pre-sponsor attitudes pre-sponsored entity attitude, fit, and sincerity are perceived by consumers, the sponsorship attitude is more likely to be positive. Figure 2.6 depicted this model.

Figure 2.6 Sponsorship Effect Predictors
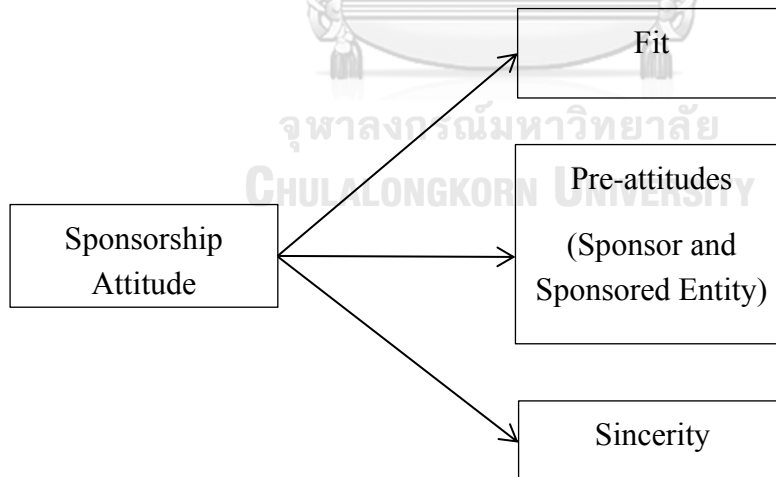
Source: Olson, E. (2010). Does sponsorship work in the same way in different sponsorship contexts, *European Journal of Marketing*, *44*(1/2), 180-199.

Alexandris, Tsaousi, and James (2007) have found that pre-attitude toward the sponsor and sponsored entity have a significant impact on sponsorship-related attitudes due to the mechanisms of balance theory (Heider, 1958) and associated memory model (Keller, 1993). Fit is defined as a strategic match or similarity between sponsor brand and sponsored entity (Olson, 2010). Walraven, Koning, and Bottenburg (2012) have found that when the target audience perceives a fit between the sponsor firm and the sponsored object, sponsor firm is more likely to elicit positive sponsorship response, which suggested the perceived fit have a positive impact on attitudes toward sponsor. Sincerity or altruism has been found to have a positive relationship with sponsorship attitudinal effects (Alexandris et al., 2007; Speed & Thompson, 2000) by modifying the commercial level of marketing activities.

2.3.3 Theories of How Sponsorship Works

Cornwell (2005) summarized the theoretical explanation used in the past literature to explain the mechanics of how sponsorship works from a management perspective. Those theories mentioned in his research including mere exposure, low-level processing, reactivation, matching and congruence, articulation, balance theory/image transfer, identification, and other mechanics.

The most relevant theories addressed in this study are Balance Theory and the image transfer model. Balance Theory has been discussed in the consumer attitude

section, the focus here was image transfer. Image transfer model (Gwinner, 1997) was an extension of the meaning transfer model of McCracken (1989). The term "meaning" means consumers' overall assessments of what a celebrity represents in their mind, the meaning is formed based on the celebrity's personality, characteristics, lifestyles, and so on, which has been accumulated through their roles in television, movies, athletics, and other careers.

This model suggested that consumers would transfer the meaning that they associated with a celebrity to the brand or product which the celebrity has endorsed in an advertisement. In other words, when a celebrity and a brand or product were paired in an advertisement, the meaning associated with the celebrity will move to the brand or product in a consumer's mind. Gwinner (1997) extended this model to explain how sponsorship affects attitude. Similar to celebrity endorsement, Gwinner suggested that as consumers associate celebrities with certain meanings, sponsored entity was associated with certain attributes and attitudes as well. And when a sponsorship paired the event and the brand together, consumers would transfer their attitude toward the sponsored entity to the sponsor brand.

The term image in Gwinner's model refers to the overall interpretation of meanings or associations attributed to the sponsored entity by consumers. Attitude towards the sponsored entity and attitude towards the brand are conceptualized as components of event image and brand image, respectively. The model was

represented in Figure 2.7.

Figure 2.7 the Model of Image Transfer
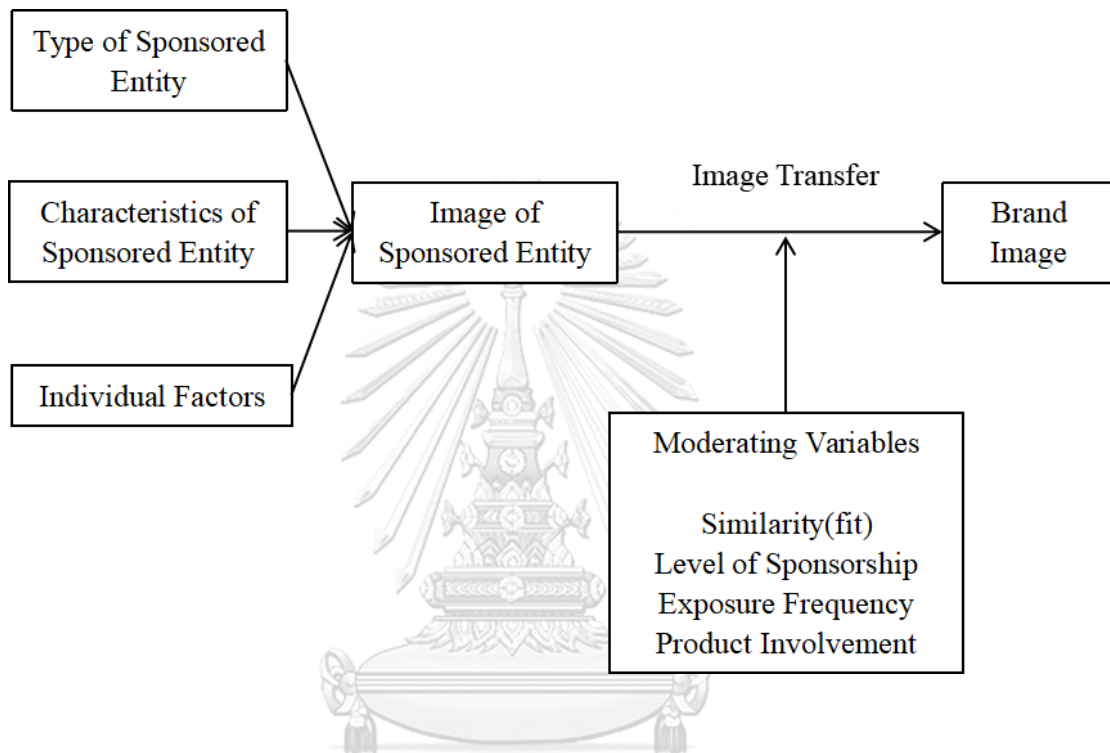
Source: Gwinner, K. (1997). A model of image creation and image transfer in event sponsorship. *International Marketing Review, 14*(3), 145–158.

