Combating the Production of Stereotypes in Undergraduate Writing

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Abstract

Although there has been a lot of research into stereotyping in published materials, such as in magazines and children's books, there has been little investigation of stereotyping in student writing in a tertiary setting. This paper sets out to identify and categories the stereotypes found in the examination scripts of 110 first year Bruneian students studying at the University of Brunei Darussalam. It was found that stereotyping occurred in 60 out of the 110 scripts. An investigation of the race and gender of the 60 scripts containing stereotyping found that there was no significant difference in the amount of stereotyping between the various racial groups or gender of students. The paper identifies four possible reasons for the production of the stereotypes: a lack of linguistic knowledge of how to develop an argument; a possible misunderstanding of their own national philosophy; the use of circular argument as a form of argument; and the possibility of actual prejudice. The paper concludes that the compulsory courses in academic writing and logic and thinking taken by the students were not effective in imparting the necessary knowledge, or developing the skills necessary for appropriate academic communication. The paper suggests the types of activities which may help prevent the production of stereotypes.

Keywords: Argument, stereotyping, second language writing

Introduction
The idea for this paper came from the marking of first year undergraduate examination scripts from an English language course held at the University of Brunei Darussalam (UBD). The scripts revealed a large number of stereotypes (e.g. girls are bad at memorizing history, girls are more studious than boys, USA girls like fame with easy cash). While stereotyping is acceptable in films and TV shows, except in reality TV, it is definitely not acceptable in an academic context. Indeed part of the academic culture which we try to instill in first year students at UBD is the development of their communicative competence which includes, among other skills such as avoiding plagiarism and avoiding stereotyping. In order to discuss stereotyping in terms of academic writing we have to first distinguish it from an argument. According to the online third edition of the American Heritage® New Dictionary of Cultural Literacy, a stereotype is '[a] generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group'. An argument on the other hand is generally considered to be a series of reasons or facts which are used to prove, support or rebut an idea. Thus an argument in an academic context often consists of two parts: a generalisation, usually with a degree of hedging, followed by support for the generalisation. The difference between an argument and a stereotype when referring to people is therefore quite easy to identify: an argument is formed based on a rational and objective study of facts while a stereotype is not. When dealing with inanimate objects such as, in a scientific context, then obviously the term stereotype is not used as inanimate objects cannot be offended. In science an unsupported claim is called just that.

Although research into stereotyping has a long history (e.g. Kratz & Braly, 1933; Allport, 1954) prejudice and stereotyping is still a very active area of research in a number of fields. Sociologists and psychologists for example, have identified a whole range of stereotypes (many related to race, religion, gender, profession and age) described their causes and suggested ways to control (e.g. Stewart and Payne, 2008) or reduce (e.g. Weyant, 2007) it. However, in ESL/EFL there seems to be very little mention of stereotyping. There has been work in the closely related field of applied linguistics, more specifically sociolinguistics, where the relationship between certain language features (dialects, accents, pronunciation, grammar and even punctuation) and the stereotypes they induce has been well researched and documented (see Garrett, 2010). An early example is Ball (1983) who found that Received Pronunciation in English was related to efficiency and unsociability while regional accents were related to a whole host of characteristics including warmth (Liverpool), having a good nature but being lazy and ineffectual (Australian), being attractive (German and French), being incompetent, lacking in confidence and not being attractive (Italian).

In language education the Council of Europe (2002) has recognized the importance of developing 'communicative competence' by trying to raise awareness of what they term the 'intercultural dimension'. They aim to 'to prepare [learners] for interaction with people from other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours . .' (p.10). While the Council of Europe is obviously looking at communication between different ethnic groups, their advice is equally relevant to the teaching of communication within different groups within an ethnic group. The Council of Europe also point out the importance of teaching language learners to talk about cultural diversity and they recommend teaching vocabulary items such as human rights, equality, dignity, gender, bias, prejudice, stereotype, and racism (p.22).

The main issue concerning stereotyping in education seems to be who is responsible for teaching it. In EFL/ESL the problems is seen in terms of grammar and discourse rather than as a social problem. It is assumed the producers of 'overgeneralizations' and 'unsupported argument' are not intentionally stereotyping rather they simply lack the grammatical tools and discourse knowledge to create appropriate language. Base on this assumption, the problem of stereotyping can thus be overcome by the teaching of the grammar of modality (e.g. Crompton, 1997) and stance (e.g. Biber 2006) or of discourse patterns such as the generalisation – support pattern. In subject areas like science such an approach is probably effective as there are no social ramifications for the production of overgeneralizations. Flowerdew (2000) for example reports that her science students in Hong Kong made overly strong claims in their scientific reports because they overused and misused phrases such as 'This is because . .' and 'This is due to the fact that . .' when the explanation of their results should have been hedged. In this case the student would simply be considered guilty of making claims about inanimate objects (e.g. about seawater treatment plants) that were to strong. However, if such phrases are used to describe a particular nationality, race or ethnic group then the effects and implications would be considerably stronger.

