

Case study: gender representation in a Spanish as a foreign language textbook

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Introduction

Textbooks are valuable instruments in the foreign language learning and teaching process: they help teachers to prepare, organize and evaluate the target language. Also, they have an important bearing in the representation of culture in general, and of gender in different roles, in particular (Fernández Darraz, 2010). A textbook should transmit the values associated with the language students are learning and, also, it should encourage a critical work on these values in general. The commercial, political, or pedagogical hypotheses (Morales & Cassany, 2020) cannot justify an aseptic vision of reality that does not consider the presence of women in egalitarian roles, the problematization of the representation of classical roles as opposed to a more diverse representation that would make it possible to promote equality. It is, in short, a matter related to a conscious transmission and problematization of the values associated to the culture under study. Notwithstanding the importance of this representation, there seems to be a lack of significant studies that focus on the analysis of the textbooks used in Spanish as a foreign language. Therefore, we present a qualitative and quantitative analysis of text and images contained in a complete manual (*Aula Internacional 1*) through the Atlas.ti program. We observe several variables such as: gender representation, roles, age and ethnicity using an inductive-deductive methodology. Our analysis is oriented by the Critical Discourse Analysis, based on frequency and order of appearance. This analysis might be a valuable help for teachers interested in encouraging a conscious transmission and problematization of the values associated to the culture under study by a critical work of these values and themes in class.