Images of sponsored entities are derived from the type and characteristics of the entity and shaped by individual consumer factors. Through sponsorship, an image of the sponsored entity may be transferred through association to the sponsor. As suggested in the model, the degree of similarity or fit, the level of sponsorship and event frequency, consumer's involvement with a product may moderate the outcome of this transfer process. To be specific, a higher degree of similarity or fit between

sponsored entity and sponsor brand, more exclusive level of sponsorship, and more frequent the event, the image transfer will be more effective. Furthermore, brand attitudes of high involvement goods will be weakly influenced by event image.

As discussed above, the image transfer model was based on an associated learning mechanism suggested by Keller (1993) in marketing literature. Due to this associative learning nature of how sponsorship works (Keller, 1993), it is risky for sponsors to ignore their consumers' attitude toward sponsored entity because this image may transfer to sponsors' brand. Specifically, fansub online courses provide a solution for the audience to access and understand online courses in foreign language freely, this image may transfer positively. On the other hand, if a person has a negative attitude toward watching fansub videos, it seems reasonable to predict that the person would stop watching and the exposure of sponsored information would decline as well. Hence, to figure out what audiences' attitude toward watching fansub online courses is necessary to fansub sponsors.

2.4 Related Research

Madrigal (2001) studied sponsorship in sports event context, the results suggested that companies have increasingly utilized sponsorship as a marketing communications tool because the brand side expected that the goodwill consumers feel toward the sponsored entity will transfer to their brands.

McDonal (1991) examined consumer attitudes toward sponsorship in sports event context. Their finding indicated that the consumers may have a positive attitude toward sponsor activities because the financial support from sponsor which have made the sports event happen smoothly.

Baker (1999) stated that sponsorship works similar as advertising, it targets consumers in a situation in which they pay less attention to the stimulus, in other words, audiences are low involved with the sponsored contents because of concentration on the sports event itself. Therefore, repetition of the stimulus is mandatory in order to attract the respondent's attention.

Maricic, Kostic-Stankovic, Bulajic, and Jeremic (2019) studied the recall and recognition of embedded advertisements of sponsors in sports event context. They found that involvement in a sport, exposure to a sponsored event and the sponsor awareness do not have an influence on the sponsor's attitude. Meanwhile, sponsor awareness and attitude towards sponsors influenced the consumers' willingness to purchase sponsor brand.

Measurement of attitude toward sponsor used in the study of Maricic et al. (2019) was adopted later in Chapter 3. And other findings from related research helped to support the explanation in Chapter 5 of the finding.

In conclusion, this literature review consists of three parts which are fansub online courses, consumer attitude, and sponsorship. Based on the integrated

understanding of that literature, the author formed the research framework below as showed in Figure 2.8.

Figure 2.8 Research Framework
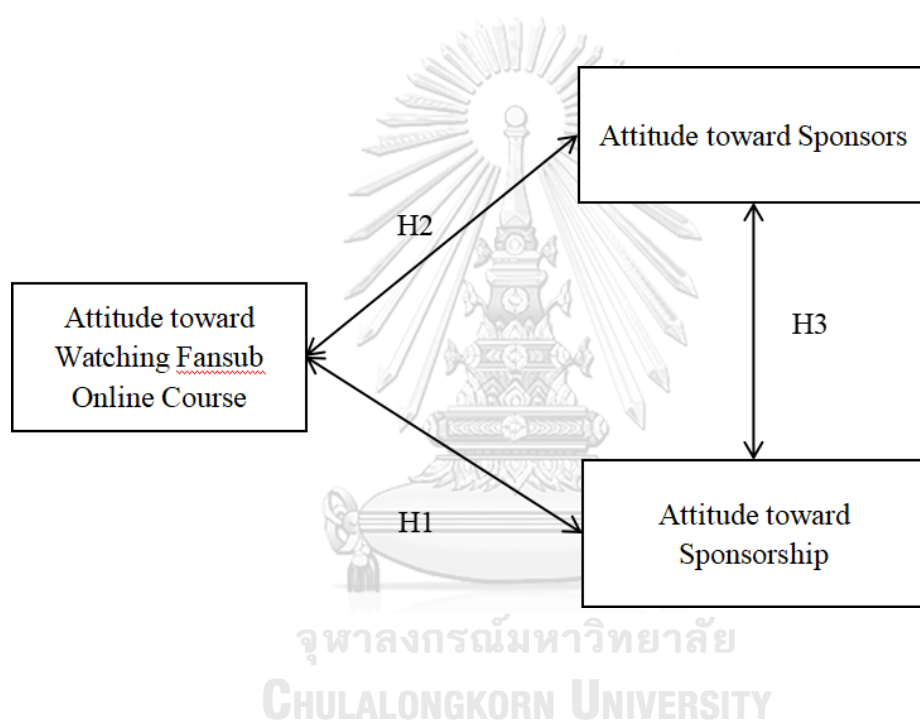
CHAPTER 3

METHODOLOGY

This chapter consists of research methodology, population, and sample, sampling technique, research instrument, measurement of variables data collection, data analysis and presentation. This quantitative study was utilizing an online questionnaire to collect data from Chinese fansub online course viewers aged from 18-45. The questionnaire measured three attitude components, which are viewers' attitude toward watching fansub online course, sponsorship and sponsor. Data analysis was done by SPSS to compute the mean, standard deviation, and correlations among those three attitude variables. The detail was described below.

3.1 Research Methodology

In this study, a quantitative approach was utilized. Survey data was collected from an online self-administered questionnaire, sample size is 216.

3.2 Population and Sample

The total population of this research was those people who watch fansub online courses while living in mainland China aged 18-45. The estimated number of this population is 195 million (iiMedia Research, 2019).

According to Yamane formula (1967), at the acceptance sampling error 7%, the sample size will be 200.

$$n = \frac{N}{1 + N(e)^2}$$

n= Sample Size

N= Population Size

e= the Acceptable Sampling Error

3.3 Sampling Techniques

This study applied a non-probability sampling technique. Respondents were required to complete all the questions showed in the questionnaire before submitting. The valid time of the data collecting was two weeks, from 21st October to 4th November 2019.
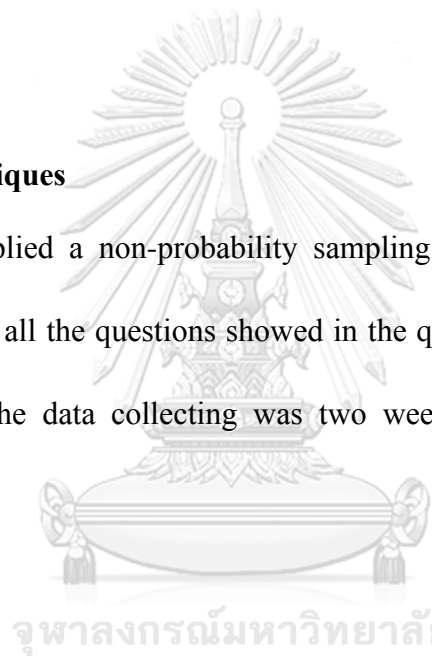
3.4 Research Instruments

An online questionnaire used in this study was powered by www.wjx.cn, the Chinese Google Form equivalent, and translated from English to Chinese by a language expert. The translation was checked by two Chinese native speakers to ensure it was easy to understand. Participants who received incentives were selected from the total 216 respondents randomly by the function of wjx.

