

Gender bias in L2 writing for Chinese international students

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Abstract. This research is based on the background of the relationship between gender ideology formation and language use in writing. Through reviewing previous studies exploring gender ideology formation, L2 learners' gender ideology, and gender ideology in China, a research gap targeting the international student population is found under-investigated. International students' gender ideology would considerably affect future gender ideologies on a global scale. Therefore, this research analysed gender bias in L2 writing for Chinese international students through an academic writing question and semi-structural interviews for five Chinese international students who are studying in Australia. The results suggest that L2 learners' gender ideology is hard to be changed due to the influential factors of their living environment; L2 learners' gender ideology can differ in their subject disciplines; and there is no more female-prone language in L2 female learners than L2 male learners.

Key words: Gender ideology, L2 learners, academic writing, use of language.

1. Introduction

This research aims to explore gender bias in L2 writing for Chinese international students. The research background consists of three main areas, which are the formation of gender ideology, L2 writing, and the reason for choosing Chinese students as the target object.

1.1 Research background

1.1.1 Writing as a form to present gender ideology

Firstly, the related literature review suggested the relationship between writing and the formation of gender ideology. The subjectivity in English is students as the subject tend to speak about gender through subject pronouns, such as he or she, in their writing, and gender stereotypes can be reflected in the writing materials [1]. The reason for gender stereotypes in writing through the fact that male firstness in academic writing is latent, rather than overt, forming gender bias [2]. However, "he" can be used for both simple and practical applications, rooting in the beginning of English language and many writers use it as a generic pronoun rather than intending to be offensive [3]. Nevertheless, male firstness in academic writing has been criticised that male firstness devalues women and disregards individuals who are gender nonconformed simultaneously [2]. It can be summarised that writing can be a form to present individuals' gender ideology.

1.1.2 L2 learners' existed/learned gender ideology

L2 learners' gender ideology formation is a crucial research area and previous research demonstrated the influential factors for L2 learners' gender ideology formation. The socialisation influence on L2 learners' gender ideology revealed a positive correlation between the increase in education and the increase in gender egalitarian ideas [4]. It can be explained that education runs counter to gender stereotypes; hence, when individuals benefit from gender equality, they are more likely to hold gender egalitarian beliefs. Apart from the education level, parents' and classmates' gender ideology also significantly affect L2 learners' gender ideology [5]. Consequently, it can be concluded that L2 learners' gender ideology can be formed and influenced by social factors, such as education level, and parents' and classmates' gender ideology.

1.1.3 Gender ideology in China

After the analysis of the L2 learners' gender ideology formation in previous research, the research target object tends to be narrowed to Chinese students based on further literature review. Firstly, the

influences of marital satisfaction, housework division, and gender ideology in Chinese society can be exemplified that Chinese people's gender egalitarian beliefs increase after getting married, such as enjoying higher marital satisfaction and equal housework division [6]. Furthermore, China occupies a large portion of transcultural labour market and overseas education in the world, which holds a crucial influence on gender equality promotion [7]. It can be summarised that Chinese people's gender ideology is being positively influenced by marriage, which can further influence the global gender equality promotion based on the large occupation of transcultural labour market and overseas education.

1.2 Research gap, purpose, and influence

According to the literature review of the research regarding the relationship between gender ideology and writing, the formation of L2 learners' gender ideology, and Chinese people's gender ideology, it can be found that gender ideology of international students is under-investigated. International students are L2 learners also future labour force, who would greatly impact on future gender ideology in the global society. Particularly, it has been found that China largely occupied overseas education market. Therefore, this research tends to target Chinese international students in Australia, which is an English-speaking country, to explore gender bias in L2 writing for Chinese international students through writing tasks and interviews, and eventually aiming to shed light on L2 education promoting gender equality.

2. Method

2.1 Method introduction

2.1.1 Data collection

Responding to the research topic of gender bias in L2 writing for Chinese international students, the collected data is the results of a three-hundred-words academic writing task and a semi-structural interview that come from five Chinese students who are currently studying in Australia. In terms of the demographic information of interviewees, all participants are aged from twenty to twenty-two and enrolling in their bachelor's degrees at the University of Sydney in different subject disciplines, which are education (Chinese and business studies), education (French and business studies), education (drama and geography), law and finance, and international relations. With respect to the data collection method, there are two components in the data collection process: an academic writing task and a semi-structural interview.

