

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

Antonio Chenoll (FCH-CECC)  
Grauben Navas (FCH-CECC)

**Keywords:** Culture, Spanish as a Foreign Language, Foreign Language Textbooks, Gender Perspective, Female Representations

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.