Given this propensity to see the problem mainly in terms of grammar and discourse and the potential seriousness effects of stereotyping, perhaps EFL/ESL could make more effort to consider overgeneralizations and stereotypes in terms of their social implications and explore overcoming the problem not just with grammar and discourse solutions but with social and psychological solutions.

The aim of this paper is to investigate the problem of stereotyping in undergraduate examination papers. To date, the EFL/ESL literature has tended to see the issue of stereotyping as a linguistic deficit and has offered a linguistic solution. This paper aims to take a wider approach and will take the view that stereotyping might possibly be the result of prejudice and/or ignorance. The paper will recommend the types of classroom activities that will make language learners aware of the notion and dangers of stereotyping while promoting language learning.

The Study
   Aims
The aims of the study were to answer the following questions:
   1. How prevalent was stereotyping in the examination answer scripts of the class; and was one group (race, gender) within the class more likely to stereotype than the whole group?
   2. Which particular stereotypes were most commonly found in the scripts of the males and females scripts and in the Malay and Chinese scripts?

   The language course
The language course that produced the examination scripts containing stereotypes was a first year English language course LC 1508 English II for Business, Finance, Economics and Policy Studies, a follow on course from LC 1507 English I, both required courses for all students studying in the business faculty. The aims of the course were: to provide students with the necessary skills to write academic reports; to improve students' ability to read research articles in their discipline; to improve students' ability to distinguish between popular and specialised research reports; and to improve students' oral presentation skills.

Participants

The makeup of the 110 students by race and gender is shown in Table 1.

Table 1: *Students by gender and race*

Gender Race	No. of Males (%)	No. of Females (%)	Total
Chinese	12 (11%)	29 (26%)	41 (37%)
Malay	23 (21%)	46 (42%)	79 (63%)
Total	35 (32%)	75 (68%)	**110**

As Table 1 shows, the largest group by race and gender is Malay females while the smallest group is male Chinese. All the students were in the 18-20 age category and had attended schools where the bilingual Malay and English national curriculum of Brunei Darussalam was followed. The students had obtained the minimum entry requirement of the University: an O Level in English language at Grade 6 or above and had passed at least two A levels.

The part of the course being tested in the examination

The section of the course that was being examined was report writing and in particular, writing the findings and discussion sections. The report writing section of the course was taught using a genre-based methodology based on theory developed by Swales (1990) and Bhatia (1993), and on practice developed at the University (Author 1998, 1999). The students were told that in the findings section they should present data using graphs, tables, etc., and then describe only the general trends. For the discussion, they were told they should comment whether the findings were expected or unexpected, provide an explanation of the findings, and compare and contrast the findings with other similar studies. It was made clear to the students that they could use all these moves or only those that were applicable to any given set of data. During their class time they were given a series of exercises to practice and were given intensive feedback on their work. The teaching materials used in the classroom are shown in Appendix A.

The examination question

The examination question which generated the scripts under study is shown in Appendix B. The data for the question was modified from the original which was downloaded from www.girls-inc.org.

Methodology

The examination scripts from all 110 first year Bruneian students from the Business faculty who were majoring in Economics, Public Policy, Finance or Management were examined for instances of stereotyping in Question 3 of the May 2009 exam paper (see Appendix B). This question required students to discuss the data from the Brunei study, compare it with the USA data, and offer an explanation for any similarities and differences between the two sets of data. A script was deemed to contain stereotyping if it contained a generalisation which was not

sufficiently hedged and/or which was not supported by any evidence and referred to a group of people. A script was considered to be appropriate if it contained generalisations which were appropriately hedged and/or were sufficiently supported by facts. For example, one script contained the unhedged sentence 'Girls are more studious than boys' and was not followed by any facts to support the general idea was considered to be a stereotype. If the sentence had been followed with some support such as 'This is shown by the fact that 75% of students in the national university are female', it would not have been considered as a stereotype.

All the instances of stereotyping which were identified were underlined and the race and gender of the students marked on the outside cover of the exam answer booklet. These data were then collated and analysed. A chi-squared test was used to determine if one group – based on race or gender – among the students was stereotyping significantly more than the group as a whole. In order to try to explain the results, an interview was held with the then Director of the Academy of Brunei Studies to determine if the local Bruneian context could in some way account for the findings.

Results

The data in Table 2 answers the first research question concerning the prevalence of stereotyping in students scripts.