The whole questionnaire consisted of 5 parts, totally 30 questions: 2 screening out questions, 5 questions to examine viewers' attitude toward watching fansub online courses, 14 questions for measuring attitude toward sponsorship, 3 questions for attitude toward sponsor and 6 questions for respondents' profile. The whole questions were shown in Table 3.1. The questionnaire in both English and Chinese are available in Appendix A and B respectively.

Table 3.1 Compose of questionnaire (see Appendix A)

Category	items	Source
Screening questions	1. Where do you live now? 2. Have you ever watched a fansub online course?	N/A
Attitude toward watching fansub online course	I feel that watching fansub online courses is: 3. Harmful / Beneficial 4. Unpleasant / Pleasant 5. Bad / Good 6. Worthless / Valuable 7. Unenjoyable / Enjoyable	Ajzen (2006)
Attitude toward sponsorship	*Pre sponsor attitude* 8. I think that the sponsor of fansub online courses have a good reputation. 9. I think that the sponsor of fansub online courses have a positive profile. 10. I can recommend the sponsors of fansub online course.	Olson (2010); Lee, Sandler & Shani (1997)

Category	items	Source
Attitude toward sponsorship	*Pre object attitude* 11. I think that online courses translated by fansub groups have a good reputation. 12. I think that online courses translated by fansub groups have a positive profile. *Fit* 13. There is a logical connection between the sponsor and fansub online courses. 14. It makes sense to me that those companies sponsor fansub online courses. *Sincerity* 15. I feel that the reason why the companies sponsor fansub groups translating online courses is because brands believe it deserves support. 16. I feel that sponsors have the best interest of fansub online courses at heart. *Commercialization* 17. I feel the commercialization level of fansub online courses brought by sponsors is acceptable for me. 18. I feel that the fansub online courses are not over-commercialized. *Overall attitude* 19. My feeling about companies' sponsoring of fansub online courses is good. 20. My feeling about companies' sponsoring of fansub online courses is positive. 21. My feeling about companies' sponsoring of fansub online courses is favorable.	Olson (2010); Lee, Sandler & Shani (1997)
Attitude toward Sponsors	22. I have a positive feeling towards the sponsors of fansub online course due to their sponsorship. 23. I have a good image about the fansub online course sponsors due to their sponsorship. 24. I liked the sponsors of fansub online course more due to their sponsorship.	Maricic at el. (2019)
Demographic information	25-30. Gender, age group, education level, occupation, monthly income and frequency of usage.	N/A

3.5 Measurement of Variables

In part one, 2 screening questions were asked. Respondents who live outside mainland China or never watched a fansub online course were eliminated. Also, those who completed the questionnaire within 1 minute were dismissed as well.

Viewers' attitude toward watching fansub online course was measured by a five-point semantic differential scale, on the other hand, viewers' attitude toward sponsorship and sponsor are measured by a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). A higher score indicates a more favorable attitude.

Attitude toward watching fansub online courses was using a 5-item measurement adopted from Ajzen (2006), attitude toward sponsorship was measured by 14 items adapted from Olson (2010), Lee, Sandler, and Shani (1997), measurement for attitude toward sponsors was adapted from Maricic at el. (2018).

In the final part of the questionnaire, 6 questions were asked for respondents' profiling, including gender, age, level of education, occupation monthly income frequency of usage. Age was ranged from 18-45. Income groups were divided according to the National Bureau of Statistics of China (2018). The first three groups have lower income than average.

3.5.1 Checks for Reliability

To make sure that the collected data was accurate, Cronbach's Alpha was used to find the reliability of the findings. The pre-test to explore Cronbach's Alpha was done by 30 samples.

The questionnaire for measuring viewers' attitude was consists of three components: attitude toward watching fansub online course, attitude toward sponsorship and attitude toward sponsor. Five-point semantic differential scale was employed to measure viewers' attitude toward watching fansub online course, and Five-point Likert scales were utilized to measure viewers' attitudes toward sponsorship and sponsor. Cronbach's Alpha for the three measurement scales were showed in Table 3.2.

Table 3.2 Cronbach's Alpha of Measurement Scales

Attitude Variables	Number of items	Cronbach's Alpha
Attitude toward Watching Fansub Online Course	5	0.85
Attitude toward Sponsorship	14	0.90
Attitude toward Sponsor	3	0.83

According to Table 3.2, Cronbach's Alpha for attitude toward watching online courses (5 items), attitude toward sponsorship (14 items) and attitude toward sponsor (4 items) were 0.85, 0.90 and 0.83 respectively. Each of the three Cronbach's Alpha

number was higher than 0.7, this suggested that the three scales have relatively high internal consistency (Bland & Altman, 1997).

3.6 Data Collecting Method

The questionnaire was distributed on the forum page of YYeTs fansub group's website. This is the fansub group which translating online course. A letter for asking permission was prepared and sent to the administrator of YYeTs fansub group as showed in Appendix C. Incentives (a 30 Thai Baths stationary) were provided to 40 random participants who completed the questionnaire.

3.7. Data Analysis and Data Presentation

The survey data was analyzed by SPSS (Statistic Package for Social Sciences). For the descriptive statistics, mean and standard deviation will be calculated. The scoring of a 5-point Likert scale was presented in Table 3.3.

Table 3.3 Likert Scale Scoring

Level of Agreement	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Table 3.4 dipicted the interpretation of mean score calculated from a 5-point Likert scale.

Table 3.4 Interpretation of Mean Score in A 5-point Likert Scale

Meaning	Scoring Range
Strongly Disagree	1.00-1.80
Disagree	1.81-2.60
Neutral	2.61-3.40
Agree	3.41-4.20
Strongly Agree	4.21-5.00

The mean score of each attributes including harmful/beneficial, unpleasant/pleasant, bad/good, worthless/ valuable and unenjoyable/enjoyable in attitude toward watching online courses will be calculated from a 5-point semantic differential scale. Table 3.5 depicted the interpretation of mean scores for each attributes using harmful/benefical as an example. Table 3.6 showed the meaning of total mean score computed from the total five attributes, a higher total mean score indicated a more favorable attitude toward watching fansub online courses.

Table 3.5 Interpretation of Mean Score in A 5-point Sementic Different Scale

Meaning	Scoring Range
Very Harmful	1.00-1.80
Harmful	1.81-2.60
Neutral	2.61-3.40
Beneficial	3.41-4.20
Very Beneficial	4.21-5.00

Table 3.6 Interpretation of Total Mean Score in A 5-point Semantic Differential Scale

Meaning	Scoring Range
Strongly Unfavorable	1.00-1.80
Unfavorable	1.81-2.60
Neutral	2.61-3.40
Favorable	3.41-4.20
Strongly Favorable	4.21-5.00

Besides, in regarding to inferential statistics, Pearson's Product Moment Correlation Coefficient was employed here to investigate the correlation among viewers' attitudes toward watching fansub online courses and attitude toward sponsorship activity and sponsor brand. The interpretation for correlation results was shown in Table 3.7.

