

## **BIBLIOGRAPHY**

COPLAS, CHINKEE JONES I. APRIL 2011. The Implication of Stereotypes of Korean Students Among Filipino ESL Teachers in Selected Language Institutes in Baguio City. Benguet State University, La Trinidad, Benguet.

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## **ABSTRACT**

This study focused on the implication of stereotypes of Korean students among Filipino ESL teachers in selected language institutes in Baguio City with the following objectives: determine the socio-demographic characteristic of the respondents; determine the stereotypes of Korean students among the Filipino ESL teachers as to the following categories: clothing, food and drink preferences, economic status, courtship, respect to teachers, manner of dealing with co-Korean, manner of dealing with Filipinos, study habits and submission of requirements or assignments; identify the bases of the different stereotypes; determine the effects of the stereotypes in the Filipinos' communication to Korean students; and determine the level of agreement of Koreans to the stereotypes.

A questionnaire was used in collecting the data. The respondents were guided in answering the questionnaire. The study was conducted from January to February 2011. The data gathered were summarized, and analyzed using frequency counts and percentages (descriptive statistics).

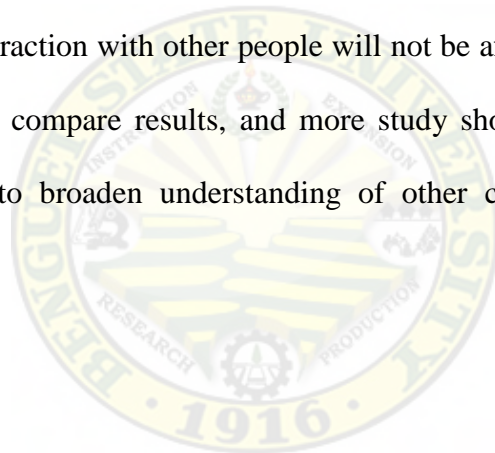
The respondents had formal education, for the Filipino respondents, most are females while for the Korean respondents are males.

There were 40 stereotypes of Korean students gathered from the Filipino ESL teachers from the different categories.

Out of the 40 stereotypes, only four were strongly agreed by the Korean students. The stereotypes gathered from the Filipino respondents were based mostly on the years of their teaching experiences.

Stereotypes do affect the communication process of a certain group toward another group or a person towards a person depending on the category it belong to. Knowing stereotypes of a certain group help other group decide how to deal with them.

Recommendations drawn from the study were: stereotyping should be minimized in order that communication and interaction with other people will not be affected, similar studies should be done in other aspects to compare results, and more study should be done exploring other categories of stereotyping to broaden understanding of other culture and to minimize any misunderstandings.



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## INTRODUCTION

### Rationale

Stereotypes are generalizations about a group of people whereby we attribute a defined set of characteristics to this group. These classifications can be positive or negative, such as when various nationalities are stereotyped as friendly or unfriendly (Maas and Acuri, 1996). It is a fixed idea or conception of a character or an idea that does not allow for any individuality, and is often based on religions, social, or racial prejudices (Holt *et al.*, 2000).

Stereotyping could be a hindrance when communicating or interacting with other people. Since the most common form of daily communication used is interpersonal – that is, face-to-face, stereotype could be a reason to the loss of communication. As stereotype is a generalization of a certain group, people tend to think it applies to all. When we stereotype, instead of responding to the communication or cues of individuals, we create expectations, assume they are valid, and behave as if they had occurred. Thus when we stereotype, we judge persons that they are all the same and so it affects the way we interact with them.

Knowing what categories people and things fit into helps us decide how to deal with them. The stereotypes we hold affect how we process stimuli around us (Gamble, 2002).

As in many other countries, there are strong regional and tribal stereotypes in the Philippines. Some stereotypes among Americans toward Filipino culture as said by Krutovsky (2009) is that Filipinos are always late in everything, some eat with their “hands”, Filipino parents would get their attention by saying, “psst” and “hoy”, you are a true Filipino if you turn around.



In Baguio City and in Benguet, there is a growing number of schools that cater to Koreans. That is why for Development Communication graduates of Benguet State University, many are employed as teachers to these Koreans since teaching is one of the best methods when it comes to communication and one way of sharing ideas to a person or group of people. Given that, now, teaching Koreans has become a means of livelihood.

Since stereotyping is between groups of people, whether among tribes in a particular place or countries, this study was conducted to know the implications of stereotypes to a certain group and to learn ways on how to minimize them. Provided that, stereotyping in a way has affected the relationship among ethnic groups. It is because of these premises that it becomes necessary to study the stereotypes of one ethnic group to another, and so with the origin of these stereotypes to understand their context better (Kilbas, 2008). Identifying or knowing these stereotypes could be used as a basis to know what to do when time comes particularly when building relationships with other groups.

Moreover, this study could even uphold understanding and a better social relationship between individuals towards other people and bridge the gap between them. It is then important to find out the implications of the stereotypes to communication.

### Statement of the Problem

The study generally aims to study the stereotypes of Filipino teachers to Korean students and its implications. Thus, there is a need to answer the following questions:

1. What are the socio-demographic characteristic of the respondents?
2. What are the stereotypes of Korean students among the Filipino ESL teachers

as to the following categories:

#### A. Personal Preference



- a. Clothing
  - b. Food and drink preferences
  - c. Economic status
- B. Manner of dealing with others
- a. Courtship
  - b. Respect to teachers
  - c. Manner of dealing with co-Korean
  - d. Manner of dealing with Filipinos
- C. Academic
- a. Study habits
  - b. Submission of requirements or assignments
3. What are the bases of the different stereotypes?
  4. What are the effects of the stereotypes in the Filipinos' communication with Korean students?
  5. What is the level of agreement of Koreans to the stereotypes?

### Objectives of the Study

Specifically, the study aimed to:

1. determine the socio-demographic characteristic of the respondents.
2. determine the stereotypes of Korean students among the Filipino ESL teachers as to the following categories:

- A. Personal Preference
  - a. Clothing
  - b. Food and drink preferences



- c . Economic status
- B. Manner of dealing with others
  - a. Courtship
  - b. Respect to teachers
  - c. Manner of dealing with co-Korean
  - d. Manner of dealing with Filipinos
- C. Academic
  - a. Study habits
  - b. Submission of requirements or assignments
- 3. identify the bases of the different stereotypes.
- 4. determine the effects of the stereotypes in the Filipinos' communication with Korean students.
- 5. determine the level of agreement of Koreans to the stereotypes.

### Importance of the Study

The study on stereotyping will help us determine the effects or implications of it to communication and determine means of improving the way Filipinos communicate with Koreans. It can also break the wrong notion Filipinos have of the Koreans.

Furthermore, the study will serve as a tool to give them chance to resolve any misunderstanding between them as a result of stereotyping and to lessen cases of such and to promote understanding and a better social relationship towards each other and other people. It can be a basis for anyone who wants to study more about Koreans.