Table 2: *Number of students with instances of stereotyping in script*

Gender Race	Males (% of total occurrences)	Females (% of total occurrences)	Total
Chinese	5 (8%)	14 (23%)	19 (31%)
Malay	11 (18%)	30 (50%)	41 (68%)
Total	16 (27%)	44 (73%)	**60**

Of the 110 student answer scripts, 60, or 55%, were found to contain instances of stereotyping. As the table shows, most of the occurrences were found in transcripts of female Malay students although this is a little misleading as the majority of the students were in this group. By applying a Chi-square test (Hatch and Lazaraton, 1991: 396) we can use this data though to determine if stereotyping equally prevalent across races and gender. To do this two null hypotheses were set up as follows:

i) There is no significant difference between Malays and Chinese in the distribution of stereotyping; and
ii) There is no significant difference between Males and females in the distribution of stereotyping.

After applying the Chi-square test, using the data in Table 1 and Table 2, it was calculated that the p value for the first null hypothesis was 0.59 while the p value for the second was 0.67. As

these p values do not represent a probability level of any significance, neither null hypothesis could be rejected. Thus we can say that there is no significant difference between the two races or between males and females. In other words being male, female, Chinese or Malay is not a factor which can account for stereotyping.

We now move on to the second research question which aims to determine which stereotypes were found among the different groups. The data to answer this question is presented in a series of tables in Appendix C. In summary, male Chinese students thought that males were much better at speaking in public, were more athletic and had more fighting spirit, while females were bad at memorizing, did not want a challenge, but were better at helping people. Americans were influenced by TV and tabloid newspapers.

Female Chinese students thought males were righteous, had a strong competitive spirit, had more technical knowledge, liked to play computer games, were more active, were physically strong, sporty and were going to be the head of the family. Females read more, were more studious and enjoyed theory but did not take risks, preferred secure jobs and were going to end up being housewives. They also thought Americans were influenced by Hollywood and just had to be good entertainers to be successful.

The male Malay students thought that males liked sports and challenges and were critical thinkers while females were hard working, made impressions on young minds and had a 'softness', had household responsibilities but were not good at taking risks. They thought American girls had natural talent and liked fame and easy cash. They considered America to be a place where it was easy to gain fame and money but where there was serious corruption, dissatisfaction and assassination.

Female Malay students thought that males had a higher mentality and stamina, were good at speeches and negotiation, were tech savvy, had more charisma, could solve problems, were interested in challenging roles, wanted to be their own boss, took risks, were more sporty, spent more time gaming but were not patient with children. They thought that women in general were more intelligent, patient, caring, sympathetic and had a sense of humour. They also claimed females studied harder, spent a lot of time reading, wanted to help people and had 'soft' senses. They wrote that women in Brunei were family oriented, were responsible for housework, were shy, liked children and staying indoors, but didn't like debating or mathematics, didn't have management skills, and did not like facing challenges or take risks. They claimed women in America were feminist, outspoken and revealing but were more likely to have talent. As with most stereotypes there is a gain of truth in some of their generalisations, but in an academic context a grain of truth is not sufficient to allow for a generalisation.

We now try to explain the causes of the stereotypes found in the study and then look at solutions to the problem. There are four possible areas worth exploring to explain the stereotypes: a lack of understanding of appropriate language patterns associated with making claims; beliefs about career choices available to women in the local context; a problem of logic; and genuine prejudice. These areas are not exclusive and it is possible that a combination of these factors resulted in the stereotypes.

If we look at language first of all, it is clear that the students did not hedge their propositions appropriately nor did they make use of the standard discourse patterns used in this academic context.

A second factor may be that the local environment in Brunei somehow influenced the students' thinking. The national philosophy of Brunei, Melayu Islam Beraja (Malay, Islamic, Monarchy) or MIB for short, which all Bruneians are expected to follow, is based on a blend of

Malay culture and traditions, the teachings and practices of Islam and a political system based on monarchy. In order to explore the influence this philosophy may have had, an interview was held with a local expert on MIB, Dr Siti Norkhalbi Hj Wahsalfelah, the then Director of the Academy of Brunei Studies at the University on 19th October, 2009. At the beginning of the interview Dr Norkhalbi made it clear that in Islam there were very few black and white rules to be followed in every context. With regard to the various careers options mentioned by the students, Dr Norkhalbi provided the facts and opinions summarised in Table 2.