Table 3.7 Pearson's Product Moment Correlation Coefficient Measurement (r)

r	Meaning
1.00-0.80	Very high association
0.79-0.60	High association
0.59-0.40	Normal association
0.39-0.20	Low association
0.19-0.00	Very low association

CHAPTER 4
FINDINGS

This chapter is a summary of the results generated from the data collected through an online questionnaire completed by 216 male and female fansub online course viewers aged from 18 to 45 living in mainland China. The data collection duration was 2 weeks, started from October 21st to November 4th, 2019. The findings of this study were divided into 3 parts which are general demographic data analysis, descriptive analysis, and inferential analysis – hypothesis testing.

4.1 General Data Description

This part summarized the demographic information of the 216 samples, including 6 aspects namely gender, age, level of education, occupation, monthly income and the frequency of watching fansub online course per week. Details were illustrated as followed.

Table 4.1 Gender of the Samples

Gender	n	%
Male	84	38.89
Female	132	61.11
Total	**216**	**100.0**

Table 4.1 summed the gender ratio of 216 respondents, comprising 84 males, or 38.89% of the total samples and 132 females, accounting for 61.11% of the sample.

Table 4.2 Age Range of the Samples

Age	n	%
18-25	109	50.46
26-35	87	40.28
36-45	20	9.26
Total	**216**	**100.0**

As showed in table 4.2, the age range had been divided into three groups: 18-25, 26-35 and 36-45. More than half of respondents were 18-25 years old, accounting for 109 or 50.46% of the total. 40.28% or 87 of respondents were aged 26-35. And 20 persons were from group 36-45 years, made for 9.26% of the sample.

Table 4.3 Education Level of the Samples

Education Level	n	%
High School	7	3.24
Bachelor's degree	150	69.44
Master's degree	56	25.93
Ph.D. and Higher	3	1.39
Total	**216**	**100.0**

Table 4.3 showed the education level of respondents. The majority of the sample hold a bachelor's degree, consisting of 150 individuals, or 69.44% of the total. The second group was respondents with a master's degree, accounting for 56 people or 25.93% of the total sample. This was followed by people who completed a high school degree, made up 7 individuals or 3.24% of the sample. 3 respondents hold a Ph. D or higher degree, this was the group with the least number of people, consists of 1.29% of the total.

Table 4.4 Occupation of the Samples

Occupation	n	%
Neither in education nor employed	4	1.85
Mainly study	36	16.67
Mainly work	88	40.74
Exclusively study	23	10.65
Exclusively work	65	30.09
Total	**216**	**100.0**

Respondents' occupation is shown in table 4.4. The largest group of people was mainly working, consisting of 88 people, or 40.74% of the total sample. The second group comprised 65 exclusively workers, or 30.09% of the total sample, followed by 36 respondents, or 16.67%, who were mainly studying. 23 respondents were exclusively studying, consists of 10.65% of the total sample. The rest 4 people were not in education nor employed, this was the smallest group of the sample, accounting for 1.85% of the total.

Table 4.5 Monthly Income of the Samples

Monthly Income	n	%
No income	27	12.50
1-2,500	29	13.43
2,501-5,000	38	17.59
5,001-7,500	54	25.00
7,501-10,000	38	17.59
Over 10,000	30	13.89
Total	**216**	**100.0**

Table 4.5 illustrated the monthly income of the respondents. 54 individuals earned 5,001-7,500 Yuan per month. This is the largest income group accounting for

25.00% of the total. 38 respondents have a monthly income of 2,501-5,000 Yuan and 7,501-10,000 Yuan, making up 17.59% of the total. The third-largest group of people who earned more than 10,000 Yuan per month, consists of 30 individuals or 13.38% of the sample. This was followed by 29 people (13.43%) who earned 1-2,500 yuan per month, the smallest group consists of 27 respondents (12.50%) who has no income.

Table 4.6 Frequency of Watching fansub Online Course

Frequency of Watching fansub Online Course per Week	n	%
1-2 episode(s)	76	35.19
3-4 episodes	78	36.11
5-6 episodes	38	17.59
Over 7 episodes	24	11.11
Total	**216**	**100.0**

As showed in Table 4.6, 78 respondents watched fansub online course 3-4 episodes per week, consisting of 36.11% of the sample. The second-largest group was 76 individuals watching 1-2 episodes per week, making up 35.19% of the total. This was followed by 38 respondents (17.59%) who watching 5-6 episodes per week. The smallest group of people were watching more than 7 episodes a week, consists of 24 respondents accounting for 11.11% of total.

4.2 Finding from Descriptive Analysis

This section presented the data collected from the 216 respondents about their attitudes toward watching fansub online courses, sponsorship and sponsors. Mean scores, standard deviation and the interpretation of mean scores were depicted below.

This part of the descriptive analysis addressed the first and second research objectives, which are to study viewers' attitudes toward watching fansub online courses, sponsorship and sponsors.

Table 4.7 Mean and Standard Deviation of the Attitude toward Watching Fansub Online Courses

Attitude toward Watching Fansub Online Course	Mean	S.D.	Interpretation of Mean Score
Harmful / Beneficial	4.25	0.78	Very Beneficial
Unpleasant / Pleasant	3.89	0.87	Pleasant
Bad / Good	4.28	0.83	Very Good
Worthless / Valuable	4.35	0.83	Very Valuable
Unenjoyable / Enjoyable	4.04	0.93	Enjoyable
Total	**4.16**	**0.68**	**Favorable**

Note: 5-point Likert scale, Cronbach's Alpha for this measurement is = .85

Table 4.7 illustrates the mean and standard deviation of respondents' attitude toward watching fansub online course. Samples rated watching fansub online course as very beneficial (Mean = 4.25, S.D. = 0.78), very good (Mean = 4.28, S.D. = 0.83), and very valuable (Mean = 4.35, S.D. = 0.83). Meanwhile, they scored a slightly lower number on the indicators of watching fansub online course was pleasant (Mean =3.89, S.D. = 0.87) and enjoyable (Mean = 4.04, S.D. = 0.93). Totally, respondents hold a favorable attitude toward watching fansub online courses.