### Scope and Limitations

The respondents of the study were composed of Filipino teachers teaching from Language Institutions in Baguio City and Korean students studying on the Language Institutes.

The respondents were born Filipino and are teacher of the said schools. The study focused primarily on the stereotypes of Filipino teachers to Korean students.



## REVIEW OF LITERATURE

### Stereotype

It was noted that name-calling was one important propaganda device. The effectiveness of this technique depends a great deal on the use of “stereotypes” which are a special variety of names or words. A stereotype or stereotyping is placing or categorizing people, places, objects, or events into groups based on generalized characteristics, also contributes to the way people perceive others (Panopio *et al.*, 1994).

Stereotypes are generalizations about a group of people whereby we attribute a defined set of characteristics to this group. These classifications can be positive or negative, such as when various nationalities are stereotyped as friendly or unfriendly (Maas and Acuri, 1996). It is a fixed idea or conception of a character or an idea that does not allow for any individuality, and is often based on religions, social, or racial prejudices. Stereotypes are also called stock characters and often deliberately used in comedies and in melodramas, where they receive instant recognition from the audience and make fully fleshed characterization unnecessary (Holt *et al.*, 2000).

A stereotype can be defined as a false idea or belief which regards all members of a group as having identical traits. The word originally came from a printing process in which a number of identical castings are made from one mold. A stereotype is always at least partially false. This is because a stereotype always says that *all* members of a group have certain identical traits. The stereotype that “*All* Turks are cruel” is automatically false because it says *all*. In every human group there is a great variety of persons so that there are always many exceptions to every stereotype. Some writers describe stereotypes as “false pictures in our heads” since they never correspond to reality. Prejudice may be



the curse of one person or group and the blessing of another. Typically, prejudice is founded on inaccurate and unsupported beliefs regarding the nature of the persons or groups against whom it is directed (Panopio *et al.*, 1994).

Stereotypes can be either positive or negative. For example, a common positive stereotype is that Asians are hardworking, the “model minority”. It can be generally true or completely false. Triandis (1994) as cited by Matsumoto (2000) said stereotypes based on some degree of “factual” observation are called *sociotypes*. But stereotypes can also be totally baseless. Because stereotypes can be perpetuated without direct observation of the behaviors of others, some stereotypes have no factual connection to the target group. People hold stereotypes about their own groups as well as about other groups. Stereotypes about one’s own group are called auto-stereotype, while stereotypes about other groups are called hetero-stereotype. In fact, there is often a considerable degree of overlap between a group’s auto-stereotype and the hetero-stereotype that others hold about that group.

Stereotypes or epithets have been used by Catholics at times on the other denominations and sects as an expression of prejudice, negatively toned attitudes and opinions that people hold about an entire group such as a racial minority or women, but no serious cleavage has as yet erupted. Throughout history, stereotypes have led to prejudices. When prejudices is expressed in behavior, the result is discrimination; this term refers to specific practices, often institutionalized such as excluding women or members of racial minorities from certain kinds of activities, jobs, organizations or educational opportunities. Although stereotypes are often simplified and unsupported generalizations about others and are used indiscriminately for all cases, they serve as



convenient shorthand devices for identifying and classifying people (Panopio *et al*, 1994).

### Effects of Stereotyping

By implication, when we stereotype, we say, “Those who belong in the same niche all have the same traits. Those who belong in the same niche are alike.” What should be emphasized is that we are all individuals. Whenever we interact with another person, we must realize that we are communicating with a person, not with a stereotype (Gamble, 2000).

Everyone uses stereotypes to some extent, as they help us to learn about people and culture. People tend to judge all the time, and while it is best not to form an opinion right away, stereotyping does not get really dangerous until it begins to lead to other things. It is when people use these stereotypes for things like discrimination or even hate crimes that one can really see the true dangers of stereotyping. One example of the negative effects of stereotyping would be simply laws and rules created where some people benefit and others do not based on negative stereotypes. For example, the Jim Crow laws of the south would be an example of the consequences of negative stereotyping. Blacks were looked upon as inferior beings. Now, the stereotype that affects that kind of thinking is enough, but the results of that were devastating. Blacks were actively discriminated against and held out of certain places and activities.

Another very negative effect of stereotyping is that people internalize these stereotypes. For example, the stereotypes that women are supposed to be very thin can be very harmful to a woman’s self-esteem. This internalization can lead to self-destructive behaviors, such as eating disorders. Even positive stereotyping can be harmful to groups



and individuals. For example, Asian Americans are seen as the model minority. This should be positive, but it puts undue pressure on these individuals to succeed (Moore, 2007).

Stereotyping is one of the biggest problems that people deal with, particularly in law enforcement. Stereotype threat can result in a self-fulfilling insight whereby a person comes to resemble his or her reputation, living up or down to social expectations. According to Jandt (2003), the word “stereotype” was first used to show that judgments made about individuals on the origin of their racial background. Today the expression is more commonly used to pass on to events made on the basis of a group’s association. Psychologists have attempted to give explanations of stereotyping as errors that our brains make in the judgment of other people that are related to those mistakes our brains make in the view of illustration illusions. Stereotypes not only influence how people feel about themselves but perhaps equally important, also affect how people interact with others. The labeling of individuals has strong implications for the self-fulfilling prophecy. Studies show that people are all too aware of the negative images other people have of them (Schaefer, 2004).

### Stereotypes Between Groups

Lee (1996), as cited by Yeh and Kim (2002), reported that high- and low-achieving Asian-identified students experienced anxiety to uphold the expectations of the model minority stereotypes. The students who were unable to perform well academically felt depressed and were embarrassed to seek help. Moreover, dispelling the Asian American universal academic success myth, wherein the Educational Testing Service in 1997 found that twelfth grade students from six major ethnic groups (Chinese, Japanese,



Korean, Filipino, South Asian, and Southeast Asian) had significant variations in their educational backgrounds and achievement. ETS also demonstrated how stereotyping has led to the neglect of the development of student services and support for the many Asian American students who are undereducated and have low socioeconomic status.

According to Lee, some of the educational stereotypes identify Asian Americans as "geniuses," "overachievers," "nerdy," "great in math or science," "competitive," "uninterested in fun," and "4.0 GPAs." Some personality and behavior stereotypes assert that Asians are "submissive," "humble," "passive," "quiet," "compliant," "obedient," "stoic," "devious," "sneaky," "sly," "tend to hang out in groups," "stay with their own race," "condescend to other races," and are "racist," "not willing to mesh with American culture," "try to be like Americans," "want to be Caucasian," and "act F.O.B. [fresh off the boat]" (Yeh, 2001). The physical appearance and mannerism stereotypes include "short," "slanted eyes," "eyeglass wearing," "poor or non-English speaking," and "poor communicators". Stereotypes related to the socioeconomic status of Asian Americans and their attitudes about money identify them as "stingy," "greedy," "rich," "poor," "grocery store owners," "dry cleaners," "restaurant owners," and "chefs".