Table 3: *Malay Islamic Monarchy and the Professions*

Profession	Comments concerning MIB
Law	Both men and women can be lawyers in both Shariah and Civil courts Generally speaking women are not judges in Shariah court but can provide input for rulings on women's personal matters Women can become judges in the civil courts. The country's Attorney General is female, Datin Paduka Hajjah Hayati binte Pehin Orang Kaya Shahbaandar Dato Seri Paduka Hji Mohd Salleh. In terms of being a witness in the Shariah court the two women witnesses are equivalent to one male witness
Athletics	Women are free to take part in all sports except in cases where they might risk damaging their reproductive systems. In addition, they must dress appropriately.
Entertainment	The guiding principle in this industry is that entertainment should not make the audience forget their responsibilities (e.g. prayers). Entertainers should wear appropriate dress even female entertainers for an all female audience.

The data from this interview would suggest that MIB does not support any of the stereotypes found in the student writing with regard to career choices for locals. Except perhaps the case of women in sports where it might not be permissible for women to play contact sports. However, the prompt the students were responding to mentioned athletics rather than a contact sport.

We now look at the possibility that the problem was caused by the students' ability to think critically. The University is aware that students need to develop academic thinking and writing skills. To develop these crucial skills, the students in this study were required to follow four compulsory courses, two in logic and thinking (Logic and Thinking I and Logic and Thinking II) and two academic English courses mentioned above. The aims of the first of these courses Logic and Thinking I, which the student in this study had taken in the previous semester course are clearly shown by this excerpt from the Faculty of Arts and Social Sciences Handbook (2007, p23).

An "argument" occurs whenever someone makes a claim, and attempts to back this claim up by providing evidence. Producing and evaluating arguments is a (if not "the") central feature of all intellectual endeavors — we produce arguments in order to try to convince others of our opinions, and we try to distinguish between good and bad arguments when deciding

which opinions to take seriously. But what makes one argument "good" and another "bad"? This course will develop a systematic and objective answer to that question.

The course Logic and Thinking II, which the students had completed by the time they had written their examinations, had as one of its aims:

> The aim of this course is also to introduce the students to inductive logic. We will deal with "risky" arguments, that is, with arguments in which the truth of the premises does not guarantee the truth of the conclusion. Instead, the conclusion is derived with certain degree of probability. The goal of the course is to understand and evaluate this kind of arguments.
>
> (Faculty of Arts and Social Sciences Handbook, p.25)

Thus the students in this study had access to the kind of knowledge that should have prevented the type of stereotyping so prevalent in their examination scripts. According to their lecturer, they were exposed to the idea of 'hasty generalisations', "argument that draws a conclusion about all members of a group from evidence that pertains to a selected sample" (Hurley, 2008, p.134). In order to probe further into the logic employed by the students we now look a bit more closely at any patterns that emerge from the data in Appendix C. As can be seen, the majority of the statements concerning Bruneians themselves attribute positive qualities to a particular gender. One example of this trend is when trying to account for the fact that more males than females in Brunei have computer programming as a career goal, one student claimed 'Boys are more tech savvy'. This positive stereotyping occurred in 29 of the statements concerning males in Appendix C while only two statements used a negative attribute as in 'Boys don't have patience'. The same type of unsupported generalisations appears when the students stereotyped girls: 21 statements described their characteristics in a positive way for example 'Girls like to read more than boys', while 10 described negative characteristics such as 'Girls do not want to take any challenge'. One possible explanation for these data could be that the students simply worked out which characteristics were necessary for each career and then assigned these characteristics to the group that was most interested in following that career. For instance, they may have decided that wanting to become a doctor would require patience and the desire to help others, and so if more females than males wanted to become doctors it was because they must have these characteristics and therefore that was their explanation. If this was the case then the students are guilty of circular reasoning. To form an argument they would have to establish a definite link between 'having patience and a desire to help others' and becoming a doctor and then to complete the argument they would have to prove that females had more patience and were more caring.

When it come to how the Bruneians students stereotyped America and Americans, they tended to make generalisations either about Americans in general, in four statements, or about American women, four occurrences. As the prompt made most of the fact that American females were much more interested in a career in entertainment than American males or Bruneians of either sex, it was not unexpected that the students commented on this. However, their unsupported arguments concerning Americans in general and American females could be interpreted as prejudice as in the examples 'In the USA individuals are far more influenced by Hollywood' and 'In the US girls . . . are encouraged to be more outspoken and revealing'. These opinions may well have come about through a lack of knowledge about the USA and my even have been fostered by exposure to such programmes as American Idol which are available in Brunei through satellite TV which most students have access to. This possibility is supported by some of the earliest work on stereotyping involving students at Princeton University which

concluded that contact with individual members of a group was not necessary for the group to be stereotyped (Kratz & Braly, 1933). In addition, although no studies have been done in Brunei regarding stereotyping, it is possible that stereotyping does exists since, as Moore (2006, p.36) states, it 'is pervasive throughout multiethnic societies' and Brunei is a multiethnic society.