Table 4.8 Mean and Standard Deviation of the Attitude toward Sponsorship

Attitude toward Sponsorship	Mean	S.D.	Interpretation of Mean Score
Pre sponsor attitude	**3.68**	**0.79**	**Agree**
I think that the sponsor of fansub online courses have a good reputation.	3.63	0.83	Agree
I think that the sponsor of fansub online courses have a positive profile.	3.76	0.92	Agree
I can recommend the sponsors of fansub online courses.	3.67	1.04	Agree
Pre-object attitude	**3.99**	**0.69**	**Agree**
I think that online courses translated by fansub groups have a good reputation.	3.95	0.81	Agree
I think that online courses translated by fansub groups have a positive profile.	4.02	0.77	Agree
Fit	**3.87**	**0.72**	**Agree**
There is a logical connection between the sponsor and fansub online courses.	3.84	0.82	Agree
It makes sense to me that those companies sponsor fansub online courses.	3.90	0.84	Agree
Sincerity	**3.92**	**0.73**	**Agree**
I feel that the reason why the companies sponsor fansub groups translating online courses is because brands believe it deserves support.	4.01	0.83	Agree
I feel that sponsors have the best interest of fansub online courses at heart.	3.83	0.92	Agree
Commercialization	**3.88**	**0.68**	**Agree**
I feel the commercialization level of fansub online courses brought by sponsors is acceptable for me.	4.01	0.76	Agree
I feel that the fansub online courses are not over-commercialized.	3.75	0.85	Agree

Attitude toward Sponsorship	Mean	S.D.	Interpretation of Mean Score
Overall Attitude	**4.03**	**0.68**	**Agree**
My feeling about companies' sponsoring of fansub online courses is good.	4.01	0.77	Agree
My feeling about companies' sponsoring of fansub online courses is positive.	4.09	0.85	Agree
My feeling about companies' sponsoring of fansub online courses is favorable.	3.98	0.85	Agree
Total	**3.89**	**0.56**	**Agree**

Note: 5-point Likert scale, Cronbach's Alpha for this measurement is = .90

As showed in Table 4.8, respondents agreed with the statement that the sponsor of fansub online courses have a good reputation (Mean = 3.63, S.D. = 0.83) and positive profile (Mean = 3.76, S.D. = 0.92), they can recommend the sponsor (Mean = 3.67, S.D. = 1.04). Also, they agreed that the online courses translated by fansub groups have a good reputation (Mean = 3.95, S.D. = 0.81) and positive profile (Mean = 4.02, S.D. = 0.77). Most of the respondents agreed that there was a logical connection between the sponsor and fansub online courses (Mean = 3.84, S.D. = 0.82), It made sense that those companies sponsor fansub online courses (Mean = 3.90, S.D. = 0.84), they felt that the reason why the companies sponsor fansub groups translating online courses is because brands believe it deserves to be supported (Mean = 4.01, S.D. = 0.84), sponsors have the best interest of fansub online courses at heart (Mean = 3.83, S.D. = 0.92), the commercialization level of fansub online courses brought by sponsors is acceptable for me (Mean = 4.01, S.D. = 0.76), the fansub online courses are not over-commercialized (Mean = 3.75, S.D. = 0.85). in addition, they agreed that their feeling about companies' sponsoring of fansub online courses

was good (Mean = 4.01, S.D. = 0.77), positive (Mean = 4.09, S.D. = 0.85) and favorable (Mean = 3.98, S.D. = 0.85).

Table 4.9 Mean and Standard Deviation of the Attitude toward Attitude toward Sponsor

Attitude toward Sponsor	Mean	S.D.	Interpretation of Mean Score
I have a positive feeling towards the sponsors of fansub online courses due to their sponsorship.	3.80	0.86	Agree
I have a good image of the fansub online courses sponsors due to their sponsorship.	3.78	0.92	Agree
I liked the sponsors of fansub online courses more due to their sponsorship.	3.69	0.98	Agree
Total	**3.76**	**0.80**	**Agree**

Note: 5-point Likert scale, Cronbach's Alpha for this measurement is = .83

According to Table 4.9, most respondents agreed that due to the sponsorship, they have a positive attitude towards the sponsors of fansub online course (Mean = 3.80, S.D. = 0.86), a good image of the sponsors (Mean = 3.78, S.D. = 0.92) and they liked the sponsors more (Mean = 3.69, S.D. = 0.98).

4.3. Findings from Inferential Analysis – Hypothesis Testing

This session consisted of the statistical test results from the correlation analysis. It addressed the third research objective, which was to study the relationship among viewers' attitudes toward watching fansub online courses, sponsorship and sponsors.

Pearson's Product Moment Correlation test was run to explore the relationship among three variables. Each hypothesis was discussed below.

H1: There is a correlation between Chinese viewers' attitude toward watching fansub online courses and their attitude toward sponsorship

Table 4.10 Pearson's Correlation between Viewers' Attitude toward Watching Fansub and Attitude toward Sponsorship (r)

		Attitude toward Watching Fansub Online Course
Attitude toward Sponsorship	r	0.549**

** *p*<0.01

According to Table 4.10, there was a positive correlation between viewers' attitude toward watching fansub online course and sponsorship (r = 0.549) at a statistically significant level of 0.01. Therefore, H1 was supported in this study. This implied that the more positive viewers' attitude toward watching fansub online course, the more favorable their attitude toward the sponsorship will be.

H2: There is a correlation between Chinese viewers' attitude toward watching fansub online courses and their attitude toward sponsor

Table 4.11 Pearson's Correlation between Viewers' Attitude toward Watching Fansub

and Attitude toward Sponsor (r)

		Attitude toward Watching Fansub Online Course
Attitude toward Sponsor	r	0.358**

** *p*<0.01

The finding in Table 4.11 showed that there was a positive relationship between viewers' attitude toward watching and their attitude toward sponsor (r = 0.358) at a statistically significant level of 0.01. Hence, H2 was supported in this study. This means that the more viewers like watching fansub videos, their attitude toward the sponsor will be more positive.

H3: There is a correlation between Chinese viewers' attitude toward sponsorship and their attitude toward sponsors

Table 4.12 Pearson's Correlation between Viewers' Attitude toward Sponsorship and

Sponsor (r)

		Attitude toward Sponsorship
Attitude toward Sponsor	r	0.725**

** *p*<0.01

The result presented in Table 4.12 showed that there is a positive relationship between viewers' attitude toward sponsorship and sponsor (r = 0.725) at a statistically significant level of 0.01. Therefore, H3 was supported in this study. This suggests that the more favorable viewers' attitude toward the sponsorship activity is, the more they will prefer the sponsor brand.

CHAPTER 5
SUMMARY AND DISCUSSION

Utilizing the finding from the previous chapter, a summary of the data analysis and a discussion integrating literature are provided in this chapter. Additionally, the limitation of this research, the direction for future research and the practical implication are discussed as well.

5.1 Summary

The data collected from an online questionnaire was completed by 216 respondents during the month of October to November 2019. The results composed of three parts, which are demographic information, viewers' attitude part which including attitude toward watching fansub online course, attitude sponsorship and sponsors. Apart from this, the results from the correlation analysis are also provided.

Demographic information part consists of respondents' gender, age, level of education, occupation, monthly income and the frequency of usage. Among 216 respondents, 38.89% of them are males and 61.11% are females. Most of the samples are aged between 18-25, accounting for 50.46%. As for the level of education, 69.44% of the sample possessed a bachelor's degree. Regarding occupation, 40.74% of respondents checked the mainly work option. 25% of the sample earn 5,001-7,500 Yuan monthly. As for the frequency of usage, 36.11% of the respondents identified that they watched 3-4 episodes of fansub online courses per week.

In the part of viewers' attitude toward watching fansub online course, the measurement including five aspects which are harmful or beneficial, unpleasant or pleasant, bad or good, worthless or valuable, unenjoyable or enjoyable. Samples rated watching fansub online courses as very beneficial (Mean = 4.25, S.D. = 0.78), very good (Mean = 4.28, S.D. = 0.83), and very valuable (Mean = 4.35, S.D. = 0.83). The overall average score was 4.16 out of 5 (S.D = 0.68), which indicated that respondents had a favorable attitude toward watching fansub online course.