When it comes to Benguet people, they oftentimes throw this trait to the Ibaloi people whom they referred to as "*shy mango*" a phrase which come from the original Ibaloi phrase "*shiyay mango*" meaning "*here*". Overtime the original has been pronounced in English until the word eventually become the meaning. Whereas, we often hear the statement "ay waday elf mo?" This statement is a stereotype against Kankana-ey ladies. The statement literally means that Kankana-ey ladies when courted, the suitor will



be asked first with the question “Do you own an elf?” (brand of truck), however, the latent content is interpreted as “are you rich?” (Tidang, 2005).





## METHODOLOGY

### Locale and Time of the Study

The study was conducted in Baguio City (Figure 1), which was called as the Summer Capital of the Philippines, and located some 1,500 meters above sea level, nestled within the Cordillera central mountain range in northern Luzon.

Baguio was chosen as the place of the study since there are Koreans studying here especially in various Language Institutions.

It was conducted in language institutes like Monol International Education Institute located at Tacay Road, Pinsao Proper, Baguio English Communication Institute (BECI) at Green Valley and Easter College, Inc. at Easter School Road, Guisad.

The study was conducted from January 2011- February 2011.

### Respondents of the Study

There were 21 Filipino respondents teaching from the three language institutes in Baguio City. There were 10 Filipino teachers from Monol International Education Institute and Baguio English Communication Institute and one from Easter College. The Korean respondents were taken from Monol and BECI, 14 were from Monol and five from BECI.

They were chosen through accidental sampling. The Filipino teachers and Korean students who were available at the time of the conduct of the study were the respondents.





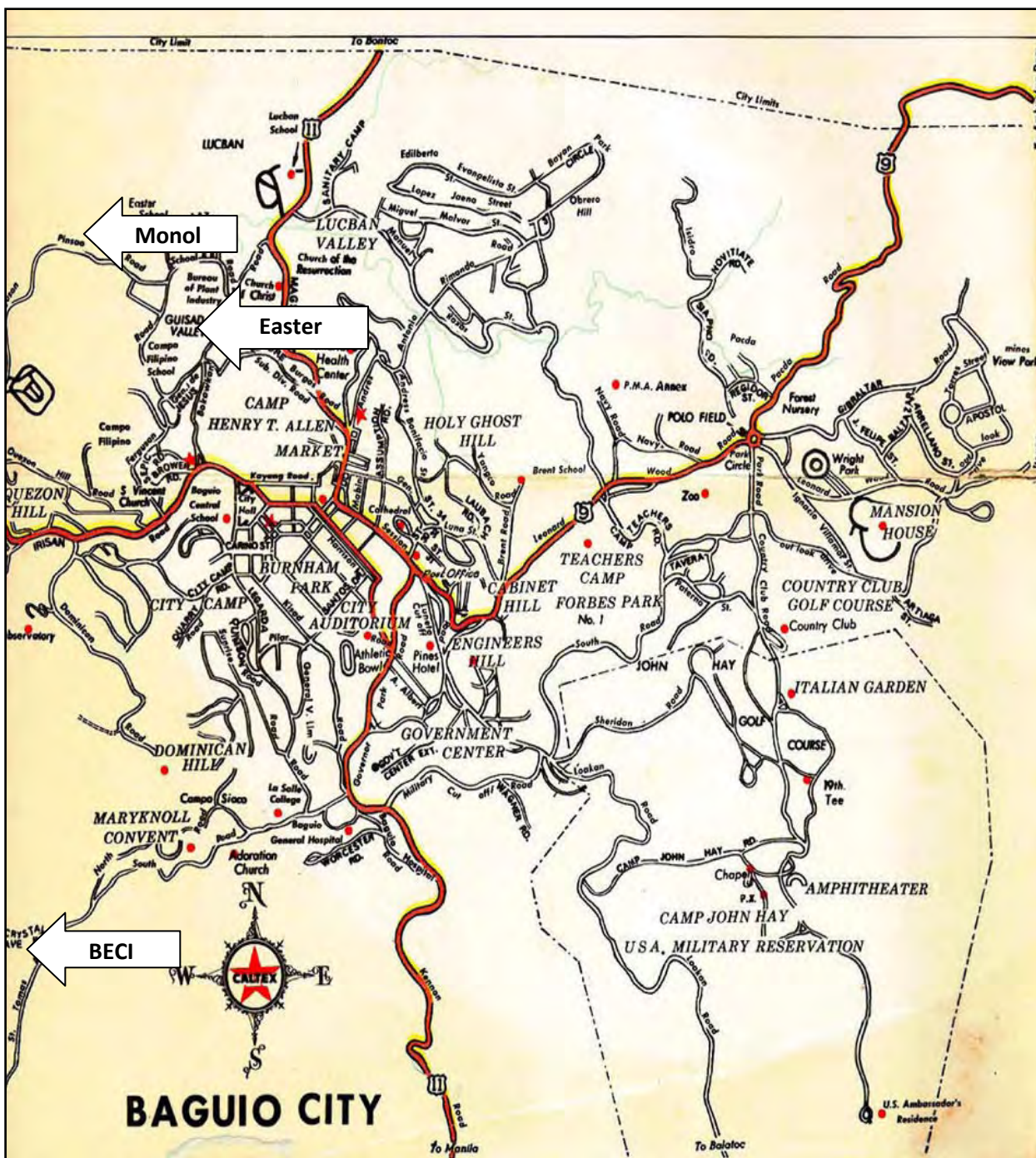


Figure 1. Map of Baguio City showing the locale of the study



### Data Collection

A questionnaire was used in collecting the data. The researcher guided the respondents in answering the questionnaire. Tagalog and English were the language used. Respondents were given a questionnaire during their available time during the day of the conduct of the study.

After getting the data from the Filipino teachers, it was analyzed and used to determine the response of the Korean group on the stereotypes to them, whether they would agree or not. This was done through a questionnaire with the Korean students. The data gathered were explained to the Korean respondents for them to understand further.

### Data Gathered

The data gathered include the socio-demographic characteristics of the respondents, the stereotypes of Korean students among Filipino ESL teachers as to these categories; for personal preference, it includes clothing, food and drink preferences and economic status, for manner of dealing with others, courtship, respect to teachers, manner of dealing with co-Korean and manner of dealing with Filipinos, and for the academic, it comprises of study habits and submission of requirements or assignments.

The bases of the different stereotypes, the effects of the stereotypes on in the Filipinos' communication to Korean students and the level of agreement of Korean to the stereotypes were also gathered.



### Data Analysis

The data gathered were summarized, and analyzed using frequency counts and percentages (descriptive statistics). For the overall rating of the level of agreement of Korean students, a mean was used in getting the rating.



