How We Can Use ACG to Improve the Stereotype of Chinese Students by American

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ABSTRACT. Nowadays, studying abroad in China has become very popular. With an enormous amount of Chinese students studying in the United States, the stereotype of Chinese Americans has also come into our view. At the same time, ACG is becoming a national and even global trend as a new form of cultural carrier. In this study, we mainly research the specific types and reasons of the stereotype of Chinese students and analyze the cases of the positive output of subculture content led by ACG culture in China. The study found that due to the lack of foreign information in China in the early years, most of the native Americans' impression of the Chinese people has always been the personality impression of "small eyes", conservative, introverted and only communicating with the Chinese people, which further leads to a bias towards Chinese students. To solve this problem, our group initially speculated on the existing stereotype phenomenon, put forward a scheme to improve Americans' stereotype of Chinese students by using the overseas dissemination of domestic ACG culture, and then conducted a deeper discussion.

Keywords: stereotype, Chinese student, ACG culture, culture dissemination

1   INTRODUCTION

In the last century, China was trapped in the situation of closed economy and culture, which left a negative stereotype among the American public. Such stereotype is also reflected in cultural works: for example, the Chinese people have small eyes and short and obscene gestures. With a large number of Chinese students coming to the United States from overseas, it is urgent to improve the stereotype and discrimination against Chinese students. Using ACG culture for communication can not only weaken the stereotype of American natives on Chinese students, but also enable more Americans to understand the value of Chinese culture. Here, in order to improve this phenomenon, the topic of this lesson is to study the stereotype of Chinese students in the United States, and use the domestic subculture industry led by ACG (full name animation comic game, that is, the secondary industry of the trinity of animation, comics and games) culture to positively spread culture to the United States, so as to launch an

ideal solution to protect the rights and interests of Chinese students in the United States.

2   LITERATURE REVIEW

Issues related to stereotype frequently appear in cross-cultural studies at home and abroad, especially in Oriental and African Studies, which are defined by default on the basis of "square centralism". Stereotype refers to a framework used to form a first impression of others[1]. Later, stereotype was gradually defined by scholars as a recognized characteristic of a specific group [2].Stereotype has three kinds of performance: positive, neutral and negative. Among them, negative stereotype has brought estrangement and conflict between foreigners, which is extremely detrimental to the communication and cooperation between different cultural groups. Past studies have shown that international students from Asia are discriminated against by local people due to stereotype when studying in local countries, especially Chinese students on American campuses [3].The Los Angeles Times has reported that since Donald Trump was elected president, the Chinese Consulate in San Francisco has noticed the rising negative sentiment of the American people towards the birthday of studying in China, reminded students of the recent rise of dangerous Anti China sentiment, and listed a number of abusive incidents against Chinese students[4]. There is obviously a stereotype behind these dangerous events.

When the research topic is detailed to transnational and cross-cultural issues, many commentators choose to start with the identity and identity construction of the research group[5], and combine the external definition of the group with the group's self cognition and identity thinking to explore the formation of the moment's stereotype[6]. On this issue, domestic researchers often emphasize that the "demonization" of the Chinese government by the US media has created a stereotype that Americans have no human rights and freedoms and "victims" of Chinese students [7]; Foreign studies start with the impression itself, and then analyze the causes and background of the impression after confirming the "what impression" through investigation. The most common stereotypes obtained from the survey results of many articles are diligence, intelligence, good math, quiet, self-discipline, obedience, tradition, poor English, poor social skills, academic deception, from positive to neutral to negative. To sum up, there are obvious differences in the positioning and academic trend of the word "stereotype" at home and abroad. The group adopted a model similar to that of most foreign researchers when referring to the "stereotype" in this study and explaining the problems, and carefully absorbed the essence of the past traditional design model for this topic in the design of questionnaires and interviews.