Firstly, the academic writing task aims to meet the needs of the research topic in the aspect of Chinese students' academic L2 writing. Therefore, the writing task forms a question that "Can ethical leadership inhibit workplace sexual harassment?" to observe the writing languages of interviewees, such as the use of nouns, verbs, adjectives, subject pronouns, and special descriptions if any. The Chinese students' use of language will be used to reflect their gender ideologies regarding a directly gender-related topic of workplace sexual harassment. Besides, the choice of this topic tends to respond to the subject disciplines of these five participants as demonstrated above. The discipline knowledge of language education, commerce education, finance, law, geography, and international relations can be used to discuss the role of ethical leadership in workplace sexual harassment from various perspectives.

Secondly, the semi-structural interview will follow the results collected from the academic writing task, aiming to further understand the reasons of the participants' use of language in their writing. In other words, the academic writing task focuses on demonstrating the participants' gender ideology, and the semi-structural interview makes effort to further explore the formation of their gender ideology. Consequently, the semi-structural interview is divided into two parts: general questions (for all participants) and individual questions (asking for individual's use of language in writing). The interview consists of ten questions (nine for general questions and one for individual questions) and

its duration is fifteen minutes for each participant. Firstly, the general questions aim to ask their cultural background, such as in which part of China they grew up, how long they have stayed in Australia, how long they have studied English, and their recognition of gender equality or inequality in China and Australia respectively. Furthermore, the individual questions concentrate on their writing results, selecting use of vocabulary and their reasons for using these words.

2.1.2 Data screening

This research focuses on analysing the embodiment of L2 learners' gender ideology in their language use in academic writing. The dependent variable is the formation of L2 learners' gender ideology, which will correlate with the independent variable that is the language use in their academic writing. However, within the correlation between dependent and independent variables, there are lots of factors that will fluctuate the dependent variable, such as participants' country background, age group, their current living country, and their first and second languages. Consequently, to control these factors' implications on the dependent variable, this research will decide to take them as control variables and eliminate their implications in the process of the participants selection and data screening.

Therefore, in the data screening process, the data used in the analysis at the end will exclude the factors that all participants' Chinese background, Chinese as their first language, English as their second language, and Australia being their current living country. Rather, the selected data should focus on the factors forming the independent variable, such as the difference between their use of language and the corresponding reasons.

2.1.3 Data analysis

This research chose to use tables that are based on the data collection procedure to present data. Table1 presents the results of participants' use of language in the writing task, and Table2 and Table3 summarise the results of participants' answers to general and individual questions, respectively. Nevertheless, the data presented in these three tables are not the raw data. Rather, the presented data are selected based on whether it is useful for testing hypotheses. Moreover, the data presented in Table2 and Table3 has been translated into English because the interview was carried out in Chinese.

2.2 Result hypothesis

The result hypothesis will be formed based on the literature review and the latest research results. According to the previous research outcome reviewed in the introduction, there is a relationship between gender stereotypes and students' L2 writing [1,3,2]. Furthermore, the previous literature also proposed the impacts of education on gender egalitarianism [4]. Moreover, previous research further illustrates the evidence of gender bias in writing, particularly in the aspect of the difference between male and female students [8,9,10].

Therefore, there are three result hypotheses for the topic of gender bias in L2 writing for Chinese international students:

Hypothesis 1: Gender ideology correlates with the living environment: changes in living environment can lead to changes in gender ideology.

Hypothesis 2: Gender ideology in writing differs based on discipline areas.

Hypothesis 3: L2 female writers use more female-prone language in writing than L2 male writers.

3. Results

The results of this research will be divided into two main parts based on the two different data collection methods mentioned above: the academic writing task and the semi-structural interview. In terms of the academic writing task, responding to the research topic of gender bias L2 writing, the results will focus on participants' use of gender-related vocabulary, which will be categorised into four sections: nouns, adjectives, subject pronouns, and specific description. With respect to the semi-

structural interview, the results that are going to be presented will only be hypothesis-related results, which will be differentiated into general questions and individual questions in a direct-citation way.