## RESULTS AND DISCUSSION

### Socio-demographic Profile of the Filipino Respondents

The socio-demographic profile of the Filipino respondents is presented in Table 1. Almost half of the respondents were under the age bracket 28-33.

The table presents all of the respondents had formal education since most of them are college graduate. Among the respondents, 14 (66.7%) were female and 7 (33.3%) were male.

### Socio-demographic Profile of the Korean Students

There were nineteen Korean students who participated in answering the questionnaire to confirm the gathered perceptions/stereotypes of Filipino teachers and to

Table 1. Socio-demographic profile of the Filipino respondents

| CHARACTERISTIC         | FREQUENCY<br>N=21 | PERCENTAGE<br>100% |
|------------------------|-------------------|--------------------|
| Age                    |                   |                    |
| 22-27                  | 7                 | 33.33              |
| 28-33                  | 9                 | 42.86              |
| 34-39                  | 1                 | 4.76               |
| 40-45                  | 2                 | 9.52               |
| 46-51                  | 2                 | 9.52               |
| Sex                    |                   |                    |
| Female                 | 14                | 66.67              |
| Male                   | 7                 | 33.33              |
| Educational Attainment |                   |                    |
| College Graduate       | 20                | 95.24              |
| College Level          | 1                 | 4.76               |



rate their level of agreement.

The socio-demographic profile of the Korean respondents is presented in Table 2. The table shows that the respondents were under the age bracket 20-25 (68.42%).

Majority of the Korean respondents were male (68.42%) and 31.58% were female. It was shown that 78.95% of the respondents are college graduate. There were 15.79% college level and one (5.26%) finished high school.

Moreover, 16 (84.21%) were students and 3 (15.79%) were employed.

Table 2. Socio-demographic profile of the Korean students

| CHARACTERISTIC                | N=19 | PERCENTAGE (%) |
|-------------------------------|------|----------------|
| <b>Age</b>                    |      |                |
| 20-25                         | 13   | 68.42          |
| 26-31                         | 5    | 26.32          |
| 38-43                         | 1    | 5.26           |
| <b>Sex</b>                    |      |                |
| Male                          | 13   | 68.42          |
| Female                        | 6    | 31.58          |
| <b>Educational Attainment</b> |      |                |
| College Graduate              | 15   | 78.95          |
| College Level                 | 3    | 15.79          |
| High School Graduate          | 1    | 5.26           |
| <b>Occupation</b>             |      |                |
| Student                       | 16   | 84.21          |
| Employed                      | 3    | 15.79          |



### Stereotypes of Korean Students among Filipino Teachers

The stereotypes to Korean students by Filipino teachers from the three language institutes in Baguio City were taken with the use of a questionnaire. It was clustered into: personal preference (food and drink preferences, clothing, economic status) manner of dealing with others (courtship, respect to teachers, manner of dealing with co-Korean, manner of dealing with Filipinos) and academic (study habits and submission of requirements and or assignments). These were presented in Table 3-11.

#### Personal Preferences

Stereotypes of Korean students in terms of clothing are shown in Table 3. Respondents said Koreans are fashion-conscious. They always follow the trend. They have their own style and are fashionable but do not observe proper attire in different occasions and situation especially in class. According to the respondents, they do not make effort to dress up for class because they wore slippers or shorts like they were just at home.

The respondents mentioned that men usually wear polo with a vest with jogging pants. For women, they wear skirt and printed t-shirts. Respondents said Koreans like skinny and fit clothes.

Table 4 shows the stereotypes of Korean students among the Filipino teachers in terms of economic status where Filipino respondents said that Koreans could afford most of the products they need here in the Philippines. It seems they do not have a hard time and were not running out of money. They also said that Koreans spend too much in their habit of drinking, travelling, and doing what they want.

Table 3. Stereotypes of Korean students among Filipino teachers in terms of clothing

| STEREOTYPES  | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
|  | 21        | %          |
| Follow the trend, have own style, unique and are fashionable   | 11        | 52.38      |
| Don't observe proper attire in different occasions   | 6         | 28.57      |
| Wear skinny/fit clothes, printed shirts and wearing skirts for women, checkered polo with colorful jogging pants for men | 6         | 28.57      |
| Wear expensive, branded clothes  | 3         | 14.29      |
| Fashion conscious  | 1         | 4.76       |

\*Multiple responses

Table 4. Stereotypes of Korean students among Filipino teachers in terms of economic status

| STEREOTYPES   | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
|   | 21        | %          |
| Could afford most of the products they need here, not running out of money, most are well-off | 11        | 52.38      |
| Most belong to the middle class   | 8         | 38.09      |
| Extravagant   | 2         | 9.52       |

According to the respondents, most students belonged to the middle class that was why they were here in the Philippines studying English. It shows they have money. They added that since they have lots of money, they are not thrifty.

Table 5 shows the stereotypes of Korean students among Filipino teachers with regards to food and drink preferences in which the respondents said that Koreans have a drinking culture. They can spend too much for alcohol or liquor. Everyday if possible, they drink, if not because of the school policy they usually do it on weekends.

Koreans eat foods which are common to them and were not open to new taste so they preferred their own food more. Respondents also said Koreans hardly ever eat foreign foods. They consider Filipino food as salty and greasy since they do not like oily and greasy foods. According to respondents, in terms of other drinks, coffee, tea, fruit juices, water, cola or soda are their preferences.

#### Manner of dealing with others

Table 6 shows the stereotypes of Korean students among the Filipino teachers in terms of courtship in which the Filipino respondents said that Koreans do not have any

Table 5. Stereotypes of Korean students among Filipino teachers in terms of food and drink preferences

| STEREOTYPES   | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
|   | 21        | %          |
| Like spicy food                                     | 9         | 42.86      |
| Have a drinking culture, spend much for alcohol     | 8         | 38.09      |
| Not open to new taste, they prefer Korean food more | 7         | 33.33      |
| Like coffee, tea, fruit juices, water, cola/soda    | 3         | 14.29      |
| Dislike greasy foods                                | 3         | 14.29      |
| Eat foods that are common to them                   | 1         | 4.76       |



serious relationships because of their view, “out of sight, out of mind.” For men they are easily attracted to women and make relationships without knowing the girl very deeply.

The respondents said that Koreans were not actually following a modest process in courtship. Sometimes they are similar to Europeans or Americans where no courtship happens between man and woman.

The respondents said that Koreans were discreet and that they were not expressive in terms of their feelings. The respondents also mentioned that Koreans look more on physical appearance like the height, eyes and color when looking for a partner. Also, Koreans woo someone through material things and flatter someone through the time and attention they give.