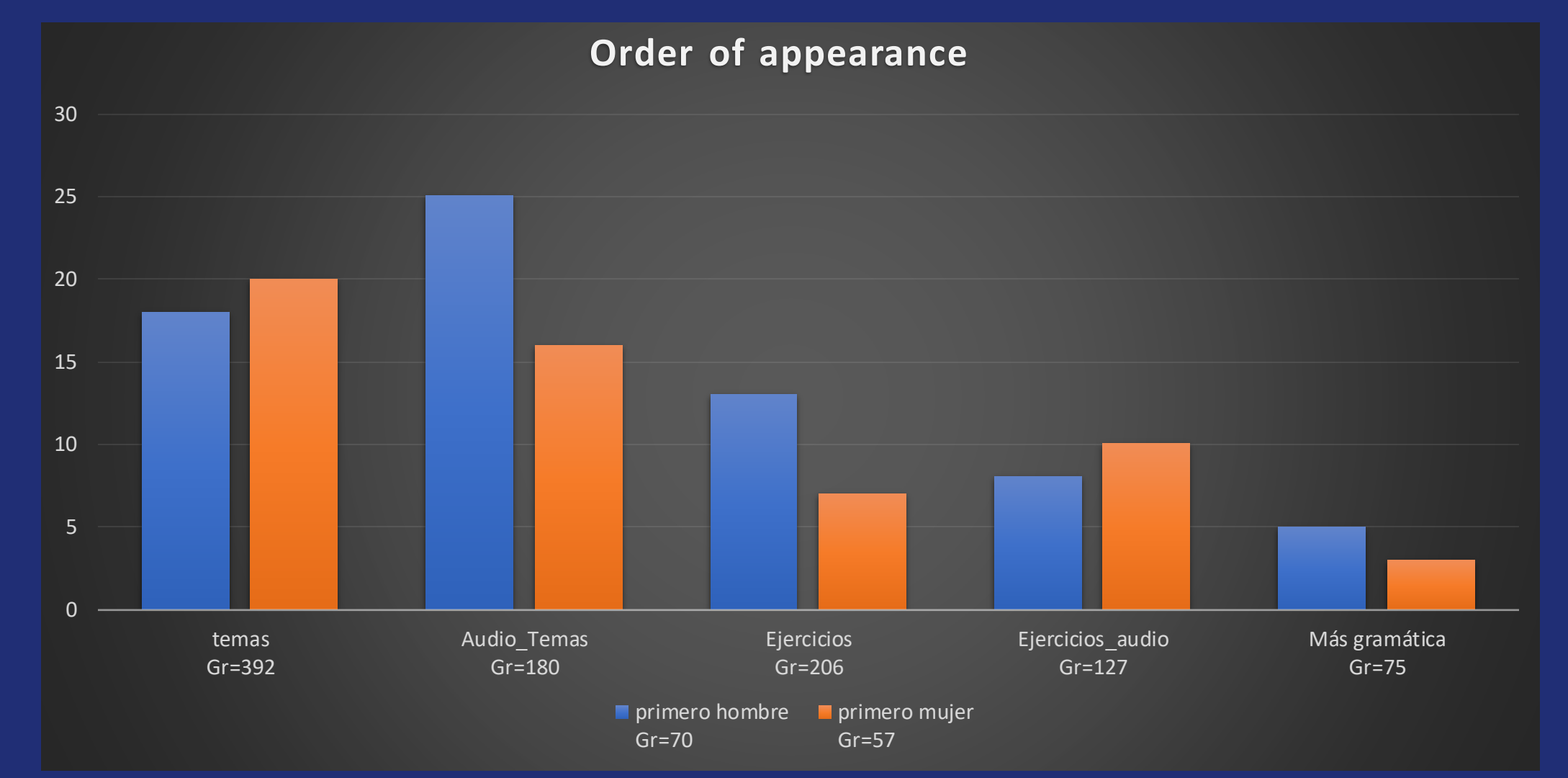
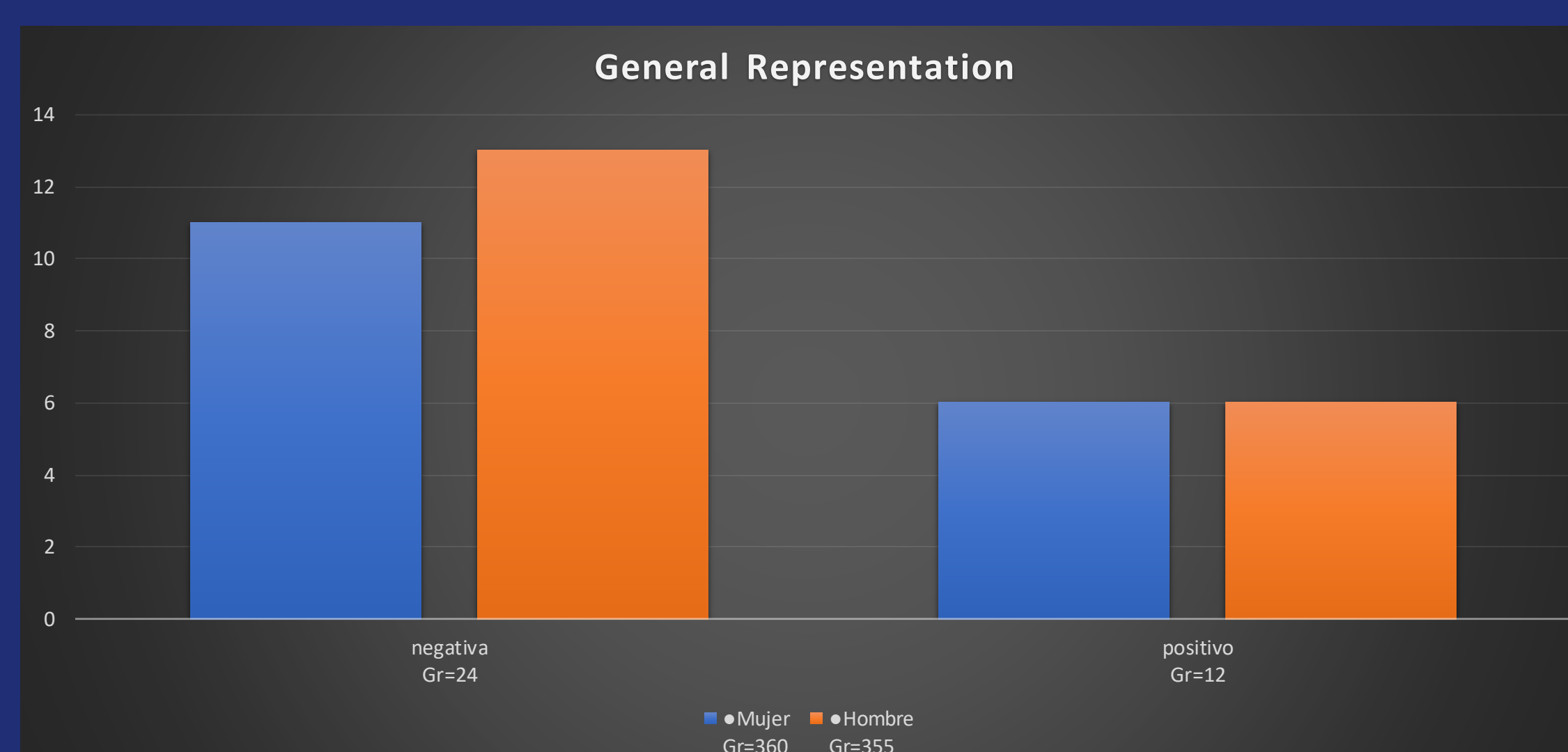
