



**Escuela de Doctorado  
y Estudios de Posgrado**  
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**ETHNIC AND GENDER  
REPRESENTATION IN PUBLISHED  
ELT MATERIALS:  
*A DIACHRONIC COMPARISON***

**Máster en Formación del Profesorado de Educación Secundaria Obligatoria y  
Bachillerato, Formación Profesional y Enseñanza de Idiomas**

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## **ABSTRACT**

The purpose of this research is that of comparing the representation of both gender and ethnicity in two different examples of published English Language Teaching (henceforth, ELT) materials; the textbook I used as a secondary education student in 2015/2016, and the one that is currently assigned in the high school where I am doing my internship (2021/2022). The primary objective is to see if any improvements have been made in the portrayal of these two aspects, taking into account, above all, negative stereotyping towards women and non-white people.

In section 2 I introduce some of the studies that have been developed in different countries regarding racial and women's representation in learning materials. Although there are many such studies, it would appear that no one has looked at it specifically from a diachronic perspective. It was this perspective I decided to take on published materials in this study.

This dissertation could be divided into three different parts: the analyses of gender and ethnic representation of both coursebooks under study and a proposal for counteracting negative stereotyping.

The gender analysis begins with a categorisation of the activities to which special attention will be paid to develop this work. Below, a review of the different units and sections of the first book, from which several tables will be created offering quantitative data that will later be reflected in a series of pie charts. Then, an identical procedure will be followed with book number two. In order to achieve this task, all the images and pictures portraying human figures have been taken into account.

Later, the same methodology will be developed in order to look at ethnic representation, which has been separated into the pictorial depiction of white and non-white people.

Afterwards, I introduce a proposal for counteracting negative stereotypes that a teacher may find in the coursebook they are using, which, as we will see, is also useful for working with the social and civic competence, a very important aspect which is included and reflected in the guidelines established in the relevant legislation. Finally, this dissertation ends with a section offering the results and conclusions obtained from the comparison of gender and ethnic representation in both coursebooks, and an appendix including both the tables

carrying the quantitative data regarding both issues under study from which the graphics were created in the analysis section as well as the materials proposed in section 5.

**Key words:** ethnicity, ELT materials, gender, and stereotypes.

## RESUMEN

Esta investigación tiene como propósito comparar la representación tanto del género como de la etnia en dos ejemplos de materiales didácticos para la enseñanza del inglés (de ahora en adelante, *ELT materials*); el libro de texto que yo utilicé como estudiante de Educación Secundaria Obligatoria en el curso académico 2015/2016 y el que el alumnado del instituto en el que estoy realizando mis prácticas de máster está usando actualmente (2021/2022). El principal objetivo sería entonces comprobar si se han llevado a cabo mejoras en cuanto a la representación de estos aspectos, teniendo en cuenta, sobre todo, los estereotipos negativos dirigidos hacia las mujeres y las personas no blancas.

En la sección 2, se introducen algunos de los estudios que se han realizado en diferentes países en cuanto a la representación racial y femenina en los materiales de aprendizaje. Aunque existen diversas investigaciones de este tipo, ninguna parece estar enfocada específicamente desde una perspectiva diacrónica, que es la que he decidido escoger para analizar los materiales de este estudio.

Esta disertación podría entonces ser dividida en tres partes: los análisis de la representación de género y étnica en los dos libros de texto bajo estudio, y una propuesta para contrarrestar los estereotipos negativos.

El análisis del género comienza con una categorización de las actividades a las que se le ha prestado especial atención para llevar a cabo el desarrollo de este proyecto. A continuación, se presenta una revisión de las diferentes unidades y secciones del primer libro, a partir de las cuales se crearán una serie de tablas que ofrecen datos cuantitativos que posteriormente serán reflejados en un conjunto de gráficos circulares. Más adelante se seguirá

el mismo procedimiento con el segundo libro. Para llevar a cabo este cometido, se han tenido en cuenta todas las fotografías e ilustraciones que representan figuras humanas.

Seguidamente, la misma metodología será empleada para analizar la representación étnica, que ha sido dividida en en la aparición de personas blancas y no blancas.

Luego presentaré una propuesta para contrarrestar los estereotipos negativos que el personal docente podría encontrar en los libros de texto utilizados en el aula, que, como veremos, será de gran utilidad para trabajar también la competencia social y cívica, un aspecto al que la actual legislación vigente da gran importancia.

Por último, este estudio finaliza con una sección en la que se incluyen los resultados y conclusiones obtenidos a partir de la comparación de la representación del género y la etnia en ambos libros de texto y un apéndice que agrupa tanto las tablas cuyos datos fueron empleados para la creación de los gráficos incluidos en la sección del análisis como los materiales propuestos en la sección 5.

**Palabras clave:** estereotipos, etnia, género y materiales didácticos para la enseñanza del inglés.

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## 1. INTRODUCTION

Today's society is strongly characterised by being more globalised than ever, thus different cultures and people from all over the world interact on a daily basis. In fact, both Spain and the Canary Islands in particular are characterised by being places with a very diverse population, and both share a history strongly marked by both emigration and immigration, and their relationships with countries that highly differ when it comes to cultural aspects.

In addition, now more than ever, the population is highly aware of topics related to gender, such as the feminist movement and the social concern about violence and gender inequality, among others, issues that are usually in the public eye.

That is why high schools, and educational centres in general, are spaces in which the propagation of ethical and morally irreproachable values must prevail. That is the main reason why teachers who choose learning materials and the publishers that create them, must take into account, and cautiously portray, important aspects such as racial and gender representation to avoid promoting negative stereotyping of social minorities such as women and non-white people.

Analysing the treatment of gender and ethnicity in two English as a second language textbooks published and being used at different periods of time, but sharing both the publishing house and author, could allow us to see if a greater awareness has really been achieved regarding these issues, and if something has changed, both for better and for worse.

Taking these two elements into account is crucial in order to achieve gender equality and non-discrimination for reasons of race and/or ethnicity, which are very much present in the current national and regional educational legislation of Spain and the Canary Islands.

## 2. LITERATURE REVIEW

According to Richards (2001, p. 1), “textbooks are a key component in most language programs”, and just like any other materials, English as a second language coursebooks might reflect negative and unethical stereotypes that harm, affect and oppress social minorities. That is the main reason why authors who design teaching and learning materials, the publishers' who bring them out, and the academic institutions and teachers who choose them as the best option to teach their learners, must be aware of this issue in order to prevent these preconceived ideas and prejudices from being assimilated, and, in the future, perpetuated, by the students.

This would play a fundamental role in promoting the transmission of values and ideas that allow students to live in a diverse society in which there is no discrimination against other people for reasons of ethnicity and / or gender, and, if there is, be able to identify, reject, and solve it.