The stereotype of Korean students in terms of respect to teachers is shown in Table 7. One respondent said that Korean students call their teachers by name. But they show respect and high regards to their teachers by bowing. Also, the respondents said

Table 6. Stereotypes of Korean students among Filipino teachers in terms of courtship

| STEREOTYPES                                 | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
|   | 21        | %          |
| Not following a modest process in courtship | 9         | 42.86      |
| No serious relationships                    | 6         | 28.57      |
| Discreet or not expressive                  | 4         | 19.05      |
| More on physical appearance                 | 3         | 14.29      |
| No response                                 | 3         | 14.29      |
| Woo someone through material things         | 1         | 4.76       |

\*Multiple responses

Table 7. Stereotypes of Korean students among Filipino teachers in terms of respect to teachers

| STEREOTYPES  | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
|  | 21        | %          |
| Show respect to their teachers by bowing   | 10        | 47.62      |
| Have great respect to their teachers, however, not equal respect is given to their Filipino teachers | 9         | 42.86      |
| Younger teachers are not respected much  | 3         | 14.29      |
| Call teachers by name  | 1         | 4.76       |

\*Multiple responses

that age is a factor for them, if the teacher is younger than the student, they are not respected much because they respect older teachers. For students who stayed longer, respect to their young teachers were highly observed.

The respondents mentioned that Korean students had high respect for their teachers whom they view as rather authoritative as leader in class and source of knowledge. For them, teachers occupy high position in the society like lawyers and doctors. Seven respondents (33.33%) said Korean students have great respect to their teachers, however, they respect their Korean teachers more compared to their Filipino teachers.

Table 8 shows the stereotypes of Korean students with regards to how they deal with co-Korean. Many of the respondents said Koreans have close relationship and that they value it. They interact with each other in a usual way and show concerns to their friends. According to the respondents, Koreans are respectful and have a high respect

Table 8. Stereotypes of Korean students among Filipino teachers in terms of manner of dealing with co-Korean

| STEREOTYPES  | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
|  | 21        | %          |
| Have close relationship  | 7         | 33.33      |
| Have high respect to those who are older than them than the younger ones   | 6         | 28.57      |
| Interact with co-Koreans in the same age bracket be friends with them only | 6         | 28.57      |
| No response  | 3         | 14.29      |
| Good at hiding what they feel with co-Korean                               | 2         | 9.52       |

\*Multiple responses

to those who are older than them compared to those who are younger than them.

Out of the 21 respondents, 14 (19.05%) mentioned that Koreans interact with their fellow of the same age bracket and be friends with them only, they cannot be friends to anyone younger than them because of their culture. Filipino respondents also added that though they respect each and are close with one another, they were good at hiding what they feel against each other wherein they do not tell directly their feelings toward a person.

The stereotypes of Korean students in terms of how they deal with Filipinos are shown in Table 9 where according to the Filipino respondents, some Koreans look down on Filipinos. It may be affected by the previous knowledge they have heard about Filipinos. Some of the respondents said that the way they deal with the Filipinos depends

Table 9. Stereotypes of Korean students among Filipino teachers in terms of manner of dealing with Filipinos

| STEREOTYPES   | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
|   | 21        | %          |
| The way they deal with Filipinos depends also on how Filipinos deal with them       | 10        | 47.62      |
| Some look down on Filipinos   | 6         | 28.57      |
| Respectful and friendly to Filipinos but some have discrimination against Filipinos | 5         | 23.81      |
| Befriend with the same age  | 1         | 4.76       |

the way Filipinos deal with them as well, whether respectful, friendly or not.

Some are respectful and friendly to Filipinos, however, they have discrimination against Filipinos. Respondents said it always depends, for some, they deal with Filipinos with respect and some do not.

#### Academic

Table 10 shows the stereotypes of Korean students among Filipino teachers with regards to study habits. Korean students, according to 14 (66.67%) respondents, the Korean students focused on their goal and passion to learn and try to talk in English though their vocabulary and skills are not enough. The Filipino respondents said that if Korean students like their teachers, they will follow and do their works in class.

Out of 21 respondents, one mentioned that Korean students who belonged to the middle class are studious while rich students are truants. They focused on grammar and

Table 10. Stereotypes of Korean students among Filipino teachers in terms of study habits

| STEREOTYPES  | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
|  | 21        | %          |
| Focused and show passion to learn                            | 14        | 66.67      |
| Depends on the mood of the student                           | 3         | 14.29      |
| If they like the teachers, they'll follow and do their works | 2         | 9.52       |
| Middle class are studious; Rich students are truant          | 1         | 4.76       |
| Focused on grammar, memorize a lot                           | 1         | 4.76       |

memorize a lot and study English like there is no tomorrow. The respondents also said that students like acquiring knowledge, they allow time everyday to review.

Table 11 shows the stereotypes of Korean students in terms of submission of requirements or assignments. According to the respondents, in the Philippines, Korean students do not show their sincerity in doing their homework or activity. They are usually forced to do so because of policy.

The respondents said Korean students sometimes do their home works if they are serious with their studies but if not, they do not do it. They are also very similar to Filipinos wherein assignments were delayed when they are lazy to do so and submit on time when it is really needed. Filipino respondents mentioned also that they always ask for more time to finish what they were asked to do.

The respondents said that if teachers were strict, Korean students will follow but if they were not, requirements and assignments were to be disregarded. For professionals, they show interest so they were eager to learn the English language.

Table 11. Stereotypes of Korean students among Filipino teachers in terms of submission of requirements or assignments

| STEREOTYPES   | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
|   | 21        | %          |
| It depends on the personality of the student when lazy or not             | 15        | 71.43      |
| In the Philippines, they are usually forced to do their activity/homework | 3         | 14.29      |
| They will do their requirements/assignments if the teacher is strict      | 1         | 4.76       |
| For professionals, they show interest to learn the English language       | 1         | 4.76       |
| No response   | 1         | 4.76       |

As a result, they submitted requirements on time.

#### Bases of the Different Stereotypes

Out of 21 respondents, 13 (61.90%) said that they based their stereotypes on their years of experience teaching Koreans as ESL teacher. Three (14.29%) said that they based it from stories of others and colleagues, five mentioned from their observation and five from interview and communicating with their students personally.

Others said that they have relatives who got married with Koreans wherein they based the stereotypes. Also, from everyday encounter with them, from watching Korean novels, from reading books about Korean culture, internet, rumors, and from news itself. Some of them even mentioned and believe that, “what you see is what you get”,

Table 12. Bases of stereotypes of Korean students among Filipino teachers

| BASES  | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
|  | 21        | (%)        |
| Years of teaching Koreans                        | 13        | 61.90      |
| Observation                                      | 1         | 23.81      |
| Interview and communicating with students        | 2         | 23.81      |
| Reading books, internet, rumors, news            | 3         | 19.05      |
| Stories from others and colleagues               | 5         | 14.29      |
| Watching Koreanovelas                            | 2         | 9.52       |
| Some have relatives who got married with Koreans | 5         | 9.52       |
| Everyday encounter with them                     | 4         | 4.76       |

wherein the things you see towards a person, is already the truth you thought about him/her. This was presented in Table 12.