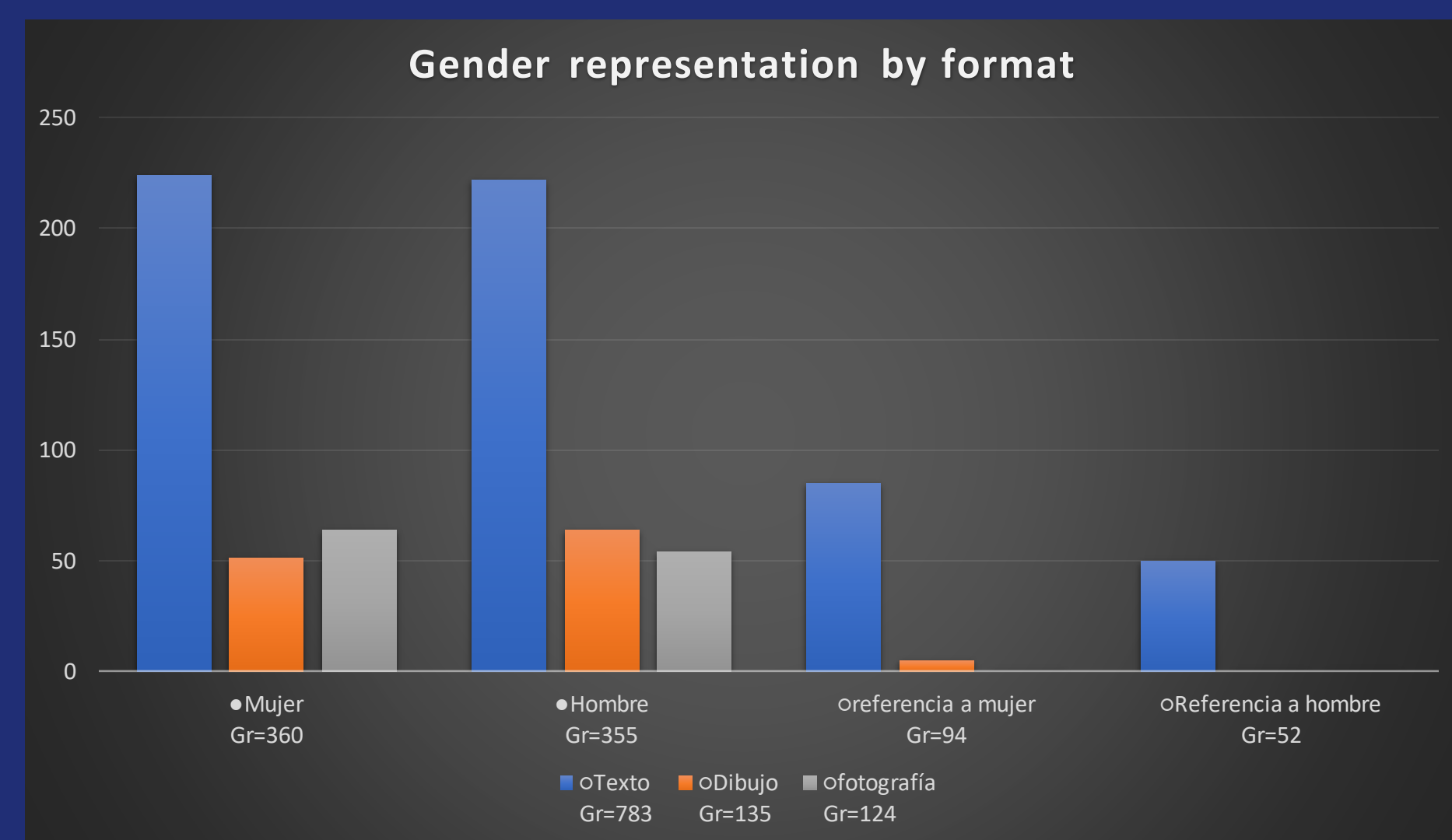
Objectives