Conclusion

In conclusion, it would seem that students have made a series of unsupported arguments when writing discussion sections of reports which could be interpreted as being stereotypes. It would appear that there are four reasons why they did this: a lack of linguistic knowledge of how to hedge an explanation or reason; a possible misunderstanding of their own national philosophy; the use of tautology as a form of argument; and a possibility of prejudice formed from television programmes or newspapers. It would seem then that the students need help to develop the important academic skill of being able to differentiate between an academic argument and a stereotype.

Pedagogical Implementations and Applications

Although we cannot be sure of the exact reasons for the stereotyping found in student writing, it is possible to design teaching materials to help students develop a set of academic thinking and writing skills which might prevent them from producing stereotypes in future. Rather than teaching thinking and academic writing skills separately, which in our context has been shown to be ineffective, it may be possible to combine the two. In terms of logic and thinking, the development of the ability to distinguish an argument from a stereotype, as Zevin (cited in Moore 2006) points out, also assists in the development of dealing with facts and figures, encourages critical thinking and allows opportunities for thinking about attitudes, values and beliefs. In addition, we must include the development of the necessary language skills which go hand in hand with development of these cognitive skills. The exercises in Appendix D are examples of activities which may enable us to reach these goals.

The first exercise is designed to familiarize students with the language associated with the problem. Moore (2006) working with native speakers of English simply asks them to use dictionaries to define the most important terms. However, in an ESL/EFL context a more language focused inductive approach could be used depending on the language ability of the students. This could range from a simple matching exercise to the more demanding use of corpora as shown in Exercise 1. Data from corpora such as the British National Corpus (BNC) can also be used to teach the syntactic patterns of the word and terms involved but this is not be the focus of the activities described in this paper. Exercise 2 is a reading, thinking and language exercise, again using real data from the BNC. Exercise 3 aims to improve students' ability to distinguish between a stereotype and a valid argument. This is not a simple thing to do and is not achievable in an exercise or two; what is achievable is providing students with opportunities to develop critical thinking skills by considering the truth of a particular statement. This type of activity needs some background knowledge of research methods and so students may need some guidance.

While the activities in Exercise 3 help learners to understand the discourse structure of argument, it is equally crucial for students to be able to interpret the grammar and lexis of generalization, evaluation and stance. Although the area is immensely complicated (see Biber, 2006), Crompton (1997) has made a good attempt at making it accessible to classroom language teachers. The activities in Exercise 4 are intended to provide some examples of the type of work that can be done in class to highlight the grammar and lexis of developing argument. In addition

to variation within the noun phrase as seen in Exercise 2, a number of words and phrases are commonly used in English to hedge (Crompton, 1997). These include modal verbs such as *may, might, could,* etc.; hedging verbs such as *appear, seem,* etc.; hedging adverbs such as *probably*, *perhaps*, *necessarily,* etc.; the verb *suggest* followed by *that* and a clause; and the adjectives *likely*, *expected,* etc. followed by *that* and a clause. The first set of activities in Exercise 4 aim to make learners aware of these words and phrases. In addition to the grammar and lexis associated with hedging an idea, language learners need to be made aware of the discourse structure of argument. The last activity in Exercise 4 aims to show learners how a strong commitment to an idea can be made provided supporting facts are provided. In this sense the activity reinforces

Even in a predominantly language learning environment, exercises which encourage the development of independent research skills are important. Exercise 5 aims to do this in a variety of ways ranging from the searching for facts to the replicating of research.

Finally we have to consider if EFL/ESL teachers would be responsive to these types of activities? One study that mentions the idea of introducing materials to combat stereotyping the language classroom was carried out by Bruggeling (2008) Although her sample size was quite small she found support for what she call 'stereotype-oriented teaching'. She concluded that more research was needed before this type of teaching could be included in secondary schools in the Netherlands. However, as the notion of stereotyping is so closely related to hedging and generalization, it would seem eminently suitable for inclusion in any academic writing course.

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Appendix A
Exercise 1
Students are given a published paper to read.
Read the short research paper and identify the following:
i) description of the general trends identified by the authors
ii) comments as to whether the findings were expected or unexpected
iii) an explanation of the findings
iv) a comparison and contrast of the findings with other similar studies

Exercise 2
Find a data driven research article in your own subject area and try to identify the following parts in the results and discussion section:
i) description of the general trends identified by the authors
ii) comments as to whether the findings were expected or unexpected
iii) an explanation of the findings
iv) a comparison and contrast of the findings with other similar studies

Exercise 3
Write some sentences which show general trends (or complementary facts) in the table below from the nasi katok (rice with chicken wrapped in banana leaf) report. Questions a) to h) may give you some ideas.