#### Effects of the Stereotypes on How Filipino Teachers Communicate with Korean Students

Table 13 shows that 71.43% of the Filipino respondents said that the identified stereotypes affect the way they deal with Korean students. They have enumerated the effects of the stereotypes on how they deal with Korean students such as, as teachers, they always have to come up with students' profiles for such would dictate teachers' classroom management and presentation of lessons, as regards to the stereotypes it would somehow give them an idea about areas where they should be more careful or sensitive

when it comes to the students' emotions. Others said yes because Filipino culture is a lot different from Korean culture, they can be more careful in terms of sharing stories and telling jokes to them since Koreans action and thinking are bounded by their culture only.

The stereotypes affect the teachers' way of dealing with the Korean students because they are not used to the kind of Korean upbringing so they tend to react negatively sometimes, but being a broadminded person help them to understand and accept it. Others said they have to at least change the way they talk to them, unlike to Filipinos wherein you can say whatever you wanted to say but not for Koreans, somehow, they have to adjust or adopt their culture but not all the time because they still have to point out to them the good about Filipino culture.

Their teaching strategies and methodologies sometimes vary from different students, and it was hard to adjust with them. Also, they have to show to them why they should not discriminate Filipinos. Some said yes because they only talk to those people who they like.

Some Filipino respondents said they are not affected by the stereotypes because they were open minded every time they meet a new Korean student and if they are friendly, they are friendly too but if they are rude, they are rude to them as well.

Table 13. Effects of stereotypes on how the Filipino teachers deal with Korean students

| RESPONSE     | FREQUENCY | PERCENTAGE (%) |
|--------------|-----------|----------------|
| Affected     | 15        | 71.43          |
| Not Affected | 6         | 28.57          |



### Level of Agreement of the Korean Students

Table 14-22 show the level of agreement of the Korean students on the stereotypes perceived by the Filipino respondents.

The stereotypes' having the mean of 1.0-1.79 is strongly disagreed; 1.80-2.59 is slightly disagreed; 2.60-3.39 is undecided; 3.40-4.19 is slightly agreed and stereotype with a mean of 4.20-5.0 is strongly agreed.

### Level of Agreement According to Personal Preference

*Clothing.* Table 14 presents that only one of the first stereotypes, wherein Koreans follow the trend and that they are fashionable, is agreed with a mean of 4.26. The respondents were undecided on the stereotype, do not observe proper attire in different occasions.

One of the respondents said that he did not choose much on what to wear. This may be because they have their own style in clothing that is why, they are not into wearing proper attire in different situations.

*Food and drink preferences.* Korean respondents agreed that they like spicy foods and coffee, tea, fruit juices, water cola/soda for the drinks. This was shown in Table 15. The stereotypes that they have drinking culture where they spend much for alcohol, eat foods that are common to them, not open to new taste and prefer Korean food more is slightly agreed, since they only enjoy foods they only tasted. One of the stereotypes, that they do not like greasy foods is undecided.

*Economic status.* Table 16 shows that the Korean respondents are undecided whether they would agree or disagree if they are not thrifty. They slightly agreed that

Table 14. Level of agreement of the Korean students on the stereotypes on clothing

| STEREOTYPES   | OVERALL RATING | DESCRIPTION     |
|---|----------------|-----------------|
| Follow the trend, have own style, and are fashionable.  | 4.26           | Agreed          |
| Do not observe proper attire in different occasions.  | 3.00           | Undecided       |
| Wear skinny/fit clothes, printed shirts and skirts for women, checkered polo with colorful jogging pants for men. | 3.21           | Undecided       |
| Wear expensive, branded clothes.  | 3.58           | Slightly agreed |
| Fashion conscious.  | 3.89           | Slightly agreed |

Legend: 1.0-1.79 – strongly disagreed  
 1.80-2.59 – slightly disagreed  
 2.60-3.39 – undecided  
 3.40-4.19 – slightly agreed  
 4.20-5.0 – strongly agreed

Table 15. Level of agreement of the Korean students on the stereotypes on food and drink preferences

| STEREOTYPES   | OVERALL RATING | DESCRIPTION     |
|---|----------------|-----------------|
| Like spicy foods                                    | 4.42           | Agreed          |
| Have a drinking culture, spend much for alcohol     | 3.84           | Slightly agreed |
| Not open to new taste, they prefer Korean food more | 3.42           | Slightly agreed |
| Like coffee, tea, fruit juices, water, cola/soda    | 4.21           | Agreed          |
| Do not like greasy foods                            | 3.11           | Undecided       |
| Eat foods that are common to them                   | 3.53           | Slightly agreed |

Legend: 1.0-1.79 – strongly disagreed  
 1.80-2.59 – slightly disagreed  
 2.60-3.39 – undecided  
 3.40-4.19 – slightly agreed  
 4.20-5.0 – strongly agreed

Table 16. Level of agreement of the Korean students on the stereotypes on economic status

| STEREOTYPES  | OVERALL RATING | DESCRIPTION     |
|--|----------------|-----------------|
| Could afford most of the products they need here, not running out of money, most are well-off. | 3.79           | Slightly agreed |
| Most belong to the middle class.   | 3.47           | Slightly agreed |
| Extravagant  | 2.79           | Undecided       |

Legend: 1.0-1.79 – strongly disagreed  
 1.80-2.59 – slightly disagreed  
 2.60-3.39 – undecided  
 3.40-4.19 – slightly agreed  
 4.20-5.0 – strongly agreed

Koreans could afford most of the products they need here in the Philippines and that most belong to the middle class.

#### Level of Agreement According to Manner of Dealing with Others

*Courtship.* Table 17 shows Korean respondents slightly disagreed on the issue that they do not have serious relationships on the stereotype on courtship. Koreans are undecided on the four stereotypes: not following a modest process in courtship, discreet, more on physical appearance, and woo someone through material things, therefore respondents were not sure with the four stereotypes.

*Respect to teachers.* Table 18 shows that Korean respondents slightly agreed on the two stereotypes: show respect to their teachers by bowing and call teachers by name, and slightly disagreed on the other stereotypes, have great respect to their teachers but not equal respect is given to their Filipino teachers and younger teachers are not respected

Table 17. Level of agreement of the Korean students on the stereotypes on courtship

| STEREOTYPES                                 | OVERALL RATING | DESCRIPTION        |
|---|----------------|--------------------|
| Not following a modest process in courtship | 3.05           | Undecided          |
| No serious relationships                    | 2.47           | Slightly disagreed |
| Discreet or not expressive                  | 3.00           | Undecided          |
| More on physical appearance                 | 3.37           | Undecided          |
| Woo someone through material things         | 3.00           | Undecided          |

Legend: 1.0-1.79 – strongly disagreed  
 1.80-2.59 – slightly disagreed  
 2.60-3.39 – undecided  
 3.40-4.19 – slightly agreed  
 4.20-5.0 – strongly agreed

Table 18. Level of agreement of the Korean students on the stereotypes on respect to teachers

| STEREOTYPES  | OVERALL RATING | DESCRIPTION        |
|--|----------------|--------------------|
| Show respect to their teachers by bowing   | 3.84           | Slightly agreed    |
| Have great respect to their teachers, however, not equal respect is given to their Filipino teachers | 2.26           | Slightly disagreed |
| Younger teachers are not respected much  | 2.16           | Slightly disagreed |
| Call teachers by name  | 3.68           | Slightly agreed    |

much. The two stereotypes that were slightly agreed were positive stereotypes.