- To assess whether the manual reflects the desire for parity which characterizes the society it represents.
- To investigate whether the quality of the representativeness of women is comparable to that of men.
- To Identify if there are microaggressions in the representativeness of women in the textbook.
- To observe critically if there is any diversity in various perspectives (race, age, countries, sexuality, etc.)

Methodology

- Inductive
- Construction a corpus in order to create quantitative and qualitative analysis:
 - Creation of a particular labelling
 - Creation of a general labelling
- Quantitative and qualitative analysis (more objectifiable) Taking advantage of the labeling process to discuss other issues

Results



No reference to other genders, sadness, poverty...

Role	Mujer (Gr=360)	Hombre (Gr=355)
cliente	5	3
encargado	1	0
jefe	0	3
juez	0	1
madre	2	0
padre	0	3
policia	0	1



Masculine always first

MASCULINO	FEMENINO	MASCULINO Y FEMENINO
cocinero	cocinera	periodista
secretario	secretaria	deportista
profesor	profesora	estudiante

Attitudes

Attitude	Mujer (Gr=360)	Hombre (Gr=355)
aburrida	1	0
Activo	14	21
Afectivo	3	2
amor	1	3
aseo	0	2
ayuda	3	0
bailar	5	3
bruto	0	2
cansado	0	1
caótico	0	1
celos	1	0
conocer perso...	1	1
cuidador	0	1
culto	1	3
despiestado	0	2
desprotegido	2	0
enfermo	1	0
intelectual	2	1
negativa	11	13
Tranquila	1	1