In this dissertation, I will be focusing on two main aspects: ethnicity and the representation of women and girls in English as a second language coursebooks.

In this section, I will introduce some of the main studies and theoretical positions that have provided a framework for this dissertation.

Most of the publications concern aspects related to materials development<sup>1</sup>. This is the case of Tomlinson (2012), who focuses on different aspects such as the production of learning materials, the history of these kinds of publications, evaluation, adaptation, production, and so on.

Tomlinson (2012) also highlights the fact that learning materials should always be tailored with the intended audience in mind. Saraceni (2003), as cited in Tomlinson (2012, p.152), says that “materials should always be written with learner adaptation in mind, aiming to be learner-centred, flexible, open-ended, relevant, universal and authentic, and giving choices to learners”. Moreover, she also criticises the fact that, usually, published learning materials tend to be trivial and unmotivating, and portray negative stereotypes.

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<sup>1</sup> Materials development: “all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all those processes should be given consideration and should interact in the making of language-learning materials” (Tomlinson, B. 2012, p. 143-144).

In order to understand the content of the works that will be introduced in the following subsections, the following concepts and terms must be clearly defined:

- **Sex:** “refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs.” (World Health Organization, 2022).
- **Gender:** “refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities.” (World Health Organization, 2022).
- **Gender identity:** “a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth” (Office for National Statistics, 2022).
- **Feminist:** “a person who believes in the social, political, and economic equality of the sexes” (Ngozi, 2014, p. 15).
- **Stereotype:** “a set idea that people have about what someone or something is like, especially an idea that is wrong” (Cambridge Dictionary, 2022).
- **Race:** “a category of humankind that shares certain distinctive physical traits”. It is “usually associated with biology and linked with physical characteristics such as skin colour or hair texture” (Blakemore, 2019).
- **Ethnicity:** “large group of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background”. It is “linked with cultural expression and identification” (Blakemore, 2019).
- **Racism:** “a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race” (Merriam-Webster, 2022)



## 2.1 GENDER

Before going into the gender section, I would like to address the fact that, nowadays, there are several issues and debates concerning the aspects of gender and gender identity. I have a need for clarifying that, in this research, I do not talk about sex, but gender identity, that is, identifying oneself as a man or a woman. However, the fact that I do not mention non-binary people, does not mean that I am not concerned or am ignorant of their existence. Clearly, they must be taken into account both in class and when designing and developing learning materials.

There is no doubt that the role of women in society has always been relegated to that of men, something that is reflected in the roles and activities that have generally been considered "feminine". Thus, these gender-based roles and stereotypes are also portrayed in learning materials, carrying the danger that they will be perpetrated, in the not so distant future, by the students to whom these works are being addressed. In fact, these debates about the impact of gender stereotypes go back many decades, when it was already stated that "an egalitarian representation of genders in schooling mitigates the gender role stereotyping in young children, and expands their aspirations and the range of role options they deem appropriate to their gender" (Bussey & Bandura, 1999, as cited in Demir & Yavuz, 2017: 103).

In their research, Demir and Yavuz (2017), study the gender representations available in an ELT textbook published by the Turkish Ministry of Education for public high schools in the country. They paid special attention to features like verbal and pictorial contents and used descriptive statistics to report the data obtained. In their own words, "the findings are promising in terms of reflecting a fair representation of males and females, offering a glimmer of hope for the new-generation ELT coursebooks" (p.103).

However, it is important to note that other studies are not as positive nor their results as promising, and that teachers themselves also play a crucial role in the spreading of these stereotypes.

Ifegbesan (2010), surveyed over 200 Nigerian post-primary schools teachers and found that most of them promote, both directly and indirectly, gender-based stereotypes. The author also points out that "the study found that the educational system not only reinforces traditional gender roles but also of stereotyped attitudes toward gender stereotypes

(Ifegbesan, 2010, p. 36), and makes explicit the need that “teacher education curricula for both pre-service and in-service must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop attitudes in classroom layout” (p.36).

Samadikhah and Shahrokhi (2015) also compared two different ELT Irani coursebooks aiming to discover whether gender representation is equally balanced or not. They also argue that coursebooks “should undergo evaluation to find out their suitability” (p. 121) and that one of the most important aspect to be concerned about is “the representation of gender in ELT textbooks” (p.121), which “could affect the student’s learning in a positive or negative way” (p.122).

Samadikhah and Shahrokhi (2015, p. 132) conclude by saying that both of the studied coursebooks “did not have a neutral perspective toward gender representation, even in terms of picture representation”, something that leads them to argue that the series under study “presents both genders in such a way by which stereotypical norms are ingrained into learners”.

Covacevich and Quintela (2014) analysed parity in gender representation in a set of different Chilean textbooks. They also applied a methodology in which various aspects such as, among others, the appearances of each sex, the types of roles that each gender carried out, the social space they occupied, and the role of each of them, were taken into account.

Covacevich and Quintela (2014, p. 1) conclude their research by arguing that “se observan algunos avances con respecto a estudios anteriores, aún existen muchos desafíos para lograr un tratamiento equitativo de personajes femeninos y masculinos en los textos escolares chilenos”<sup>2</sup>.

## **2.2 ETHNICITY**

Racism, in its most basic description, and in compliance with what Essed (1991, p. 43) says, refers to “an ideology, structure and process in which inequalities inherent in the social structure are related, in a deterministic way, to biological and cultural factors attributed to those who are seen as a different ‘race’ or ‘ethnic group’”.

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<sup>2</sup>My own translation: “Some progress has been observed with respect to previous studies, but there are still many challenges to achieve the equal treatment of both male and female characters in Chilean textbooks”.

Undoubtedly, the recognition of non-white people in relation to equality and rights with the whites has been a path full of obstacles and difficulties, something that is also extrapolated into other contexts such as education, thus being reflected and portrayed in academic textbooks, since they “act as a part of discursive practices and have a great impact in school children because they manipulate their way of thinking and internalise what is there and share it with others as facts” (Mohamed, 2015, p. 96).

Then, it is not surprising that:

teaching materials, such as textbooks, generally present a certain way of looking at the world - through the cultural lens of the author(s). They carry with them particular constructions of reality and particular ways of selecting and organising the world (Mohamed, 2015, p. 97).

Several studies concerning the representation of race and the reproduction of racism in coursebooks have been done. Among them, Mohamed (2015, p. 95) who explores “how people and cultures are represented in English Language textbooks used in Libyan secondary schools” by analysing both the passages and images available in them. He also states that “the role of textbooks is not just to support educational processes, but to convey, implicitly and explicitly, the dominant culture in a systematic way” (p. 95), and his study concludes by arguing that “the language structures indicate a positive picture of white people, and those non-whites [...] are presented in a negative way” (p. 95), proving that “altering existing representations, whether linguistically or visually, has a key role to reducing and eliminating misconceptions, categorisations and essentialisations of non-white subjects” (Mohamed, 2015, p. 95).