*Manner of dealing with co-Korean.* One stereotype, have close relationship, were agreed by the Korean respondents but they are undecided on the stereotype, that they are

Table 19. Level of agreement of the Korean students on the stereotypes on manner of dealing with co-Korean

| STEREOTYPES   | OVERALL RATING | DESCRIPTION        |
|---|----------------|--------------------|
| Have close relationship   | 4.37           | Agreed             |
| Have high respect to those who are older than them than the younger ones        | 4.00           | Slightly agreed    |
| Interact with co-Koreans in the same age bracket and be friends with them only. | 2.58           | Slightly disagreed |
| Good at hiding what they feel with co-Korean                                    | 3.32           | Undecided          |

Legend: 1.0-1.79 – strongly disagreed      3.40-4.19 – slightly agreed  
1.80-2.59 – slightly disagreed      4.20-5.0 – strongly agreed  
2.60-3.39 – undecided

good in hiding what they feel with each other with a mean of 3.32. This was shown in Table 19.

They slightly agreed that they have high respect to those who are older than them than the younger ones which their culture proves but they slightly disagreed that they only befriend with their same age, some of the respondents mentioned that it is difficult to deal with a very old person so they prefer more those who are closer to their age.

*Manner of dealing with Filipinos.* Table 20 shows that the Korean respondents slightly agreed that they deal with Filipinos depending on how Filipinos deal with them. They were undecided on the other three stereotypes, some look down on Filipinos, respectful and friendly to Filipinos but some have discrimination against Filipinos and befriend with the same age. They may be undecided because they do not know much about Filipinos.

Table 20. Level of agreement of the Korean students on the stereotypes on manner of dealing with Filipinos

| STEREOTYPES   | OVERALL RATING | DESCRIPTION     |
|---|----------------|-----------------|
| The way they deal with Filipinos depends also on how Filipinos deal with them       | 3.68           | Slightly agreed |
| Some look down on Filipinos   | 3.16           | Undecided       |
| Respectful and friendly to Filipinos but some have discrimination against Filipinos | 3.00           | Undecided       |
| Befriend people of the same age   | 3.32           | Undecided       |

Legend: 1.0-1.79 – strongly disagreed  
 1.80-2.59 – slightly disagreed  
 2.60-3.39 – undecided  
 3.40-4.19 – slightly agreed  
 4.20-5.0 – strongly agreed

#### Level of Agreement According to Academic

*Study Habits.* The stereotype, students who belonged to the middle class are studious while rich students are truants, were undecided with a mean of 3. This was shown in Table 21. Four of the five stereotypes were slightly agreed by the Korean respondents. These were the, focused on grammar and memorize a lot, depends on the mood of the student, they will follow and do their work if they like the teachers, and focused and show passion to learn. Therefore, it shows that they wanted to learn.

*Submission of requirements or assignments.* Table 22 shows that the stereotype that Koreans, especially for professionals, show interest to learn the English language is slightly agreed. Korean respondents are undecided on the three stereotypes: here in the Philippines, they do not show their sincerity in doing their homework/activity, usually

Table 21. Level of agreement of the Korean students on the stereotypes on study habits

| STEREOTYPES  | OVERALL RATING | DESCRIPTION   |
|--|----------------|---|
| Focused on grammar. They memorize a lot  | 3.79           | Slightly agreed   |
| Depends on the mood of the students  | 4.00           | Slightly agreed   |
| If they like the teachers, they will follow and do their work                                    | 4.00           | Slightly agreed   |
| Middle class are studious, rich students are truants   | 3.00           | Undecided   |
| Focused and show passion to learn  | 3.53           | Slightly agreed   |
| Legend: 1.0-1.79 – strongly disagreed<br>1.80-2.59 – slightly disagreed<br>2.60-3.39 – undecided |                | 3.40-4.19 – slightly agreed<br>4.20-5.0 – strongly agreed |

Table 22. Level of agreement of the Korean students on the stereotypes on submission of requirements or assignments

| STEREOTYPES  | OVERALL RATING | DESCRIPTION   |
|--|----------------|---|
| It depends on the personality of the student when lazy or not.                                   | 3.05           | Undecided   |
| In the Philippines, they are usually forced to do their activity/homework.                       | 2.74           | Undecided   |
| They will do their requirements or assignments if the teacher is strict.                         | 2.89           | Undecided   |
| For professionals, they show interest to learn the English language.                             | 3.95           | Slightly agreed   |
| Legend: 1.0-1.79 – strongly disagreed<br>1.80-2.59 – slightly disagreed<br>2.60-3.39 – undecided |                | 3.40-4.19 – slightly agreed<br>4.20-5.0 – strongly agreed |

forced to do so, it depends when they are lazy or not and if teachers are strict, they will follow but if they are not, requirements and assignments are disregarded.

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### Summary

The study was conducted to get the perceptions of the Filipino teachers toward the Korean students. The stereotypes/perceptions were gathered from Filipino teachers who are teaching in Language Institutes which includes Monol International Education Institute, Baguio English Communication Institute and Easter College, Inc. The data were gathered through a questionnaire.

The stereotypes were categorized into: courtship, respect to teachers, submission of requirements or assignments, food and drink preferences, clothing, economic status, how they deal with co-Korean, how they deal with Filipinos and study habits.

There were five stereotypes obtained from the courtship category, four from respect to teachers, four from submission of requirements or assignments, six from food and drink preferences, five from clothing, three from economic status, four from how they deal with co-Korean and how they deal with Filipinos, and five from study habits.

The stereotypes gathered from the Filipino respondents were based mostly on the years of their teaching experiences.

Four stereotypes from the different categories were strongly agreed by the Korean respondents.

### Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. knowing and identifying stereotypes of a certain group help other group



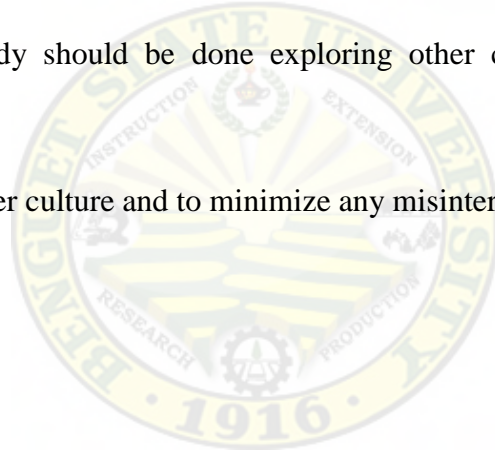
decide how to deal with them.