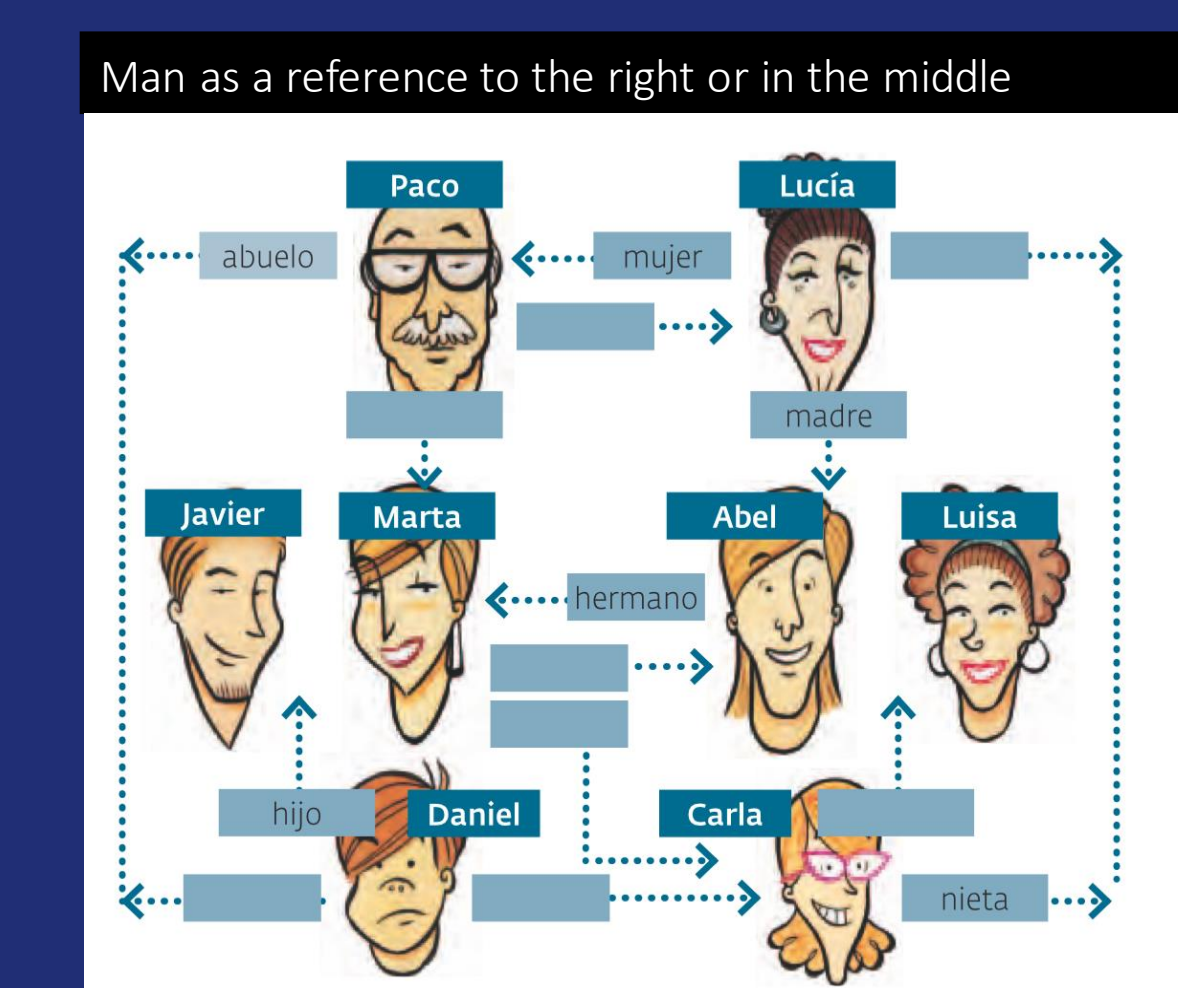


Man as a reference to the right or in the middle



Professions

Profession	Mujer (Gr=360)	Hombre (Gr=355)
actor	1	2
administrativo	0	1
Agente inmobiliario	0	1
alto cargo	1	0
arquitecto	0	2
artista	0	1
camarero	3	9
cantante	3	3
caosinero	0	0
comercial	0	1
edómico	0	1
conductor	0	1
escriitor	1	4
escultor	1	3
frutero	1	0
futbolista	0	0
informático	1	1
director	0	1
ladrón	0	1
mecánico	0	1
médico	0	1
mujer de la limpieza	1	0
músico	0	2
Oficina	3	0
químico	2	0
pintor	1	1
Portero	0	1
presentadora	1	0
profesor	6	4
secretario	0	0
tenista	0	1
traductor	0	0



Representation by age

Age Group	Mujer (Gr=360)	Hombre (Gr=355)
bebé	0	0
joven	56	53
Mediana Edad	44	49
viejo	6	10

Conclusion

There is quite a bit of parity, but It could get better.

There are some favorable indicators for men.

There is no diversity in terms of race, sociocultural level, or sexual orientation.

The texts seem to be aseptic. Absence of problematization.