Additionally, Goodarzi and Weisi (2020, p. 11) “analyse three Iranian English course books to reveal how various cultures are shown via the course books characters’ race, nationality, gender, and intercultural communications”, and came to the discovery that “the course books revealed unequal cultural representations with the dominance of white and male characters” (p.11), aiming to make teachers, coursebook designers and curriculum developers aware of this issue in order to make a change.

All the previously mentioned studies and publications seem to indicate how non-white people enjoy a significantly lower depiction in learning and teaching materials, something that should not happen if we take into account what the current Spanish educational

legislation indicates, as we will see in subsection 2.c. Thus, in the upcoming sections (section 4) we will be looking at ethnic and racial representation in two different ELT materials from a pictorial point of view, aiming to evince if white and non-white characters own a similar parity and to check if any improvements have been made regarding this issue, which would evidence that those in charge of designing and developing these materials have become more conscious and aware about ethnic equality.

### **2.3 WHAT DO THE EDUCATIONAL LAWS SAY ABOUT GENDER, RACE AND ETHNICITY?**

Since the published learning materials we will be analysing in the following sections have been designed to be addressed to Spanish students, they should reflect the guidelines established in the relevant legislation.

The *Ley Orgánica de Mejora de la Calidad Educativa* (henceforth, LOMCE) pays special attention to the treatment of gender equality.

Regarding the government regulations of national standards for secondary education, present in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*:

Las Administraciones educativas fomentarán el desarrollo de la igualdad efectiva entre hombres y mujeres, la prevención de la violencia de género o contra personas con discapacidad y los valores inherentes al principio de igualdad de trato y no discriminación por cualquier condición o circunstancia personal o social<sup>3</sup>. (España, p.174)

Furthermore, the educational regulation of the autonomous community of the Canary Islands available in the *DECRETO 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Canarias*, also mentions gender equality and stereotypes explicitly, and aspects related to ethnicity, although to a lesser extent.

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<sup>3</sup> My own translation: “Educational Administrations will promote the development of effective equality between both men and women, the prevention of gender violence or against people with disabilities and the values inherent in the principle of equal treatment and non-discrimination for any personal or social condition or circumstance”.

Between the main purposes of secondary education, we find:

La igualdad efectiva entre hombres y mujeres, en todos los aspectos, y el respeto a la diversidad afectivo sexual, eliminando los prejuicios, los estereotipos y los roles en función de su identidad de género u orientación sexual; la integración del saber de las mujeres y su contribución social e histórica al desarrollo de la humanidad; y la prevención de la violencia de género y el fomento de la coeducación<sup>4</sup>. (España, p. 25305).

Then, regarding both gender and ethnicity, it is also intended to achieve:

El desarrollo en el alumnado de hábitos y valores solidarios para ejercer una ciudadanía crítica que contribuya a la equidad y la eliminación de cualquier tipo de discriminación o desigualdad por razón de sexo, identidad de género, orientación afectiva y sexual, edad, religión, cultura, capacidad, etnia u origen, entre otras<sup>5</sup>. (España, p. 25305).

Moreover, it is important to bear in mind the competence-based approach of the teaching-learning process that the LOMCE makes explicit. Among them, we find the social and civic competence (henceforth, CSC<sup>6</sup>), which, according to the Spanish Ministerio de Educación y Formación Profesional (2022), implies:

conocimientos que permitan comprender y analizar de manera crítica los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos, así como sus tensiones y procesos de cambio. La misma importancia tiene conocer los conceptos básicos relativos al individuo, al grupo, a la organización del trabajo, la igualdad y la no discriminación entre hombres y mujeres y entre diferentes grupos étnicos o culturales, la sociedad y la cultura. Asimismo, es esencial comprender las dimensiones intercultural y socioeconómica de las sociedades europeas y percibir las identidades culturales y nacionales como

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<sup>4</sup> My own translation: “Effective equality between both men and women, in all aspects, and respect for sexual-affective diversity, eliminating prejudices, stereotypes and roles based on their gender identity or sexual orientation; the integration of women's knowledge and their social and historical contribution to the development of humanity; and the prevention of gender violence and the promotion of coeducation”.

<sup>5</sup> My own translation: “The development in students of solidarity habits and values to exercise critical citizenship that contributes to equity and the elimination of any type of discrimination or inequality based on sex, gender identity, affective and sexual orientation, age, religion, culture, ability, ethnicity or origin, among others”

<sup>6</sup> CSC: *Competencia Social y Cívica*, in Spanish.

un proceso sociocultural dinámico y cambiante en interacción con la europea, en un contexto de creciente globalización<sup>7</sup>.

Once we have seen what the current Spanish and Canary relevant legislation indicates in terms of gender and ethnic equality, in section 3 we will analyse both aspects from a pictorial perspective, that is, checking the number of male, female, white, and non-white characters that are presented in the two coursebooks under study to check if parity have been achieved, and, then, look over the activities that those figures perform, having as a main purpose to examine if there is any category in which women and non-white people prevail and which, thus, might reproduce negative stereotypes against them.

### **3. ANALYSIS**

In order to examine the presence or absence of gender and racial stereotyping in published materials, two coursebooks were chosen. The first of these I used as a student in 2015/2016 and the second is currently assigned to students where I am doing my internship (2021/2022). Both books were published by the same company (Burlington Books) and are addressed to 4<sup>th</sup> ESO learners.

#### **3.1 GENDER**

In order to analyse gender representation, we will follow Covacevich and Quintela's (2014) methodology, which focuses on a both qualitative and quantitative content analysis aiming to interpret pictorial gender representation in coursebooks. They took different aspects into account, including a) appearance of each sex, b) activities they are developing, and c) role associated with the performed activity.

The first coursebook analysed (Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books) is organised into the following units:

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<sup>7</sup> My own translation: "the knowledge that allows us to understand and critically analyse the codes of conduct and the uses generally accepted in the different societies and environments, as well as their tensions and processes of change. It is equally important to know the basic concepts related to the individual, the group, the organization of work, equality and non-discrimination between men and women and between different ethnic or cultural groups, society and culture. Likewise, it is essential to understand the intercultural and socioeconomic dimensions of European societies and to perceive cultural and national identities as a dynamic and changing sociocultural process in interaction with the European, in a context of increasing globalisation".

