Silent or Talking in the Classroom: Implicit Self-Stereotyping Among Asian and White Students

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Behavioral differences in academic settings between Asian students and White students (reserved vs. talkative)

Cultural differences
- Group harmony vs. individualism
- Equivalence between talking and thinking (Western culture)
- Personality factors (extraversion vs. introversion)

SCT (self-categorization theory)

Context-sensitive

Mental imagery
Goals

- Hypothesis: the classroom context activates a process of implicit self-stereotyping.
- Comparison between classroom setting and leisure time setting.
- Expected that ethnic stereotypes would account for differences in self-definitions only in the classroom context.
Method & Procedure

- Participants: 151 undergraduate students at San Diego State University. 80 of Asian decent (30 men, 50 women) and 71 of White (21 men, 50 women)

- Asian participants: 24 east Asians, 36 Filipinos, 18 other southeast Asians and 2 not specific. 29% were born in a foreign country

- Practice IAT (Implicit Association Test)

- Mental imagery
Method & Procedure

- Self-concept (IAT)
- Perceived ethnic composition
- Ethnic stereotypes and identification (IAT)
- Demographic questionnaire
Results

- Four independent coders rate mental imagery descriptions using 7-point scales
  - In classroom setting, more reserved self-concept
  - Asians descriptions more reserved (M = 3.66), white (M = 3.11)

- Perceived ethnic composition
  - 2 (context) x 2 (ethnic identity) analysis of variance
  - White students describe more proportion of people from their own ethnic group; Asians describe less, minority position
  - In the classroom context, there was a reliable overlap between implicit associations about ethnic groups and about oneself
Discussion

- For Asian participants, the more they stereotype Asians as reserved, the more they display a reserved self-concept.
- Self-stereotyping may operate outside of conscious control.
- Problems with the study.