2. stereotypes do affect the communication process of a certain group toward another group or a person towards a person depending on the category it belong to.

### Recommendations

Researcher recommends the following:

1. Stereotyping should be minimized in order that communication and interaction with other people will not be affected.
2. Similar studies should be done in other aspects to compare results.
3. More study should be done exploring other categories of stereotyping to broaden understanding of other culture and to minimize any misinterpretation.



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APPENDIX A

Questionnaire

I. Socio-demographic Profile

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

School: \_\_\_\_\_

Tribal Affiliation of Mother: \_\_\_\_\_

Tribal Affiliation of Father: \_\_\_\_\_

II. Questions

1. What are the stereotypes of Koreans as to the following categories?

*Courtship*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Respect to teachers*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Submission of requirements or assignments*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Food and drink preferences*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Clothing*

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*Economic status*

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*How they deal with co-korean*

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*How they deal with others (Filipino)*

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*Study habits*

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2. What are your bases with those stereotypes?

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- 3. Do these stereotypes affect how you deal with the Koreans? Yes or no?  
How do you deal with these effects?

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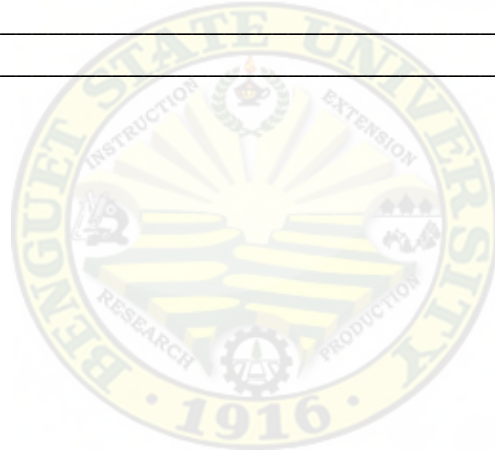
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## APPENDIX B

## Survey Questionnaire

## I. Socio-demographic Profile

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Educational Attainment:

\_\_\_ Elementary Level

\_\_\_ Elementary Graduate

\_\_\_ High School Level

\_\_\_ High School Graduate

\_\_\_ College Level

\_\_\_ College Graduate

\_\_\_ Finished Vocational Course

Occupation: \_\_\_\_\_

## II. Agreement Level on the Stereotypes

5 – I strongly agree (absolute)

4 – I slightly agree (case-to-case basis)

3 – I am undecided (cannot determine if I agree or not)

2 – I slightly disagree (case-to-case basis)

1 – I strongly disagree (absolute)

The following are the stereotypes of some Filipino teachers to Korean students.

| COURTSHIP   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Koreans do not have serious relationships.  |   |   |   |   |   |
| Not following a modest process in courtship, very short.  |   |   |   |   |   |
| Koreans are discreet or not expressive with their feelings.   |   |   |   |   |   |
| More on physical appearance of a girl or boy.   |   |   |   |   |   |
| Court someone through material things.  |   |   |   |   |   |
| RESPECT TO TEACHERS   |   |   |   |   |   |
| Korean students call their teachers by name.  |   |   |   |   |   |
| Show respect and high regards to their teachers by bowing.  |   |   |   |   |   |
| If the teacher is younger than the student they are not respected much.   |   |   |   |   |   |
| Koreans have great respect to their teachers, however, not equal respect is given to their Filipino teachers.                           |   |   |   |   |   |
| SUBMISSION OF REQUIREMENTS? ASSIGNMENTS   |   |   |   |   |   |
| Here in the Philippines, Korean students don't show their sincerity in doing their homework/activity. They are usually forced to do so. |   |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Korean students submit assignments depending when they are lazy or not   |  |  |  |  |  |
| If teachers are strict, they will follow but if they're not, they do not do it.  |  |  |  |  |  |
| For Koreans who are professionals, they show interest to learn the English language.   |  |  |  |  |  |
| <b>FOOD AND DRINK PREFERENCES</b>  |  |  |  |  |  |
| Koreans have a drinking culture. They spend much for alcohol/liquor.   |  |  |  |  |  |
| Koreans eat foods that are common to them only.  |  |  |  |  |  |
| Koreans are not open to new taste, they prefer Korean food more.   |  |  |  |  |  |
| Koreans like spicy foods.  |  |  |  |  |  |
| Koreans like coffee, tea, fruit juices, water, cola/soda.  |  |  |  |  |  |
| Koreans don't like greasy foods.   |  |  |  |  |  |
| <b>CLOTHING</b>  |  |  |  |  |  |
| Koreans follow the trend, have own style, and are fashionable.   |  |  |  |  |  |
| Korean students don't observe proper attire in different occasions.  |  |  |  |  |  |
| Koreans like expensive, branded clothes.   |  |  |  |  |  |
| Koreans are fashion conscious.   |  |  |  |  |  |
| Skinny/fit clothes, printed shirts and wearing skirts for Korean women, checkered polo with colorful jogging pants for Korean men. |  |  |  |  |  |
| <b>ECONOMIC STATUS</b>   |  |  |  |  |  |
| Koreans could afford most of the products they need here. Not running out of money, most are well-off.                             |  |  |  |  |  |
| Most of Koreans belong to the middle class.  |  |  |  |  |  |
| Koreans are not thrifty.   |  |  |  |  |  |
| <b>HOW THEY DEAL WITH CO-KOREAN</b>  |  |  |  |  |  |
| Koreans have close relationship with other Koreans.  |  |  |  |  |  |
| Interact with co-Koreans in the same age bracket and be friends with them only.  |  |  |  |  |  |
| Good at hiding what they feel with co-Korean.  |  |  |  |  |  |
| Koreans have high respect to those who are older than them than the younger ones.  |  |  |  |  |  |
| <b>HOW THEY DEAL WITH OTHERS (FILIPINO)</b>  |  |  |  |  |  |
| Some Koreans look down on Filipinos, seems they are good, rich than Filipinos.   |  |  |  |  |  |
| Respectful and friendly to Filipinos but some have discrimination against Filipinos.   |  |  |  |  |  |
| Depends (how one deal with them).  |  |  |  |  |  |
| Befriend with the same age.  |  |  |  |  |  |
| <b>STUDY HABITS</b>  |  |  |  |  |  |
| If they like the teachers, they'll follow and do their works.  |  |  |  |  |  |
| Middle class Koreans are studious. Rich students are truant or absentee.   |  |  |  |  |  |
| Koreans focused and show passion to learn (English).   |  |  |  |  |  |
| Korean students focused on grammar. They memorize a lot.   |  |  |  |  |  |
| Studying depends on their mood.  |  |  |  |  |  |