- (1) *Moving on*, which is about travelling.
- (2) *It's a disaster*, including topics like natural disasters and emergencies.
- (3) *Against the law*, dealing with crime and the press.
- (4) *Fact or fiction?*, referring to technology.
- (5) *Smart art*, dealing with fine arts and artistic skills.
- (6) *Cool creatures*, which is about animals.
- (7) *Health matters*, referring to health and keeping fit.
- (8) *Meeting friends*, which deals with different ways of keeping in contact with other people.
- (9) *Putting it together*, which revises what has been studied before.

The second book (Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington books) includes:

- (1) *Game changers*, including topics like transports and history.
- (2) *Going global*, dealing with travelling and cultures.
- (3) *It's our planet*, referring to nature and the environment.
- (4) *The way we live*, which is about family, relationships, and traditions.
- (5) *Mother nature*, dealing with weather and animals.
- (6) *Trending now*, referring to fashion, clothes and social media.
- (7) *The unexpected*, concerning urban landscapes.
- (8) *All in the mind*, including aspects such as memory, fears, and phobias.
- (9) *Find your touch*, dealing with talents and abilities.

Later, I provide a table (table 1<sup>8</sup>) offering the presence of both sexes from a pictorial point of view, that is, indicating how many times both male and female figures appear.

Activities both genders perform in each of the coursebooks were identified and presented and two tables prepared (see Appendix: Tables 2 and 3). The activities that have

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<sup>8</sup> See Appendix: Table 1 (p. 53)

been taken into account in order to develop the second of these tables have been divided into the following categories<sup>9</sup>:

- Sports: includes any sports activity or practice.
- Leisure: activities dealing with leisure (resting, walking, reading, listening to music, social networks, etc).
- Celebrities / Historical figures: any famous person, historical figure or cartoon character.
- Labour: including jobs of any kind.
- Domestic: any activities dealing with home, family, and pets care.
- Non-specific: we have categorised as “non-specific activities” those in which characters do not carry out any special role (e.g: people posing for the camera, profile pictures, human faces, individuals who are just smiling, etc).
- Artistic: relating to any activity of artistic expression (playing music, paintings, dancers, artists, singers, etc).
- Health<sup>10</sup>: including sick people or healthy activities not related to sport.
- Academic: any activity related to the academic context.

### 3.1.1 BOOK 1

In order to analyse the portrayal of gender in the first textbook<sup>11</sup>, we will take a look at table 1<sup>12</sup>, which qualitatively portrays the representation of both genders in all the units, sections and appendixes of the coursebooks under study.

Globally, we could confirm that there is a great difference between the number of female and male characters, with women having a noticeably lower pictorial representation. In fact, although it is true that in some units women have a greater representation (units 5 and 8), in most of them men predominate, even surpassing the female representation by more than half (units 2 and 3).

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<sup>9</sup> Note that, sometimes, in order to categorise an image, it is necessary to read the accompanying text to understand the context.

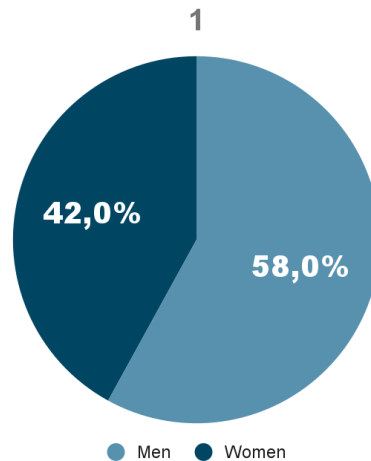
<sup>10</sup> Note that nurses, doctors and healthcare professionals are included into the labour category.

<sup>11</sup> Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books

<sup>12</sup> See Appendix: Table 1 (p. 53)



Figure 1: Appearance of characters of both genders in book



Moreover, we could also highlight the parity we find in units dealing with the topics of travelling, animals, and health, which are commonly "neutral" in terms of the representation of both genders.

Nevertheless, we also find units and sections portraying a great imbalance between men and women (units 2, 3 and culture kit). In fact, in unit 2, which deals with natural disasters, we see how most of the characters perform jobs and actions commonly carried out by men (firefighters, members of emergency teams, etc). The exact same thing happens in unit 3, which is about crime and law, and in which it is the men who represent the figures of both police officers and criminals.

By the same token, women enjoy a greater representation in the units related to the topics of nature, fears and phobias (units 5 and 8), and arguably perpetuating a gender stereotype.

- **Unit 1: *Moving on***

In this unit, dedicated to travel and in which many human figures do not appear, women take a predominant role in customer service activities, while men are served by them as customers. Moreover, men are depicted performing "masculine" roles and activities such as those of police officers and cowboys. However, it is also worth mentioning that, in the images regarding family care, both genders have a similar representation.

- **Unit 2: *It's a Disaster***

In this unit, male images and characters outnumber female ones by more than half. In fact, all firefighters and members of emergency and rescue teams are masculine figures. On the other hand, female images prevail in human figures that are not engaged in any particular activity.

- **Unit 3: *Against the Law***

Unit 3 is one of those in which male representation is notoriously superior to female. As a matter of fact, the eight characters that represent thieves and criminals are men, just like the police officers; of the three that appear only one is a woman. In addition, women prevail in the role of victim. Besides, regarding famous people, actors and celebrities, although the number of women is slightly higher, the difference is minimal.

- **Unit 4: *Fact or Fiction?***

In this unit, dedicated to technology and inventions, four of the famous characters are men (Charles Chaplin, Albert Einstein, Prince William and Ken Olsen), whilst only one is a woman (Kate Middleton). In addition, in this unit the role of women is also usually relegated to non-specific and leisure activities.

- **Unit 5: *Smart Art***

In this unit, which is dedicated to art, the presence of female characters is slightly superior than in the previous units. In fact, most of the well known works of art present female people (*Las Meninas* by Velázquez, *Mona Lisa* by Leonardo da Vinci, and *Christina's World* by Andrew Wyeth). However, if we look beyond, all these paintings were painted by men.

- **Unit 6: *Cool Creatures***

Since this unit is dedicated to animals, most of the images portray them, although we also find human figures. It is noteworthy that the pictorial representation of both genders is quite equal, as well as the activities men and women perform.

- **Unit 7: *Health Matters***

Just like unit 4, unit 7 begins with a page including pictures of relevant historical figures, all of whom, once again, are male (Mark Twain, Mahatma Gandhi, and Benjamin Franklin).

In addition, it should be noted that the poses of the female figures who play the role of health personnel are not natural at all, something that does not occur in doctors and nurses played by men. For example, in page 87 we find a photo of a female doctor who is posing for the camera with a non-natural facial expression (she is raising her eyebrows and pouting), whilst the male pharmacist portrayed in page 95 is photographed taking care of a customer and showing her what it seems to be a medicine box, a scene that, unlike the previous one, could be found in a real life situation.