Furthermore, "ACG culture" is another key word in this article. At present, it has not developed for a long time in China and has not been fully supported by the mainstream society in China. Therefore, the team found that this keyword appears more in articles with ACG culture in Japan as the research object in the process of online literature collection. Domestic articles on ACG culture mainly study the impact of various Chinese elements on the domestic ACG industrial model, and conversely, the

impact of foreign ACG culture on China's local cultural products. For example, in the interdisciplinary research, art education researchers proposed to integrate ACG culture into the teaching of Chinese garden history[8]; Another part of the article talks about the subculture attribute of China's ACG, such as its influence on the domestic youth group as a subculture and its collision with the mainstream culture, and comes to the ideal conclusion that the cross-cultural communication between the two will be integrated in the collision and create a market with huge development space [9]; Some researchers also proposed to use their own ACG culture to export and spread Chinese culture and Chinese values internationally, making it an important resource to show the national cultural soft power in the era of mass culture[10]. Whether it is interdisciplinary, cross-cultural communication or international output, it has fully proved the research and practical significance of the group research hypothesis, that is, it is the key theoretical basis in the research background of this paper.

3   RESEARCH METHODS

3.1   Literature Collection and Research

After establishing the research as "how to use ACG culture with Chinese characteristics to change the stereotype of American high school students on Chinese students", The team members worked together and divided their work to conduct extensive searches on domestic and foreign academic platforms (such as HowNet and Google academic) around keywords such as "Chinese students studying in the United States", "the stereotype of American high school students on Chinese students" and "the popularity of American high school students' ACG culture", and screened out documents corresponding to the current era and with high reliability. Finally, 8 papers were selected for reference research. According to the literature, the overall direction, target population and screening methods of the questionnaire and interview were determined.

3.2   Questionnaire Survey and Design

The questionnaire is aimed at residents of all ages in various states of the United States. Among them, Ma has the largest number of samples. The target sample size is 100, and the actual sample size is 78. In order to actually verify the "stereotype of American high school students on Chinese students" mentioned in the plan and "whether ACG culture can be used to change the stereotype of American high school students on Chinese students", the team designed a series of questionnaires containing three parts and 10 questions. The questionnaire contains "where are you from?" "Your specific age?" Accurately screen and locate the target population, and use "have you ever met Chinese online / offline friends?" "What is your personal impression of Chinese students?", "How do you feel when it comes to Asia?" And other issues visualize and refine the abstract concept of "American high school students' stereotype of Chinese students", so as to obtain more data that can be used for analysis. Use "do you know ACG culture?" "Which of the following have you heard about ACG

works?" Multi dimensional access to the audience range and acceptance of ACG culture by American high school students. Finally, we accurately sent the questionnaire to Ma to obtain data. It is expected that the number of people who understand ACG culture will exceed 50%, the number who have contacted Chinese people will exceed 70%, and the negative impression on Chinese students will exceed 40%, that is, the popularity of ACG culture, the prevalence of negative stereotypes on Chinese students and the specific classification of stereotypes.

4   RESEARCH ANALYSIS

4.1   Correlation of Regions with Negative Stereotypes

In order to deeply analyze whether there is a certain correlation between the stereotype of overseas students and the region, the region of the person filling in the questionnaire is taken as the independent variable (1 from Ma and 2 from regions outside MA), and the degree of stereotype of the person filling in the questionnaire on Chinese overseas students is equivalent to a number (1 for negative impression and 2 for non negative impression) as the dependent variable, as shown in the following table:

area	non-negative	negative	total
MA	26	34	60
non-MA	12	6	18
total	38	40	78
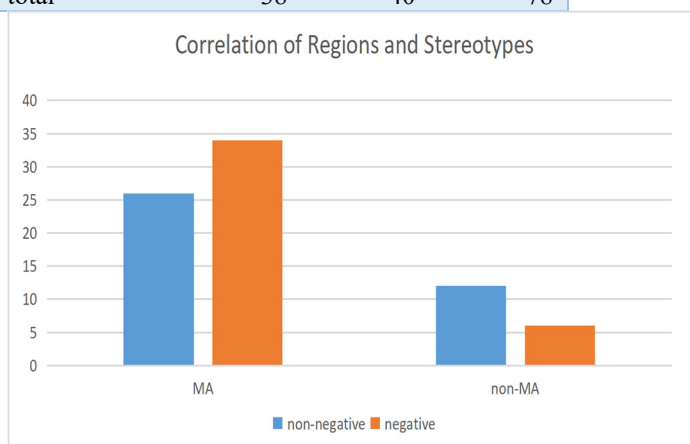
area	non-negative	negative	total	variance
MA	29.2308	30.7692	60	
non-MA	8.76923	9.23077	18	
				0.0823763
total	38	40	78	11