3.1 Writing task: Can ethical leadership inhibit workplace sexual harassment?

The results presenting the writing outcome of participants showed no specific gender choice preference when they refer to the “ethical leader”. Participants tended to use subject pronouns, such as they and he or she, or directly use the terminology of “ethical leader” that is given by the question. Furthermore, the nouns occurring in participants’ answers demonstrated a perceived need to inhibit workplace sexual harassment, such as “ill treatment”, “unfairness”, “empowerment”, and “adjustment”. Moreover, the adjectives that they used illustrated a disapproving attitude towards workplace sexual harassment, such as “unequal”, “inappropriate”, and “unwilling”. Besides, there are several specific descriptions in their writing product that are gender-related, such as “social being”, “perception fixation”, and “lady priority”. In summary, all participants answered this writing question from the perspective of a bystander and the use of language is objective. (Referring to Table1)

Table 1. Participants’ use of language in the writing task: Can ethical leadership inhibit workplace sexual harassment?

Part of speech	Participants’ use of language
Pronouns	They; he or she; ethical leader
Nouns	Favouritism, ill treatment, victims, respect, fairness, transparency, punishment, power, adjustment, empowerment, culture, endorsement, social perception, wrongdoer, gender discrimination, belief, tolerance, gender bias, responsibility, right, unfairness, opportunity, duplicity
Adjectives	Valued, institutional, unequal, transparent, decentralised, positive, inappropriate, brave, unwelcome, conscience, hidden, unspoken, unwilling
Specific description	Social being, social consciousness, lady priority, perception fixation, “two faces”, “rules”

3.2 Semi-structural interview

The results of the semi-structural interview will be divided into two sections: general questions and individual questions. The general questions asked to participants to show the acknowledgement and promotion of gender equality. For example, participant 1 answered that: “gender equality means more opportunities, encouraging girls to do whatever they were not supposed to do”, and participant 2 expressed that: “gender equality can bring equal resources, freedom, and respect for both male and female”. Furthermore, the interview results also demonstrated an objective perspective for all participants when they discuss gender-related questions in an academic way. For instance, participant 3 stated the reason why he did not refer to a specific gender for ethical leaders as his instinct and the influence of his subject discipline to direct use the terminology in the question. The reason for participant 4 is that “‘he or she’ will be unfair, that’s why I intend to use the professional term.” Moreover, the results of general questions showed all participants’ previous academic writing experience of a gender-related topic and the different perspectives of gender equality analysis in different subject disciplines. For example, one of the disciplines of participant 5 is drama, and she wrote a responsive paper for the drama of “a doll’s house”, as she described, “in ‘a doll’s house’, male would see females as “dolls” (i.e. pretty but not wise) and males would always save females. I reckon our society needs to promote more female-centred dramas.” Besides, all participants experienced an increase in the recognition of gender equality after moving to Australia and getting into the university. For instance, participant 1 expressed, “there is more gender inequality in China. Boys are smarter than girls in teachers’ opinion, and there is a male priority in certain jobs. However, there are more feminist campaigns in Australia to promote gender equality.” (Referring to Table2)

Table 2. General questions in the semi-structural interview

	Q2: What is your subject discipline? Does it require you to do academic writing in English frequently?	Q3: How long have you been in Australia? Were you pick up in China mainland or somewhere else?	Q4: Did you feel gender equality before moving to Australia? Do you feel gender equality when currently living in Australia? Is there any difference? Please give me examples for both
Participant 1	Education, Chinese, Management; 8 hrs per week	2 years; China mainland	There is more gender inequality in China. I'm from northern part of China, in high school, boys are smarter than girls in teachers' opinion; and there is a male priority in certain jobs. But I felt more feminist campaigns in Australia to promote gender equality.
Participant 2	International relations; every course has at least 2 academic writing	2 years; China mainland, stayed in United States for 3 months	I felt the gender equality in progress compared to last generation, and there are more female receiving education. There is more gender equality in Australia, such as the freedom of wearing for female.
Participant 3	Law and Commerce; very frequent for assignments	3 years; China mainland	Compared to Japan, China is relatively gender equal. However, there is more feminists in Australia, but China is suppressing feminists' program or manifestation.
Participant 4	Education, French, Management; one assignment per week	4 years; China mainland	I did not realise gender equality issues in China, but I felt more gender equality in Australia, such as less differences and more respect between male and female.
Participant 5	Education, Geography, Drama; all assignments are academic writing	5 years; China mainland	I observed that for teacher's job, there are more female in China, but no attention to the difference between genders in terms of equality. I started to recognise the difference in Australia and discovered the promotion of gender equality in companies, governments and programs, found female leadership in high school.