Location Total weight (g)	Rice (g)	Vegetables (g)	Chicken Skin and Batter (g)	Chicken Meat (g)	Egg (g)	Sambal Cilli (g)	Total Energy (Kcal)
A (480)	385	0	60	25	0	10	710

B (370)	285	0	45	15	15	10	650
C (400)	300	10	55	10	15	10	680
D (340)	275	15	25	15	0	10	540
E (380)	220	0	30	10	10	10	660
F (275)	220	0	35	10	0	10	405
G (360)	300	0	35	15	0	10	560
H (250)	200	0	20	10	10	10	380
I (245)	180	0	20	35	0	10	420
J (225)	175	0	20	20	0	10	360

a) What was the average weight of a packet of nasi katok? What was the range of the weight of nasi katok (give the heaviest and the lightest)?
b) What was the average amount of energy per packet of nasi katok?
c) Which individual food made up most of the nasi katok?
d) How many nasi katok packets contained vegetables?
e) How many nasi katok packets contained egg? What percentage of egg was found in those nasi katok packets which contained egg?
f) How prevalent was chicken skin and batter in nasi katok?
g) How much of the nasi katok was chicken?
h) How much of the average nasi katok packet was healthy food?
i) Is there any additional information you would add to the table if it were your report?

Exercise 4
Write some discussion for each of the general trends you noted in Exercise 16. Some of the topics you could include are:
how healthy do you think nasi katok is
how does the energy contained in a packet of nasi katok compare to our daily energy needs
the importance of vegetables in our diet
the effects of an energy dense diet
why there is so little egg in nasi katok
were the results expected or unexpected (+ give reasons)
how do these results compare or contrast with other similar studies

Exercise 5
Use your work in Exercises 16 and 17 to write a findings and discussion section for the nasi katok report. One way to do this is to write each finding and then comment on that finding. Then go on to the next finding and comment on that.

APPENDIX B
Question 3   **(15 marks)**
You are part of a team which is investigating the career goals of pupils in Forms 5 and 6 in the Bruneian secondary schools. The data in Table 1 is from your study. The data in Table 2 is from a similar study in the USA. Write one or two paragraphs (for the Findings and Discussion section of your report) in which you:
i) discuss the data from the Brunei study;
ii) compare it with the USA data; and
iii) offer an explanation for any similarities and differences.

Remember to include in-text references where necessary.

Profession	Girls	Boys
Actor, Singer, Musician	1	1
Teacher	16	16
Doctor	13	2
Lawyer	2	8
Scientist	10	2
Own a business	0	1
Computer programmer	3	8
Professional Athlete	3	10
Total No of Pupils	48	48

Table 1 Pupil's career goals by sex in Brunei

Profession	Girls	Boys
Actor, Singer, Musician	13	4
Teacher	11	4
Doctor	8	2
Lawyer	6	3
Scientist	4	7
Own a business	3	5
Computer programmer	2	10
Professional Athlete	1	13
Total No. of Pupils	48	48

Table 2 Pupil's career goals by sex in the USA (from Hyland and Butcher, 2007)

APPENDIX C

Stereotypes found in male and female Chinese students' scripts

Group	Career	Stereotypes
Male Chinese	Lawyers	Boys are much more daring to speak in public. Girls are bad at memorizing. Due to the fighting spirit of male Bruneians
	Athletes	Boys are more athletic in general.
	Doctors	Girls tend to be more into helping people.
	Entertainers	Pupils in USA are directly influenced by the glamorous

		lifestyles of entertainers portrayed on TV and in tabloids.
	Own a Business	Girls do not want to take any challenge.
Female Chinese	Career focus	Boys will be head of the family. Girls tend to end up being a housewife.
	Lawyers	Probably because of the righteous character in a man.
	Computer programmers	Boys exposed to computers and strong competitive spirit of boys. Boys like to play computer games. Boys tend to have more technical knowledge than girls. Boys are more tech-savvy.
	Professional athletes	Boys are more active than girls. (x2) Boys are physically stronger than girls. Boys are more sporty than girls.
	Doctors	This might be because girls like to read more than boys. Girls are more studious than boys. Girls tend to like theory.
	Own a Business	Girls do not like to take the risk of investing their money . . prefer a secure job. Boys like to be in charge more than girls.
	Entertainers	In USA individuals far more influenced by Hollywood. In America, there is great demand for people with looks and talent. USA is more involved in entertainment whereas Bruneians are more involved in education. Don't need to study much, they just need to be good at singing or acting to be famous and rich.