Fig. 1. Correlation of Regions with Negative Stereotypes

By observing the histogram, more people in Ma area hold negative stereotypes, while more people in non Ma area hold non negative stereotypes. However, the conclusion of correlation cannot be directly drawn, which needs further verification; By constructing contingency table and chi square analysis, it is concluded that the correlation with regions is not significant. The p value is about 0.0824, greater than 0.05, so the correlation is not significant; In order to confirm the statistical difference, analysis of variance was used.

Table 1. Correlation of Regions with Negative Stereotypes

SUMMARY

group	samples	sum	average	variance
MA	60	86	1.433333333	0.249717514
non-MA	18	30	1.666666667	0.235294118

variance analysis

source of difference	SS	df	MS	F	P-value	F crit
Between groups	0.753846154	1	0.753846154	3.05830824	0.084362828	3.966759784
within the groups	18.73333333	76	0.246491228			
total	19.48717949	77				

As the p-value in the analysis of variance is 0.084363, which is slightly greater than the critical value of 0.05, it can be concluded that the correlation between the region and the negative impression is not significant, and it can be concluded from the average (the closer the average value is to 1, the more likely the negative stereotype is) that people in Ma region are more likely to have a negative stereotype of Chinese students.

4.2 Correlation Between being Affected by Surroundings and Stereotypes

Whether the respondents are affected by the environment is taken as the independent variable, and the degree of stereotype of the respondents to Chinese students is equivalent to a number (negative impression is 1, non negative impression is 2) as the dependent variable, as shown in the following table:

area	non-negative	negative	total
affected	18	9	27
non-affected	20	31	51
total	38	40	78

Correlation between being affected by surroundings and stereotypes
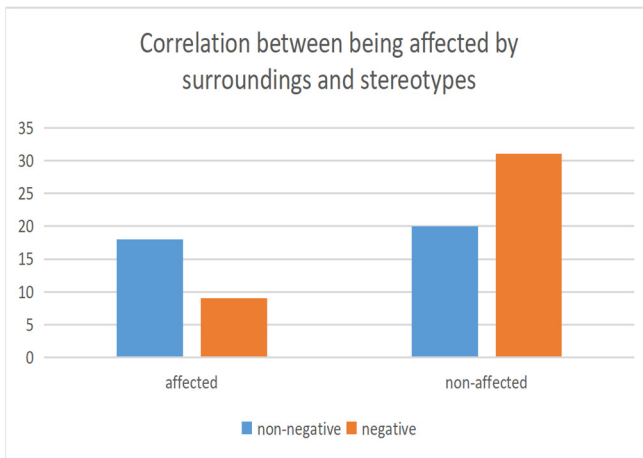
area	non-negative	negative	total	variance
affected	13.1538	13.8462	27	
non-affected	24.8462	26.1538	51	
total	38	40	78	0.021023181

Fig. 2. Correlation between being affected by surroundings and stereotypes

By observing the histogram, more of the unaffected people hold negative stereotypes, while more of the affected people hold non negative stereotypes. However, the conclusion of correlation cannot be directly drawn, which needs further verification; The chi square analysis shows that there is a significant correlation between the generation of negative stereotypes and whether they are affected by the surrounding environment. In order to confirm the statistical difference, analysis of variance was used.

Table 2. Correlation between being affected by the surrounding environment and negative stereotypes

SUMMARY

group	samples	sum	average	variance
affected	27	45	1.666666667	0.230769231
non-affected	51	71	1.392156863	0.243137255

variance analysis

source of difference	SS	df	MS	F	P-value	F crit
Between groups	1.330316742	1	1.330316742	5.568366838	0.020855905	3.966759784
within the groups	18.15686275	76	0.238906089			
total	19.48717949	77				

Since the p-value in the analysis of variance is 0.020856, which is less than the critical value of 0.05, it can be concluded that the impact of the surrounding environment

is significantly related to the generation of negative impressions, and it can be concluded from the average (the closer the average value is to 1, the more likely it is to generate negative stereotypes) that people who are not affected by the surrounding environment are more likely to have negative stereotypes of Chinese students.