The second part of viewers' attitude consider of their attitude toward sponsorship. This was measured by pre-sponsor attitude (Mean = 3.68, S.D. = 0.79), pre-object attitude (Mean = 3.99, S.D. = 0.69), fit (Mean = 3.87, S.D. = 0.72), sincerity (Mean = 3.92, S.D. = 0.72), commercialization (Mean = 3.88, S.D. = 0.68) and overall attitude (Mean = 4.03, S.D. = 0.69). The mean score of respondents' attitudes toward sponsorship was 3.89 out of 5 (S.D. = 0.56), this suggested that respondents agreed with that viewers' attitude toward sponsorship was positive.

The third part of the attitude addressed viewers' attitude toward the sponsor. Respondents agreed that due to the sponsorship, they have a positive attitude towards the sponsors of fansub online course (Mean = 3.80, S.D. = 0.86), a good image of the sponsors (Mean = 3.78, S.D. = 0.92) and they liked the sponsors more (Mean = 3.69, S.D. = 0.98). Their overall attitude was scored 3.76 out of 5 (S.D. =0.80), which indicated that respondents agreed that they had a positive attitude toward the sponsor of fansub online course.

Finally, three correlation tests were conducted to explore the relationship between each two attitude variables. The first correlation test was run to test if there is

a relationship between viewers' attitude toward watching fansub online course and their attitude toward sponsorship. The results of the correlation test were positive (r = 0.549, p < 0.01). The number suggested a normal association between those two variables at a significant level of 0.01. The second correlation test was run to investigate if there is a relationship between viewers' attitude toward watching fansub online course and attitude toward the sponsor. From the results of this test (r = 0.358, p < 0.01), it can be concluded that there is a low association between these two variables at a statistically significant level of 0.01. Meanwhile, the third correlation test was conducted to see if there is a relationship between viewers' attitudes toward sponsorship and their attitude toward the sponsor. The result of this test (r = 0.725, p < 0.01) showed that there was a high association between these two variables at a statistically significant level of 0.01.

5.2 Discussion

5.2.1 Respondents' Attitude toward Watching Fansub Online Courses

Respondents hold an overall favorable attitude toward watching fansub online courses (Mean = 4.16, S.D. = 0.68). The possible explanation can be the high quality of the original course videos and the Chinese subtitles enhanced their understanding .

On the one hand, the original courses were published by foreign top-level universities, for example, *Positive Psychology* from Harvard University. Those universities can be considered as highly credible sources. Viewers trusted the expertise of those universities and generated a favorable attitude toward the educational materials (online course videos) released by those universities (Ling & Liu, 2008). On the other hand, the favorable attitude also indicated that viewers did

not consider the translation and subtitles done by amateurs as an obstacle while they were viewing online courses. This was supported by Wang (2017) who suggested that in China, the fan-made subtitles embedded on audiovisual products have a high quality in terms of translation accuracy and easy to understand.

In addition, the finding showed that respondents rated watching fansub online courses is beneficial (Mean = 4.25, S.D. = 0.78), good (Mean = 4.28, S.D. = 0.83) and valuable (Mean = 4.35, S.D. = 0.83) higher than pleasant (Mean =3.89, S.D. = 0.87) and enjoyable (Mean = 4.04, S.D. = 0.93). This implied that viewers' utilitarian needs were better served than hedonic needs. The nature of the educational videos can be a possible explanation of these results: the online course videos were originally published in order to serve the public for enhancing the knowledge in certain fields rather than entertaining (Duderstadt, 2005).

5.2.2 Respondents' Attitude toward Sponsorship

Overall, respondents hold a favorable attitude toward sponsorship (Mean = 3.89, S.D. = 0.56). It showed that in terms of sponsoring fansub groups translating online courses, viewers' attitude was favorable.

The possible explanation for this result can be that the sponsorship covered the cost of operating a fansub group and upon that viewers can watch those videos continuously (He, 2014), in other words, sponsorship has made watching fansub online courses possible for viewers, therefore, they formed a positive attitude toward the sponsorship activity. This result was aligned with sponsorship research in sports event (McDonald, 1991), which suggested that consumers evaluated the sponsorship

activity positively due to the financial support had made the sports event possible.

Moreover, the result is coherent with Ogba et al. (2012), their study revealed that in a virtual learning environment, where advertising was a founding method to cover the ongoing cost of maintaining the system, students showed positive attitudes toward advertising embedded in the contents. They noted that the positive attitude was inconsistent with those findings in general internet advertising research (Li, Edwards, & Lee, 2002; McCoy, Everard, Polak, & Galletta, 2008). Therefore, this suggested that if audiences could perceive the goodwill brought by the advertisers or sponsors rather than just selling out their product, audiences' attitude toward the sponsorship activity or advertising included in the sponsorship could be positive.

5.2.3 Respondents' Attitude toward Sponsor

Overall, respondents' attitude toward sponsor was positive (Mean = 3.76, S.D. = 0.80). This indicated that due to sponsoring fansub groups translating online courses, viewers evaluated the sponsor's brand positively. As discussed in the previous section, sponsorship benefits the viewers in terms of making the fansub online courses continuously available, sponsor brand here as the source of providing this benefit, was viewed as a benefactor. This is consistent with the finding from the study of McDonald (1991).

5.2.4 the Relationship among Viewers' Attitude toward Watching Fansub Online Course, Attitude toward Sponsorship and Sponsor

In this study, three hypotheses of the correlations among viewers' attitude

toward watching fansub online courses, attitude toward sponsorship and sponsor brand were supported by the positive results generated from Pearson's Product Moment Correlation test. Specifically, the relationships between viewers' attitude toward watching fansub online course and attitude toward sponsorship had a normal association($r = 0.549$, $p < 0.01$), viewers' attitude toward watching fansub online courses and attitude toward sponsor had a low association ($r = 0.358$, $p < 0.01$), and viewers' attitude toward sponsorship activity and attitude toward sponsor brand had a high association ($r = 0.725$, $p < 0.01$).

Overall, the three positive correlations were supported by the Balance Theory (Heider, 1958) which suggests that individuals will seek consistency in their mind, and in this study, viewers' three attitudes were consistently favorable. To be specific, viewers' attitude toward watching fansub online courses is positive due to the high quality of the original videos and the translation done by fansub groups enhanced their understanding of foreign language. Meanwhile, the sponsorship has made those translated videos continuously available, this established a positive emotional connection between the sponsor brand and the fansub online courses. Consequently, in order to remain consistent in their mind, viewers formed a positive attitude toward the sponsor brand.

Apart from the Balance Theory (Heider, 1958), the finding can also be explained by the image transfer model (Gwinner, 1997), which suggested that through sponsorship, the image of the sponsored entity would transfer to the sponsor brand. Attitude toward the entity as a part of an entity's image would transfer to the attitude toward sponsor brand as well. In this case, viewers' positive attitude toward watching

fansub online courses transferred to the sponsor brand through the sponsorship activity. Therefore, although the translation and subtitles were done by amatuers, the sponsored contents may distract viewers' attention and disturb their learning process, the three attitudes examined in this research were consistently positive and correlated to each other.