Stereotypes found in male Malay students' scripts

Group	Career	Stereotypes
Male Malay		
	Career Choice	Boys naturally like to do sports and boys tend to do work which is more challenging.
	Doctor	This confirms that the softness of females is more suitable in situations that a patient is in pain
	Scientists	Girls are more hardworking.
	Computer programmers and lawyers	Boys choose these as they require more time and a vast amount of critical thinking
	Teacher	Most girls like to work hard. Girls are likely to have a greater impact and impression on young minds.
	Own a business	Girls are usually not that good at taking risks. Running a business might be too hectic and might disrupt girls' household responsibilities
	Entertainers in the USA	USA girls like fame with easy cash. It is easy to gain popularity and money. More girls have natural talent.
	Career choice: a risky job	In the USA anything can happen like serious corruption and assassination due to dissatisfaction.

Stereotypes found in male Malay students' scripts

Group	Career	Stereotypes
Female Malay		
	Lawyers - Brunei	This profession requires higher mentality and stamina. Boys are good at speeches and negotiation. Boys have more charisma. Due to their ability to solve problems. Boys are interested in challenging roles. Bruneian women are family oriented, they prefer light duty jobs and as they are responsible for housework and being a mother. Girls are shy. Girls don't like life matters and debating
	Lawyers - USA	In the USA girls are mostly feminist and thus are encouraged to be more outspoken and revealing.
	Doctors and Scientists	Girls are more patient when dealing with problems. Girls have soft senses and want to help people. Girls are expected to be soft, caring and more sympathetic. Girls tend to have a sense of helping. Girls have the sense of humour to face people. To show their femininity. Because it is a female kind of job. Girls know their way in sharing love with others and curing the sick. Girls are more intelligent academically. (x4) Girls study hard to achieve their ambitions.(x2) The study of science that involves human parts does not interest boys to participate in this field.
	Computer programmers	Boys are more tech-savvy. Boys are more likely to be good in technical activities. Because boys are known to be gamers. Boys are more expert in computers. Boys are interested in gaming from childhood while girls like reading story books.
	Own a business	Boys have the mind set to become their own bosses (x2) Boys are more risk takers. (x2) In Brunei, girls don't like to be involved in mathematics. Because in Brunei, girls lack management skills and are not up to the challenge. Girls in Brunei do not want to take risks.
	Teachers – Brunei	It is the easiest job they can get. It is easiest among the careers. Girls like kids and their personalities fits the career as well. Boys don't have the patience.
	Entertainers	Girls in the USA are more likely to have talent.
	Athletes	Girls tend to stay indoors and be comfortable. Boys probably have more talent in doing sport than on the academic side. Boys are naturally athletic and love physical challenges.

APPENDIX D

The data sets in this paper have been extracted from the British National Corpus Online service, managed by Oxford University Computing Services on behalf of the BNC Consortium. All rights in the texts cited are reserved. The codes in the data are the references to texts in the corpus.

Exercise 1
Based on the data below decide:
i) whether the word stereotype has a positive meaning, a negative meaning or is neutral
ii) the meaning of stereotype
iii) use your dictionary to check your meaning

Data Set 1

AAE (148) Born in the North at Cesena 56 years ago, he fits the stereotype of rational northern European much more comfortably than that of fiery Latin.

CHT(1386) The word 'training' implies a moulding, a conformity to a stereotype, and is applied more usually to technical apprenticeships where rote learning of facts, routines and technical data is essential to enable a trade to be carried out efficiently.

CLH (271) The acquisition of a stereotype by a subgroup of the population usually works to its detriment, and although perhaps preserving a grain of truth in relation to the subgroup's activities, it is also misleading for members of the whole population who use the stereotype.

Other terms associated with the problem (sexism, sexist language, ageism) could also be taught in this way with students making use of the British National Corpus.

Exercise 2
Identify the characteristics associated with particular groups in the data below.

Data Set 2

CGF 286 Finally, then, let us consider the stereotype of women as co-operative and men as competitive.

CGF 681 Phoneticians like Caroline Henton have shown in painstaking detail that the stereotype of women as 'shrill' and 'swoopy' is actually — on average — false.

EBR235 Gossip may not be a female prerogative, but it certainly is so in the social stereotype of women.

BLW 598 In spite of a wardrobe bulging with clothes, most women complain that they haven't a thing to wear when any invitation arrives in the post.

CCN 1568 Most women care intensely about the surroundings in which they live, and their sense of security is tied up with the home;

G4W 143 Except that if women were deferential to other speakers they would allow themselves to be walked over in conversation but at the same time you had this stereotype of women who talked too much.
B1L 605 Like so many Scots of his social background, Jimmy Johnstone liked a drink.

B1L 1870 McMurdo never made the grade but like many Scots his early interest in the game ignited a flame of passion for football that has never been extinguished.

ATE 49 Like all Scots, Jock had a very high regard for education.