Moreover, in the images related to sports, it is the man who tells the woman how to perform the exercises correctly.

- **Unit 8: *Meeting Friends***

This unit is mostly dedicated to social networks, technology and keeping contact and meeting friends. We could also think that the fact that both genders have a similar representation could allow one to avoid the stereotype that women are the ones who love talking on the phone, gossiping and using social networks, something that has commonly been argued by many authors, including Tannen (1992).

However, it is also important to note that one of the reading activities includes statements such as “boys don’t always reveal their emotions” and “they (girls) like discussing their emotions and they want to know that people accept them” (Devlin and Robyn, n.d: 102), falling back into gender stereotypes.

- **Unit 9: *Putting it Together***

In this unit most of the human figures deal with the academic and job context. In point of fact, we can find women playing “masculine” roles such as builders and pilots, and men portrayed as artists.

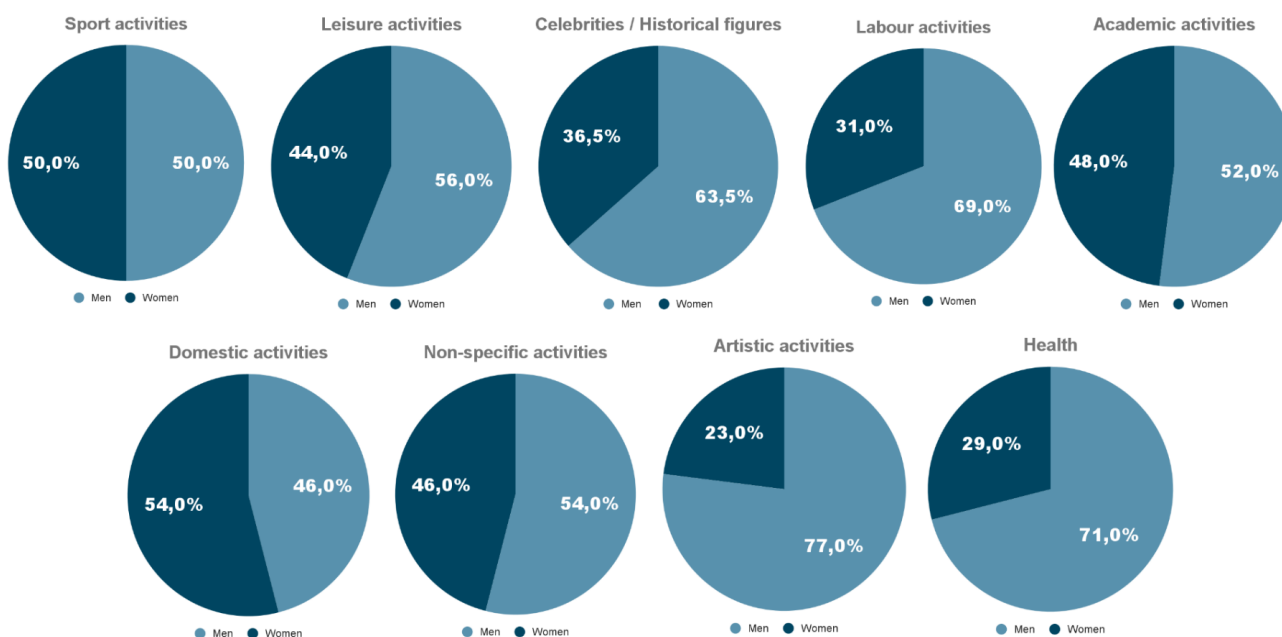
- **Culture Kit**

It is surprising how in the culture kit the female image barely appears. On the other hand men perform roles and activities like emergency team members and historical figures. As for women, only a girl and a woman appear without carrying out any particular activity.

In general, we have been able to appreciate the tendency of this textbook to opt for the representation of male figures. In addition, the activities carried out by men are usually those that require strength or courage (police officers, rescue team members, firefighters), or that are socially accepted as "masculine", while women tend to carry out non-specific activities or those related to leisure.

Now, we will follow table 2<sup>13</sup> in order to look at and analyse the activities and roles that are performed by both genders taking into account the categorisation we identified previously in subsection 4.a.

**Figure 2: Graphical representation of the activities performed by both sexes from a pictorial perspective in book 1**



<sup>13</sup> See Appendix: Table 2 (p. 54)

The previous set of graphics has been created from the data obtained in table 2 and makes it easier to identify and exemplify the disparity in the representation of male and female characters in the first coursebook under study.

These results provide further support for the hypothesis that the textbook arguably adopts a somewhat sexist perspective and representation of gender. Men predominate in practically all activities performed by its characters.

As figure 2 shows, there is a significant difference between the activities that men and women perform.

First, male figures prevail in activities regarding arts, health, labour, leisure, and historical or well known figures tend also to be male. In addition, the same thing happens, although to a lesser extent, with characters who do not perform any specific role or activity or who appear to be in educational or academic context.

Women, on the other hand, are the most represented characters only in the categories in relation to domestic issues and family care, an occupation that has always been considered as feminine.

Furthermore, as was stated earlier, it is the men who perform activities that usually require skill, dexterity, and strength (such as police officers, firefighters, rescue members, etc), whilst women fulfil the roles of mothers, caregivers, and non-specific activities.

Finally, it is also of particular interest the fact that the activities regarding sports, a category that is generally the most representative of the disparity in equitable gender representation, portrays the same number of male and female figures.

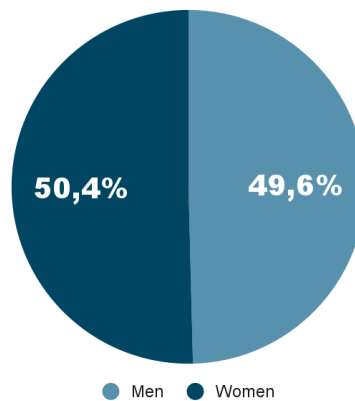
### **3.1.2 BOOK 2**

In this subsection, we will be analysing gender representation in the second book under study<sup>14</sup> by following the same steps and criteria we did before. The data available in table 1 regarding book 2 has been extracted in order to create the following graphic, which visually exemplifies the degree of representation of both genders and facilitates its understanding.

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<sup>14</sup> Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington Books.

Figure 3: Appearance of characters of both genders in book 2



By taking a look at the female and male representation in this textbook as a whole, we see that the difference between the two is insignificant, something that would lead us to think that this material has been developed from a feminist perspective, taking gender representation into account. However, just as I did before, I will need to analyse each of its units and look at those activities men and women perform before reaching any conclusions.