This implied that in fansub online courses context, if the sponsor brand could manage the sponsorship strategically and maximize the attitudinal response toward the sponsorship activity, viewers would have a high possibility to generate a favorable sponsor brand attitude. This is aligning with Walliser (2003) which found out that sponsorship can modify brand image and change brand attitude.

On the other hand, as Toscani and Prendergast (2018) suggested, the image transfer in sponsorship is not a one-way effect, the image of sponsor brands had an impact on the image of sponsored entity as well.attitude toward sponsor brand also affect the sponsorship attitudinal outcome. This is consistent with Speed and Thompson (2000), they utilized a classical conditioning approach to examine sponsorship attitude and found out that attitude toward the sponsor is one of the key factors in generating a favorable response from sponsorship.

5.3 Limitations of The Research

The results of this paper should be viewed with certain limitations. First of all, the sample size of this study is 216, which can be considered as a small group of people. Secondly, the rate of gender is unbalanced. There were more female respondents (61.11%) than male respondents (38.89%). If there had been an equal

gender diversity, the results could have showed more results reflecting viewers' attitude. Thirdly, this research only focuses on a particular group of people which are viewers' of fansub online courses lived in mainland China and one kind of sponsorship which is sponsorship of fansub group translating online course.

5.4 Recommendations for Future Research

The limitations mentioned above pointed out the direction for future research.

First, the current study should be tested on a larger group of samples with a more balanced gender diversity. 400 sample size and quota sampling method are recommended. According to Yamane (1967), when the sampling error is 5%, the sample size will be 400. While the sampling error of this study is 7%. In addition, quota sampling is to acquire a more balanced gender ratio.

Another suggestion for future research is to investigate the link between attitude toward sponsor of fansub videos and consumers' purchase intention of the sponsor brand. Although the relationship is proven to be positive in sports sponsorship context by several research (Kim, Ko, & James, 2011; Lee & Cho, 2009), to study the relationship in fansub videos context is suggested due to the fansub phenomenon is different from massive sport events (O'Hagan, 2009).

The third suggestion is to investigate the moderators in meaning transfer model, namely similarity (fit), level of sponsorship, frequency of sponsorship and product involvement in fansub online courses context. The indicators of *fit* and *usage frequency* in this study generated positive results. But the level of sponsorship and product involvement have remained unclear. The sponsor brand of fansub online

courses including study-aboard agencies, language schools, confectionery makers, and so on, they are varying in categories. The image transfer model (Gwinner, 1997) suggested that the more exclusive the level of sponsorship, the more effective the image transfer between sponsored entity and brand will be. Therefore, a precise content analysis is recommended here to compare the level of sponsorship for different brand.

On the other hand, Gwinner (1997) implied that brand attitude will be weakly influenced by the image of the sponsored entity when the products are high-involvement products. Most of the sponsors' products in fansub online courses required intensive information processing and high involvement since making decisions of studying aboard or learning a new language will be very important to individuals. However, products like confectionery can be included in low-involvement level. Therefore, a more detailed categorization of sponsor brands is recommended.

In addition, conducting qualitative research to find out more insights about the reason why viewers hold a favorable attitude toward sponsorship and sponsor of fansub videos is recommended as well. Those insights could provide further and more profound implications to help brands and marketers maximize sponsorship effects.

5.5 Implications

Findings from this study provide implications for the sponsor's brand to better understand how sponsorship affects consumers' attitude and how marketing objectives can be achieved by sponsorship.

Firstly, for brands, sponsoring fansub groups can be a possible method to generate a favorable brand attitude. Due to the educational materials are highly rated by Chinese viewers, and they can feel the goodwill and support through the sponsorship activity, therefore consequently, they will generate a favorable sponsor brand attitude.

Secondly, special attention needed when choosing fansub groups as a sponsee. A fansub group with a good reputation among audiences is preferred. Also, the company should communicate fit and sincerity between the brand and the fansub group to audiences. Fit is found to be a crucial indicator for sponsorship and sponsor attitude. Sincerity is also affected by consumers' perception of fit (Olson, 2010). this can be done by depicting the similarity between brands and fansub groups and portraying the true interests and understanding of fansub activity. Besides, consumers' attitude toward commercialization needs to be considered as well. Although to convey a brand message is necessary in a sponsorship activity, keep it in an acceptable and moderate level should be preferred. Meanwhile, brands should not provide too much information during the sponsorship activities, because the viewers are focusing on the content of online courses, therefore, the information would not be effective. Also, less information can provide a better watching environment and has less chance to be viewed as intrusive.

In short, to achieve a positive sponsor attitude, the brand must be perceived as a sincere facilitator that benefits both audiences and the fansub group rather than just commercializing the activity.

On the other hand, the sponsored entity, in this case, the fansub groups should

also consider about the image of their sponsors carefully since the attitude transfer between sponsor and sponsee is a two-way effect. The inappropriate selection of a sponsor can be harmful to the image of fansub groups, and if fansub groups have lost their good reputation from the viewers' perspective, it would be harder to find other better-qualified sponsors.

Furthermore, due to most of fansub online courses viewers are aged 18-25, a higher need for educational products can be identified within this group of people (iiMedia Research, 2019). Also, business in the education field can create a better fit with fansub groups which translating online course. Therefore, the most recommended sponsor genre for fansub groups will be companies or brands relevant to education filed such as E-learning app, language school and so on. Those companies and brands have a higher possibility to generate favorable brand attitude than others.

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APPENDIX

APPENDIX A

Questionnaire

Questionnaire for Chinese viewers' attitude toward watching fansub online courses, attitude toward sponsorship and sponsors.

1. The author, Ruiqi Lou, is carrying out a survey of viewers attitudes toward watching fansub online courses, attitude toward sponsorship and sponsors, to form a better understanding of Chinese online viewers.
2. You will be anonymous, and your answers will be treated with confidentiality.
3. All the results generated from this questionnaire are for academic use only.
4. If you have any questions about this questionnaire, please contact louruiqi@gmail.com

Thank you for taking the time to fill in this questionnaire; there will be 30 questions and it should take less than 5 minutes.

Part 1: Screen out Questions

Please indicate the group that most suitable for you.

1. Where do you live now?
☐ *Mainland China*
☐ *Others (end of the questionnaire)*

2. Have you ever watched a fansub online course?
☐ *Yes*
☐ *No (end of the questionnaire)*

Part 2. Attitude toward watching fansub online course

Fansub is a short form of fan subtitled. Fansub online courses are those open-access courses translated, subtitled and distributed on Chinese domestic networks by people who want to share the courses with others.

Please check the option that is most suitable for you.

I feel that watching fansub online courses is:

	1	2	3	4	5	
3. Harmful						Beneficial
4. Unpleasant						Pleasant
5. Bad						Good
6. Worthless						Valuable
7. Unenjoyable						Enjoyable

Part 3. Attitude toward sponsorship and sponsor

Do you agree with the statement below?