Table 3. General questions in the semi-structural interview (continued)

	Q6: In terms of your language use, for describing "ethical leader", you kept using "they" to replace it or directly use the terminology "ethical leader", rather than referring it to "he" or "she". Could you please tell me why?	Q7: Have you ever done similar academic writing in your subject discipline in the university? If so, could you please introduce it to me?	Q9: I didn't see any holistic words in your writing toward sexual harassment; rather, you expressed your opinions from the perspective of a bystander. Could you tell me the reason
Participant 1	I used "their", and "ethical leader" to avoid reference to specific gender on purpose, intend to put female on the victim side.	Yes, Chinese, interpretation of "Muslim funeral", gender inequality in last century.	I did not experience workplace gender inequality, according to personal feeling, hence do not want to be assertive, keep objective.
Participant 2	I used "ethical leader", intend to use the name of the word rather than using subject pronoun, want to be accurate and do not want to cause bias.	Yes, international politics, how to see traditional male-centre in international politics from a female perspective.	influence of degree, need to stand from an objective perspective
Participant 3	I used "ethical leader" as my instinct. It is the influence of my subject discipline that is the direct use of the terminology in the question.	Yes, cases of "sexual jealousy" in which defence of male succeed whereas female failed.	influence of degree, ways of thinking in academic writing in law. Define this question as objective
Participant 4	I used "ethical leader" because I reckon that "he/she" will be unfair,	Yes, drama about "a doll's house": male sees female as	I tried to be professional in academic writing, did not want

	and I intend to use the professional term.	“dolls” (i.e. pretty but not wise) and male always save female. Promoted more female-centred dramas.	to use emotional words. Do not have many workplaces and leadership experience. I reckon the news about sexual harassment are limited.
Participant 5	I used “they”, “people”, and “ethical leader” because they have the feeling of the equal chances for both male and female, and I did not want to hesitate to use he or she and tried to be inclusive.	Yes, education psychology, LGBT, sexuality and personality.	It is only one sort of unethical behaviours, and I do not hate this behaviour personally.

The results of individual questions in the semi-structural interview illustrated the influence of participants’ living environment on their gender ideology. For example, participant 1 stated that “I admit that sexual harassment will happen between the same sexes. But I tend to reckon sexual harassment happens between male and female because the homosexual relationship still limited in my upbringing society.” Participant 2 also used the circumstance of Chinese companies to reflect his opinions, “when we use “they”, we are presuming the condition of gender neutral; however, in the leadership case, there are more males than females in most companies in China.” Besides, most female participants, participants 1, 4, 5, depicted their perceptions of sexual harassment in an objective way, even though participant 1 tended to regard the victim as female. For instance, as participant 4 claimed, “salaries and career progression will be affected by sexual harassment in the unethical relationship between managers/hierarchies and employees.”, and there was no specific reference to any sexes. Participant 5 also expressed, “It can happen in any relationships and any sexes.” (Referring to Table3)

Table 4. individual questions in the semi-structural interview

Individual questions	Individual answers
For participant 1: ◇ You wrote: <i>“As the majority of sexual harassment objects are female, I will use female as victims.” “For example, there are cases that if male is more valued in the organisation, especially if he is senior.”</i> Why do you reckon the majority of sexual harassment objects are female?	Because according to the information that I received in China, for example, when the news referring to the sexual harassment, the objects are always female. Interestingly, if there is an event for sexual harassment towards male, people would not take that seriously as when the object is female. Therefore, I reckon in public perception, the object of sexual harassment tends to be female. The other interesting thing is that in pornography, there are lots of sexual objectification towards female to show the dominance of male, which can be a reflection for public perception.
For participant 2: ◇ You wrote: <i>“This imbalance of powers between boss and employee have granted boss the power to control and discipline his/her subalterns, which means he or she can face little or no consequences for conducting sexual harassment.”</i> You use “he or she” to describe the starting party of sexual harassment. Do you reckon it is different if use “they”? Why or why not?	I reckon it is a difference between using “they” and “he/she”. When we use “they”, we are presuming the condition of gender neutral; however, in the leadership case, there are more male than female in most companies in China.
For participant 3: ◇ You wrote: <i>“While the ethical leadership could be justified by arguing that compared to compelling laws, perception fixation would play a better role in regulating people’s behaviour (Findlay et al., 2014). The extent of it rightfully fixing people’s mind would remain in doubt due</i>	When the public recognised the problem of sexual harassment, the law will come. The law itself cannot tell the public about the importance of inhibiting sexual harassment.