- **Unit 1: *Game Changers***

This section of the book is dedicated to issues like means of transport and history. Right from the beginning, we find an aspect that reflects inequality; of the seven figures representing historical characters, only two are women (Archduke Franz Ferdinand, Richard the Lionheart, Yuri Gagarin, Neil Amstrong, Shakespeare, Anne of Cleves, and Queen Elizabeth I). Apart from them, we do not find any other person in the pictures and photos available in this unit.

- **Unit 2: *Going Global***

In this unit, the representation of female characters is slightly higher than men's, but the number is so small that it is insignificant. However, we can notice how women are in the spotlight of activities related to leisure and the academic context, whilst men appear to be more present in sports and as celebrities and well known figures.

- **Unit 3: *It's our Planet***

In unit three, parity in gender representation in sports activities is achieved, but women seem to be more active in roles which have been categorised as unclear activities like land work and agriculture.

However, it is also worth noting the equality regarding the appearance of relevant characters such as Kate Middleton and the American singer and activist Xiuhtezcatl Martínez.

I would also highlight the fact that the portrayal of white and non-white historical figures like Kate Middleton and other members of the British Royal Family, and Nelson Mandela are not comparable, since the actions and activities they have carried out have nothing to do with each other, since one merely "cleans up" the image of an institution whose history and legacy have a dark side making its existence in today's society to be subject to intense debate, while the other has become a benchmark for becoming the first black president of South Africa and for fighting for the rights of black people.

- **Unit 4: *The Way We Live***

Unit 4 deals with the topics of family, customs and traditions, which could lead us to expect a higher female representation. However we have found a positive correlation between the portrayal of both genders.

- **Unit 5: *Mother Nature***

In this section, which is dedicated to nature, climate change and wildlife, human figures are not very recurrent. Nevertheless, the equality in gender representation is encouraging since the difference in the appearances of both of them is minimal.

- **Unit 6: *Trending Now***

This unit deals with clothes, fashion, and social networks, a set of topics which could be very attractive to teenage students, so we would expect a careful representation of both gender and the activities that each of them develops. Nonetheless, women are mostly portrayed not performing any particular role (mostly

just posing for the camera) or in leisure activities, while men appear in a wider range of categories (sports, celebrities, and leisure).

- **Unit 7: *The Unexpected***

In this section of the coursebook the same thing happens as in unit 1; most of the celebrities, historical figures, and well-known inventors are men (Albert Einstein, Ethan Zuckerman, Manu Prakash, Oobah Butler, and Anna M. Jarvis). There are not many more images of human figures in this unit.

- **Unit 8: *All in the Mind***

In this unit, the representation of both genders is quite equitable too. Perhaps it should only be noted that domestic activities are only carried out by women and that the categories of leisure and non-specific have a similar number of male and female characters.

- **Unit 9: *Find your Touch***

On the first page of the unit we find a representation that could be socially considered as "out of the ordinary": a woman practising sport (playing tennis) and a man doing an activity related to art and sensitivity (playing the violin). We do not find many human figures in this section, but we could highlight the fact that women stand out in the categories of celebrities and non-specific occupations.

- **Rest of the sections: *Fast Finishers, Culture Quizzes, Collaborative Projects, and Appendix***

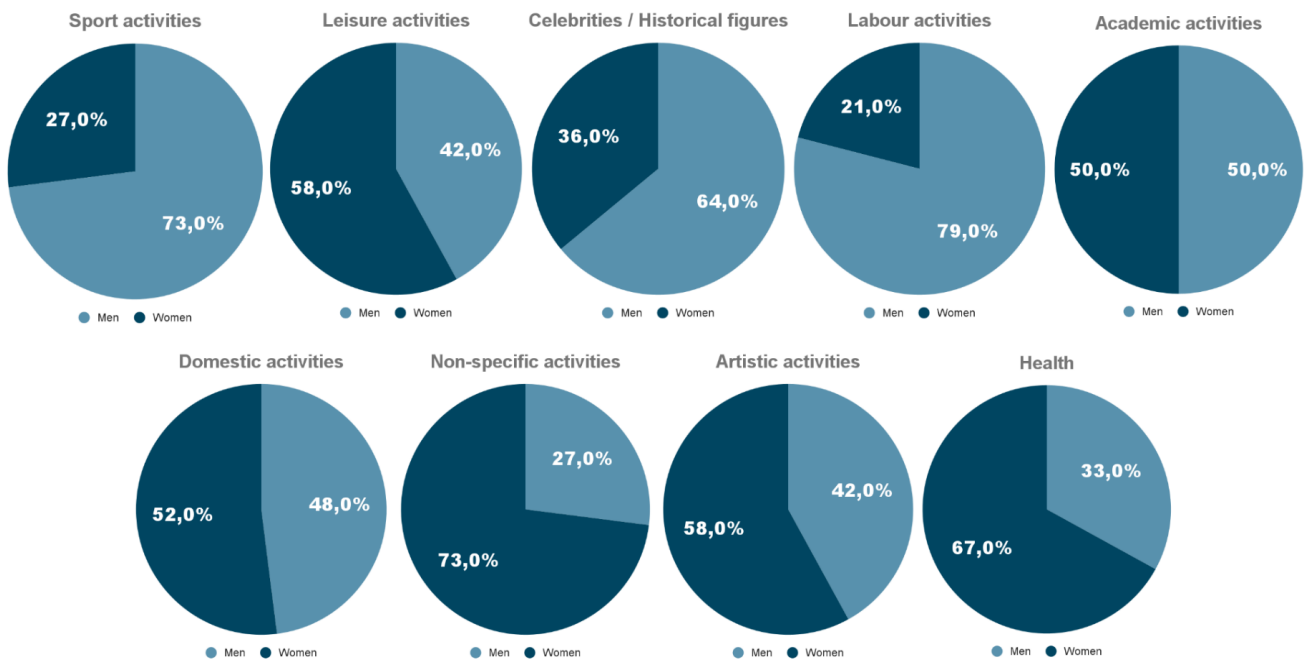
It is surprising how in the rest of the sections combined, the tendency towards an equitable representation of gender disappears, breaking with the likelihood of all the previous units. Here, men predominate in almost every category in which we divided the activities carried out by men and women.

Globally, we have been able to check how the publisher of this textbook has tried to adapt it to our times by making an equitable representation of both genders. However, it is also true that, on a fair few occasions, certain stereotypes are encountered, something that we will analyse in more depth below.



In order to do so, the data obtained from table 3<sup>15</sup> has been extracted and applied so as to create graphics in figure 4, which exemplify in a clearer way the representation of the equity of both sexes in terms of the activities they carry out.