Attitude toward Sponsorship

8. I feel that the sponsor of fansub online courses have a good reputation.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

9. I feel that the sponsor of fansub online courses have a positive profile.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

10. I can recommend the sponsors of fansub online course to others.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

11. I think that online courses translated by fansub groups have a good reputation.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

12. I think that online courses translated by fansub groups have a positive profile.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

13. There is a logical connection between the sponsor and fansub online courses.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

14. It makes sense to me that those companies sponsor fansub online courses.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

15. I feel that the reason why the companies sponsor fansub groups translating online courses is because brands believe it deserves support.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

16. I feel that sponsors have the best interest of fansub online courses at heart.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

17. I feel the commercialization level of fansub online courses brought by sponsors is acceptable for me.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

18. I feel that the fansub online courses are noover-commercializeded.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

19. My feeling about companies' sponsoring of fansub activities is good.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

20. My feeling about companies' sponsoring of fansub activities is positive.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

21. My feeling about companies' sponsoring of fansub activities is favorable.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

Attitude toward Sponsor

22. I have a positive feeling towards the sponsors of fansub online course due to their sponsorship.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

23. I have a good image about the fansub online course sponsors due to their sponsorship.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

24. I like the sponsors of fansub online course more due to sponsorship.

Strongly Disagree   *Disagree*   *Neutral*   *Agree*   *Strongly Agree*

Part 4: Respondents Profile

Please indicate the group that most suitable for you.

25. Please indicate your gender:

- ☐ *Male*
- ☐ *Female*

26. Please indicate your age:

- ☐ *Under 18*
- ☐ *18-25*
- ☐ *26-35*
- ☐ *36-45*
- ☐ *Over 45*

27. What is the highest level of formal education you have completed?

- ☐ *Lower than high school*
- ☐ *High school*
- ☐ *Bachelor's degree*
- ☐ *Master's degree*
- ☐ *Ph. D. and higher*

28. What is your current occupation？

- ☐ *Neither in education nor employed*
- ☐ *Mainly study*
- ☐ *Mainly work*
- ☐ *Exclusively study*
- ☐ *Exclusively work*

29. What is your monthly income (unit: yuan)?

☐ *No Income*
☐ *1-2500*
☐ *2501-5000*
☐ *5001-7500*
☐ *7501-10,000*
☐ *Over 10,000*

30. Please indicate your average watching frequency per week.

☐ *1-2 episode(s)*
☐ *3-4 episodes*
☐ *5-6 episodes*
☐ *More than 6 episodes*

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

APPENDIX B

字幕组公开课观众对赞助行为及赞助商的态度

1. 作者正在进行一项关于字幕组公开课观众对赞助行为及赞助商的态度，旨在加深对线上观众的理解。
2. 本问卷采用完全匿名的形式，您的个人信息和答案将会被严格保密。
3. 本问卷调查的结果仅用于学术研究。
4. 如果您有任何疑问，请发邮件至 louruiqi@gmail.com 联系作者。
   本问卷共有 30 个问题， 填写大约需要 5 分钟，感谢您的宝贵的时间。

请选择最适合您的选项

1. 您现在居住在？[单选题] *

○ 中国

○ 其他 (请跳至第问卷末尾，提交答卷)

2. 您曾经看过字幕组翻译的公开课视频吗？[单选题] *

○ 看过

○ 没有 (请跳至第问卷末尾，提交答卷)

我觉得看字幕组翻译的公开课视频 [矩阵量表题] *

	1	2	3	4	5	
3. 是有害的	○	○	○	○	○	有益于我
4. 不令我开心	○	○	○	○	○	令我开心
5. 是不好的	○	○	○	○	○	是一件好事
6. 没有价值的	○	○	○	○	○	是有价值的
7. 是无趣的	○	○	○	○	○	是有趣的

我认为在字幕组翻译的视频中出现的品牌 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
8. 有很好的声誉	○	○	○	○	○
9. 有很好的形象	○	○	○	○	○
10. 我愿意向别人推荐它们	○	○	○	○	○

我认为字幕组 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
11. 有很好的声誉	○	○	○	○	○
12. 有很好的形象	○	○	○	○	○

我觉得在赞助品牌与品牌所赞助的视频类型之间 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
13. 是有逻辑性关联的	○	○	○	○	○
14. 这种关联是合理的	○	○	○	○	○

我觉得品牌赞助字幕组的原因 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
15. 是因为品牌认为这是一项值得赞助的行为	○	○	○	○	○
16. 是因为品牌对这一活动抱有真诚的兴趣	○	○	○	○	○

我认为目前字幕组的商业化程度 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
17. 是可以接受的	○	○	○	○	○
18. 没有过分商业化	○	○	○	○	○

我认为品牌对字幕组的赞助行为 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
19. 是一件好事	○	○	○	○	○
20. 是一件积极的事	○	○	○	○	○
21. 是一件令人赞成的事	○	○	○	○	○

我会因为某品牌赞助了字幕组而 [矩阵量表题] *

	非常不同意	不同意	中立	同意	非常同意
22. 对该品牌有更积极的态度	○	○	○	○	○
23. 对该品牌有更好的印象	○	○	○	○	○
24. 会更喜欢这个品牌	○	○	○	○	○

25. 您的性别是？ [单选题] *

○ 男

○ 女

26. 您处于什么年龄段？ [单选题] *

○ 18 岁以下

○ 18-25

○ 26-35

○ 36-45

○ 45 岁以上

27. 您的学历？ [单选题] *
○ 高中以下
○ 高中
○ 大学
○ 研究生
○ 博士及以上

28. 您现在的职业是？ [单选题] *
○ 未参加工作也未在上学
○ 主要在上学
○ 主要在工作
○ 全日制学生
○ 全职工作者

29. 您的月收入？ （单位：元） [单选题] *
○ 无收入
○ 1-2,500
○ 2,501-5,000
○ 5,001-7,500
○ 7,501-10,000
○ 超过 10,000

30. 您一周大概观看多少集字幕组翻译的视频？ [单选题] *
○ 1-2 集
○ 3-4 集
○ 5-6 集
○ 7 集及以上

APPENDIX C

Permission Letter

From Ruiqi Lou,

Date: 18/10/2019

To the administrator of fansub group website,

Subject: Permission Request Letter

Dear Sir/Madam,

I, Ruiqi Lou, a student from Chulalongkorn University, Faculty of Communication Arts, is writing this letter to you to kindly grant me permission for posting an online questionnaire on the forum page of the website for two weeks (start from 21st October to 4th November). The questionnaire is about viewers' attitude toward watching fansub online courses and sponsorship. I assure you that the results will only be used for academic purpose.

I am hoping to receive a positive reply from your side.

Yours Sincerely,

Ruiqi Lou

18/10/2019

VITA

NAME   Ruiqi Lou

DATE OF BIRTH   13 August 1995

PLACE OF BIRTH   Yunnan, China

INSTITUTIONS   Faculty of Foreign Language, Ocean University of China
ATTENDED
HOME ADDRESS   Kunming, Yunnan, China