<i>to the limitation of it being in one context. It is normal for people to have “two faces” in work and life (Fell, 2020).”</i> From the perspective of law (your subject discipline), how to transmit the awareness of “gender equality” to public? In terms of the discourse of law document. Can you elaborate on gender-related “faces” under different circumstances?	“Gender-related faces” refers to different expressions in workplace and living environment. some people follow the merits of gender equality in the workplace but break it in their private relationships in China.
For participant 4: ◇ You wrote: <i>“Hence, ethical leaders would prefer to hire employees with the belief of gender equality and respect to fit the team culture. Improving the engagement and productivity of both male and female employees in the workplace.” “Hence, female employees would be brave to stand out and fight against unfairness.” “Hence, female employees would more likely to be provided with equal opportunities in promotion and salaries as their male colleagues.”</i> Based on your answer, the victims of sexual harassment in your opinion are female, but you pointed out the importance of hiring employees (no direct reference to male or female) and improving engagement and productivity of both male and female. Why?	Observing employees, if they follow the merits of gender equality and decide if the company will hire them. Also, in China, salaries and career progression will be affected by sexual harassment in the unethical relationship between managers/hierarchies and employees.
For participant 5: ◇ You wrote: <i>“Sexual harassment in workplace, an unwelcome request for sexual favours is harmful for people who experienced this or have inclination of the possibility to experience this.”</i> Could you tell me what favours are sexual and unwelcome? From whom to whom? Why did you use “people” to describe the victims of sexual harassment? Do you reckon the victims would be both male and female? Why?	It can happen in any relationships and any sexes. “Unwelcome” refers to any behaviours that the victims feel uncomfortable and harms the benefits of the victim.

3.3 Comparison with hypotheses

3.3.1 The correlation between gender ideology and living environment

Individuals’ egalitarian gender beliefs can increase with a higher level of education, and young people’s gender ideology can be largely affected by parents and classmates [4,5]. Furthermore, the results of the semi-structural interview demonstrated the significant effects of participants’ upbringing environment, which are reflected in their answers to individual questions, even though they recognised the difference in gender equality between China and Australia (Table3). Therefore, integrating the influential factors proposed by the literature and the collected data in this research, the result does not align with Hypothesis 1 (H1). In other words, individuals’ gender ideology will be influenced by their growing environment and their gender ideology can root in their minds and become difficult to change.

3.3.2 The influence of subject disciplines on individuals’ gender ideology

Education can expose the gender ideology of individuals and academic writing is a particular type of embodiment in the aspect of subjectivity [1,4]. Moreover, the results of both academic writing and semi-structural interview suggested the different perspectives to reflect workplace sexual harassment based on participants’ discipline areas, such as the economic and financial perspective derived from finance discipline, and the social perspective from law discipline (Table1, 2, 3). Consequently, incorporating the relation between education and gender ideology and the gender ideology in the interview, the results align with Hypothesis 2 (H2). Hence, the representation of gender ideology in writing will be influenced by different discipline areas.

3.2.3 Female-prone language in L2 female writers' work

The more technical the writing process is, the less different the languages between writers' sexes will be [8]. Meanwhile, similar to L1 female writers, the L2 female writers tend to recognise the extra female-prone language as less effective [9]. Besides, the results of the academic writing task showed no extra female-linked complimenting language in all female participants' answers. For example, the adjectives used by female writers in their writing responses, such as "institutional, unequal, transparent, decentralised", are descriptive rather than female-prone words. Therefore, the less difference between male and female writers in technical writing and the tendency of the ineffectiveness of female-prone language in L1 writers proposed by literature respond to the research result, showing an unalignment with Hypothesis 3 (H3). Consequently, there will not be more female-prone elements presented by L2 female writers than by L2 male writers.

4. Discussion

4.1 Reason analysis

Responding the comparison between research results and hypotheses, there is an alignment between results and H2, whereas an unalignment for H1 and H3.