**Figure 4: Graphical representation of the activities performed by both sexes from a pictorial perspective in book 2**



If we compare the pie chart in figure 3 (p. 17), which led us to think that we were facing a feminist coursebook with an equitable representation of gender, with those provided in figure 4, we can see how each of the sexes have a clear predominance in certain activities.

For example, in the categories of sports, celebrities and historical figures, and labour activities (which have always been considered as masculine) are mostly carried out by male figures.

On the other hand, women prevail in activities dealing with leisure, house and family care, arts, health, and non-specific occupations.

<sup>15</sup> See Appendix: Table 3 (p. 55)

In addition, it is also important to highlight the fact that we find a great contrast between the representation of both sexes in sports activities with respect to book 1, since in this second book the difference between men and women is quite large in that category. The same thing occurs in the labour category, in which the difference is even greater in favour of men.

Finally, we should also note how the group of academic matters is the only one in which parity has been achieved.

### **3.2 ETHNICITY**

As mentioned in previous sections, inequality in the depiction of race is one of the most common deficiencies of textbooks in all fields.

We will analyse ethnic representation by following the same steps as in the analysis of gender and by taking different aspects into account: a) appearance of white and non-white characters from a pictorial perspective, b) activities they are developing, and c) role associated with the performed activity.

Thus, the ten categories we have created are the following:

- Celebrities / historical figures: including any celebrity, well known figure or cartoon character.
- Labour: including jobs of any kind.
- Academic: only students will be categorised into this group (teachers are included into the labour category).
- Leisure: any activity dealing with leisure (resting, walking, reading, listening to music, using social networks, sports, etc).
- Social activities: including demonstrations, parties, parades, ect.
- Domestic: any activities dealing with home, family and pets care.
- Non-specific: activities in which characters do not carry out any special role (e.g: people posing for the camera, profile pictures, human faces, individuals who are just smiling, etc).
- Health: including sick people or healthy activities not related to sport (nurses and doctors are included into the labour category).

- Agriculture: dealing with activities related to land work.
- Disasters: including people affected by any kind of disaster (natural disasters, accidents, fires, etc).

As a means to continue with the development of this research, we will be looking at the data provided by tables 4, 5, and 6.

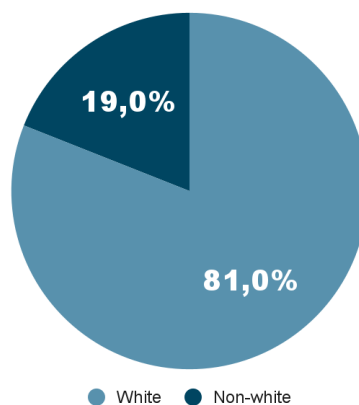
Table 4<sup>16</sup> offers quantitative data regarding appearance of white and non-white human figures in both of the books under study, whilst tables 5<sup>17</sup> and 6<sup>18</sup> contains more detailed numbers and input dealing with the activities white and non-white people perform.

Below, as we did previously in the gender section, we will proceed to analyse the representation of race in the two books in two separate subsections.

### 3.2.1 BOOK 1

From the beginning, on the cover, this book shows a black woman carrying the South African flag, the map of the African continent, and a photo of the Taj Majal, something that would lead us to think that the representation of non-white people and cultures will be of special relevance. However, if we take a look at the data offered by table 4, we will see that this is not the case.

**Figure 5: Presence of white and non-white characters in book 1**



<sup>16</sup> See Appendix: Table 4 (p. 57)

<sup>17</sup> See Appendix: Table 5 (p. 58)

<sup>18</sup> See Appendix: Table 6 (p. 59)

If we take a look at figure 5, which has been developed from the data offered in table 4, we can distinguish a huge difference in the number of white and non-white characters, which would lead us to confirm that we are facing a book that, despite trying to show the opposite on its cover, ostensibly promotes inequality between races in favor of the whites.

It is nonetheless also of great importance, to see how the land lies regarding the activities white and non-white people perform in the pictures and photographs included in this first book. To do this, we will first take a look at each of the units to finish by contemplating the representation of ethnicity in the categories presented previously.

- **Unit 1: *Moving on***

In a unit dedicated to trips and travelling, we would expect a higher representation of non-white people and cultures, which is the exact thing that happens here. This is, in fact, the only unit in which non-white people enjoy greater pictorial portrayal than the whites. However, it is also worth mentioning that all non-white characters are Asian people, and that we do not find any people of African origin.

- **Unit 2: *It's a Disaster!***

Here, white ethnic representation is considerably greater. In addition, it is noteworthy to highlight how non-white people are mostly portrayed as victims of natural disasters, whilst white men are those in charge of helping and rescuing (firefighters and rescue members), something that is objectively portraying a negative stereotype towards non-white people.

- **Unit 3: *Against the Law***

This is the unit in which we find the greatest difference in the number of characters in favour of the white race, this being more than 20 times greater than that of non-whites. Something that, again, arguably contributes to the marginalization and rejection of non-white people.

- **Unit 4: *Fact or Fiction?***

In this unit, dedicated to technology, science, and inventions, none of the well known figures are non-white people, while we find personalities such as Charles

Chaplin, Albert Einstein, Ken Olsen, and the Dukes of Cambridge. On the other hand, non-white people are relegated to occupying, for the most part, academic activities.

- **Unit 5: *Smart Art***

In this section of the book, we can only find one black person, who is a well known artist (Stephen Wiltshire), whilst the rest of the figures are white. Moreover, we should be cognizant of the fact that, in this unit, which is dedicated to arts, we do not find any works of art including non-white people.

- **Unit 6: *Cool Creatures***

Although this unit is dedicated to wildlife, animals, and creatures, we do find some human figures. Nonetheless, in the same vein as the previous units, white characters prevail.

Non-white people are only portrayed performing the role of workers such as a doctor, a business woman, and what seems to be a politician, so, even though whites prevail when it comes to pictorial representation, non-whites are carrying out very important roles.

- **Unit 7: *Health Matters***

This unit also portrays a great inequality in the appearance of the different ethnicities, since of the twenty-four human figures that we find in it, only three represent non-white people.

In addition, considering the fact that it is a unit dedicated to health, it is worth highlighting the fact that no non-white person plays the role of doctor, health professional or patient.

- **Unit 8: *Meeting Friends***

In a section dedicated to friends, social relationships, hobbies, and free time, we would expect the representation of many people, and in turn of many ethnicities. However, this is not what happens in the seventh unit of the first book under study.

Here, white characters enjoy, again, a greater representation, even surpassing that of non-whites by more than half, who mostly perform domestic activities in which all of them appear in the same image and belong to the same ethnic group.