Group	Characteristic associated with the group
Women	
Scots	

ii) Identify the noun phrases which were used to make stereotypes in the above data. How would you modify the noun phrases to reduce the impact of the stereotype on the group?

Exercise 3
i) How do we decide if a statement is a stereotype or a valid generalisation (i.e. how do we prove that a stereotype does not apply to the whole group)? Hint: Consider the statement **'Most women have greater life expectancy than men'**. How can we show that it is a valid generalization? Why is it not a stereotype?

ii) In groups decide on the criteria we might use to determine the truth of a statement.
iii) Apply your criteria to the statements in Data Sets 1 and 2 above and make any necessary changes to your criteria.

Exercise 4
i) Which of the sentences below are hedged? Underline the hedge items.

<div align="center">

Data Set 3
</div>

A50 202 Mr Justice Jowitt told the jury that previously it had been shown in cases of alleged sexual misconduct that women may be tempted to exaggerate or fabricate.
HJ2 101 whereas men have tended to migrate out of Guanacastle, at least on a temporary basis, many women appear to have moved permanently to towns within the region itself.
FST 318 In this respect, unemployed married women probably find their circumstances significantly different from those of unemployed men, many of whom are likely to have their wives at home to provide company (Martin and Wallace, 1984).
FS6 413 However, there is evidence to suggest that women may have fewer problems in adjusting to retirement than men.
B72 1537 Certainly it seems likely that women will find themselves ever more firmly trapped at the bottom of the office hierarchy as a result of the introduction of information technology.
ii) Rewrite the sentences to show less commitment to the ideas expressed.

<div align="center">

Data Set 4
</div>

FST1139 By the year 2025, some one in seven older women will be divorced (Joshi and Davies, 1991).
EVS 1826 Women will no longer accept that they are relegated to the kitchen or are treated as machines for the production of children.
KLS 662 women will be the main losers in adult education cutbacks.
Exercise 5
i) Searching for evidence
What kind of evidence would you need to find to determine the truth of the following statements? Where would you find this evidence? What search terms would you use?

<div align="center">

Data Set 5
</div>

CH2 12325 Most women reckon they're clever with cash.
H07 1875 Even though most women know that smoking in pregnancy is bad for their baby's health, being linked with low birthweight, premature birth and miscarriage, 25 per cent of pregnant women carry on smoking
KRH 595 A lot of women do this, they're very tolerant about boys' mess in the home and untidiness generally, and in a sense they, they lay the foundations, right from the very beginning, of boys' growing up to think of women as kind of household servants.
    ii) Replicating research
One area of research in the social sciences which seems to interest students is in how boys and girls are represented in children's literature. Sugino (1998) for example found that in children's books in Japan and America, boys were represented as being more active than girls and more willing to take risks. Girls were depicted as being sweet, careful, and able to make decisions but dependent on men. Students can be asked to carry out their own investigation, using a simple content analysis and convenience sampling, if they have access to a library with children's literature from the 1980s, or 1990s. Nair (2005) describes doing this successfully with a class in a university in Malaysia using traditional fairy tales including Rapunzel and Snow White. His students found for themselves that women were stereotyped as being dependent on men and that finding a husband was necessary for a happy life. Nair asked the student to create their own fairytale using language that was gender neutral. Another genre, likely to be popular with students, for investigation into gender representation would be advertisements in magazines or music videos.

iii) Original research
Rather than replicating research, students can be asked to list a stereotype and carry out research to investigate the truth of a stereotype. They can use a methodology they are familiar with and could involve using secondary sources to compile a literature review, gathering qualitative data through interviews or quantitative date using questionnaires. They can then, write a report, or make a presentation to the class which may simply be a set of graphics, which has been suggested as an effective method to combat stereotypes (Verlinda & Thompson, 1999).

iv) Writing sections of research papers
Two other ways in which stereotyping may be combated is through the provision of information that will contradict a particular stereotype and by making contact with stereotyped individuals or groups, provided of course the contact is positive (Allport cited in Moore, 2006). An interesting study which brought together these two solutions was carried out by Koch, Turner, Smith & Hutnik (2010). They interviewed 16 healthy centenarians who were living in Britain and asked them questions about their lives. The interviews were then collated to produce a storyline which showed that contrary to the stereotypes of old people being 'physically and mentally incapable and intellectually frail', their participants were keen to talk about being independent, their ongoing growth and development and their current personal relationships. This study produced stories that not only combated ageism but also made the participants feel personalized. Students can be given the report by Koch et al (2010) with the conclusion or abstract missing. They are then asked to draw their own conclusions and/or write the abstract. Alternatively, the teacher can modify the original conclusions to include (hedging) choices for student to make and justify. They can then compare the original language in the paper and discuss the similarities and differences.