Firstly, with respect to H2, the alignment can be discussed from the perspective of the relationship between gender differences and academia. Gender differences can be interpreted by the individual socialisation based on specific gender roles [11]. It is necessary to tie gender differences in academia because the affecting factors of gender differences might vary by different academic disciplines [12]. In other words, the issue of gender inequality also involves the factor of different disciplines. Gender inequality in different disciplines, such as male-dominated academic environments of math and sciences, can influence individuals' gender ideology, especially males [13,14]. Therefore, linking back to the research results, even though all participants expressed the recognition of gender equality, their different discipline perspectives of discussing writing and interview questions respond to the influence of academic disciplines on individuals' gender ideology.

Secondly, in terms of the unalignment between the research results and H1, it can be analysed through the impact of different members in individuals' upbringing environment. Parents, especially paternal involvement, has a considerable impact on individuals' gender ideology formation [15]. Indeed, the research results from the semi-structural interview showed that when some participants express their recognition of gender equality or inequality, the reasons that they mentioned in the most times is the influence of their families. Furthermore, the other main influential factor in participants' upbringing environment is educators, especially in early childhood. Children can become gender detectives at an early stage, and individuals' early childhood teacher in their living environment plays a crucial role in the formation of their gender ideology [16,17]. As one participant expressed in the semi-structural interview, her early childhood teachers' recognition and responses to gender equality issues significantly affected her gender ideology formation. It has been proved that such gender ideology formed by the upbringing environment would not be changed and would be sustained by the variation of living environment in a long term [18].

Last but not least, the unalignment between the research results and H3 can be interpreted through the aspects of second language learning. The second language learning is a cultural rather than natural process, leading to the necessity to consider L2 learners' gender ideology in their lexicon [19]. With the integration between the results of the writing question and the semi-structural interview, it can be discovered that participants' gender ideology expressed in the interview corresponds to their use of language in the writing question. Moreover, even though socio-cultural factors such as gender ideology play a vital role in L2 learners' writing, It has been found that female writers tend to use more formal language and to be more conservative, either in L1 or L2 [19]. Linking back to the results of writing questions, all female participants did write formal and impersonal words rather than

female-prone words. Therefore, there are no obvious female-prone words in female L2 learners' writing.

4.2 Recommendations

Apart from the research objective areas that focus on gender studies and linguistics, the research results propose more research directions for the future. Firstly, all participants are from a Chinese cultural background, and they tended to reflect on Chinese workplaces when answering both writing and interview questions. The main features of the Chinese workplaces that they mentioned are the different behaviours between in the workplace and at home, and the toxic employment relationship in terms of sexual harassment. These phenomena in Chinese workplace can not only be used to reflect gender ideologies, but also imply management issues, such as employees' job satisfaction, turnover rates, and job demands. Furthermore, three out of five participants are pursuing their bachelor's degree in education, and all of them mentioned the relationship between educational practices and gender ideology based on their own learning experiences. For example, in drama education, some teaching resources involves gender inequality elements; and in Chinese education, students will be allowed to explore gender inequality issues in the last century. The relationship between education practices and gender studies can be explored further to discuss its implication on schools, teachers, and students.

4.3 Limitations

Still, this study has limitations in terms of data collection. Firstly, the data of this research is collected from a limited scale of a group because there were only five participants. Secondly, all participants are currently living in the same English-speaking country that is Australia. It would be more accurate and persuasive when comparing Chinese participants who live in different English-speaking countries, such as the United States, British, and Canada. Finally, the time of living in Australia of all participants is very close, which is about three to five years. The similar living time would overlook how some socio-cultural factors would affect the formation of individuals' gender ideology in terms of the time of living in another country.

5. Conclusion

According to research on Chinese international students in Australia, this study found that L2 learners' gender ideology is rooted in their upbringing environment and difficult to be altered; L2 learners' gender ideology can be different based on their academic discipline areas; and female L2 learners tend to be objective in gender inequality issues without using more female-prone language than male L2 learners. These results filled the blank spaces of the under-investigation of the international students' gender ideology in previous research, providing the research evidence for gender equality promotion in educational area. In other words, this study mainly contributes to researchers who are going to enhance gender equality in education through the lens of international or L2 students. Nevertheless, the current study still lacks an adequate target research group to explore other potential factors, and future research should include a larger research object to analyse more intermediate factors affecting the relationship between gender ideology and L2 writing.

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