4.3   Verify Whether Environmental Factors and Regional Factors Affect Each Other

In order to verify whether the region will have an impact on the environment around the individual, we set the region as the independent variable, and then set whether the person filling in the questionnaire is affected by the environment as the dependent variable (1 for not affected, 2 for affected), as shown in the following figure:
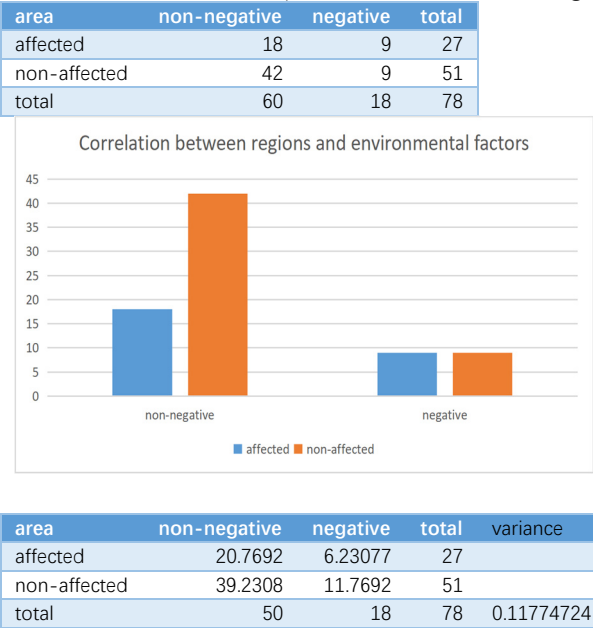
area	non-negative	negative	total
affected	18	9	27
non-affected	42	9	51
total	60	18	78

area	non-negative	negative	total	variance
affected	20.7692	6.23077	27	
non-affected	39.2308	11.7692	51	
total	50	18	78	0.11774724

Fig. 3. Correlation between regions and environmental factors

By observing the histogram, the number of unaffected people in Ma area is significantly greater than those affected by the environment, while the number of people in non Ma areas is basically the same. Through further chi square analysis, it is found that there is no significant correlation between areas and whether they are affected; In order to confirm the statistical difference, analysis of variance was used.

Table 3.   Correlation of area with surrounding environmental impact

SUMMARY

group	samples	sum	average	variance
MA	60	78	1.3	0.213559322
non-MA	18	27	1.5	0.264705882

variance analysis

source of difference	SS	df	MS	F	P-value	F crit
Between groups	0.553846154	1	0.553846154	2.461538462	0.120818871	3.966759784
within the groups	17.1	76	0.225			
total	17.65384615	77				

As the p-value of 0.180219 in the analysis of variance is much greater than the critical value of 0.05, there is no significant correlation between the impact of the region and the surrounding environment on people. Therefore, it is concluded that the impact of the region and the environment is an independent variable, there is no significant correlation and should not affect each other. By observing the average number, it can be concluded that the people in Ma area (the closer the average value is to 1, the less people are affected) are less likely to be affected by the surrounding environment than those in non Ma areas.

5   CONCLUSIONS

Through the analysis of questionnaire data and interview results, the following conclusions are drawn: 40% of American high school students have negative stereotypes of Chinese students. There is no significant correlation between region and negative stereotype, but there is a significant correlation with whether it is affected by the surrounding environment, and ACG is not a few popular among American teenagers. It can be learned that when American high school students have Chinese people nearby, or they are exposed to Chinese culture and derivatives, they will be greatly affected by the environment. However, there is no significant correlation between regions' stereotype of Chinese people.

   In conclusion, using ACG culture with Chinese characteristics to change the stereotype of American high school students on Chinese students can be an effective way to change the stereotype, change the large-scale stereotype of Chinese students, and even improve the image of China in the eyes of American high school students. Finally, there are some deficiencies in this subject, such as insufficient number of samples, not controlling all variables, etc. In the future, we will improve the program by increasing the sample size and controlling variables. Finally, a set of programs that can be applied in any state and use ACG with Chinese characteristics to change the stereotype of American high school students on Chinese students is obtained.

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