- **Unit 9: *Putting it Together***

In this unit, most of the human figures that appear perform the role of students and workers, and both of them have a higher number of white people. In fact, we even find images in which all the members of groups of friends and/or students are white, something that differs from reality, especially in highly multicultural countries in which these textbooks focus, such as the United States of America.

- ***Culture Kit***

The *Culture Kit* has as a cover a page including several pictures of flags belonging to countries with a high percentage of non-white population, such as South Africa, China, Peru, Mexico, Thailand, and Australia. However, as table 4<sup>19</sup> shows, this is not represented in the images in this section, since most of the human figures belong to white people.

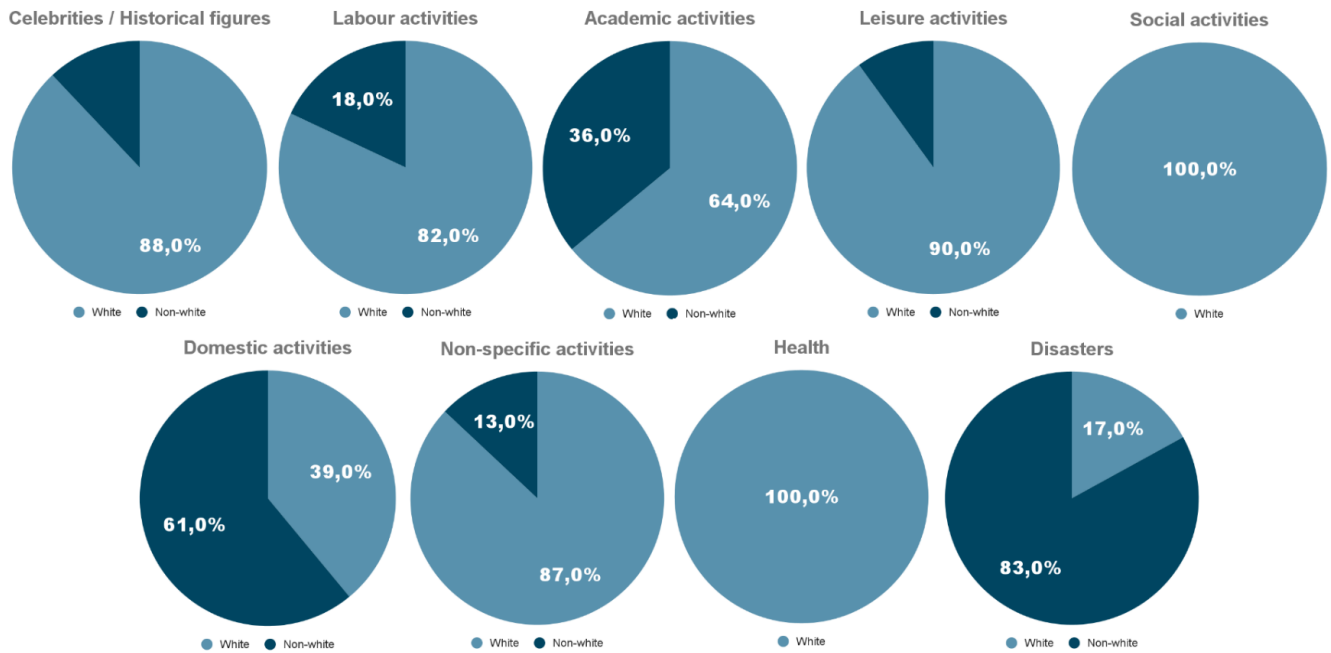
Now that we have taken a look at the different units and sections of book 1 individually, we will check the data offered by both tables 5 and 6<sup>20</sup> in order to develop the following figure (figure 6), which will allow us to compare the activities performed by white and non-white characters from a pictorial perspective easier and in a more visual way.

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<sup>19</sup> See Appendix: Table 4 (p. 57)

<sup>20</sup> See Appendix: Table 5 (p. 58) and Table 6 (p. 59)

**Figure 6: Graphical representation of the activities performed by white and non-white characters from a pictorial perspective in book 1<sup>21</sup>**



What stands out in the graphics of figure 6 is that there is not an equitable representation of race in any of the selected categories.

As we can see, non-white characters are always significantly under-represented, except in the domestic activities category, which is mainly due to the fact that the photos of non-white families in this book usually have a larger number of people. In addition, it is equally shocking how practically the majority of celebrities, historical characters and relevant figures are white, as are the people who represent activities related to health and social activities (mostly parties and social events), which are, entirely, white.

Furthermore, the fact that 87% of the characters that carry out non-specific activities are represented by white characters, makes it evident that this textbook is addressed, practically in its entirety, to that population, and that, in addition, it has not been designed with an ethnic perspective and awareness in mind, something that, once again, should be a

<sup>21</sup> Book 1 refers to Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books.

crucial aspect in the development of learning materials to achieve real equality and equity in terms of racial representation.

A closer inspection of the last pie chart in figure 6 shows that almost all the people affected by disasters (in the case of this book, mostly natural disasters) are portrayed by non-white characters, an aspect that would be directly related to negative stereotypes such as that it is the countries with a population of this race that suffer the most from the consequences of these kind of disasters because they are, for the most part, underdeveloped and poor.

Finally, as can be seen from the pie charts above, the inequality in ethnic representation regarding academic and leisure activities is also very high.

### **3.2.2 BOOK 2**

In an ELT coursebook that has been designed more recently and is currently in use in educational centres and highschools, we would expect an equitable racial representation, or at least a higher one than what we could observe in the previous book under study.

Just like we did before, we will be looking at tables 4 and 6<sup>22</sup> in order to create different sets of graphics that help us interpret the information in an easier and more visual way.

From the first moment, our expectations are low, since on the cover we do not find any figure of non-white race.

Below, we will be looking at racial representation in book 2 globally, to then take a look at its units and sections, and finally finish with the previously selected categories.

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<sup>22</sup> See Appendix: Table 4 (p. 57) and Table 6 (p. 59).



Figure 7: Presence of white and non-white characters in book 2

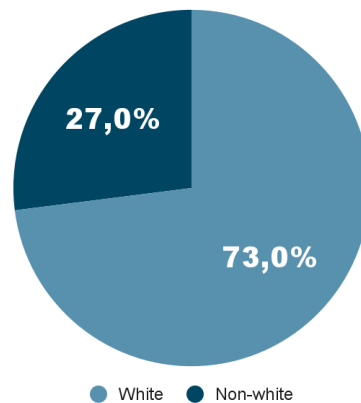


Figure 7 provides the results obtained from the preliminary analysis in table 4, and portrays how racial depiction in book 2 is also quite unequal. However, we will also need to check if there has been any improvement in ethnic representation in the categories formulated previously.

Now, we will make a brief review of the different units of the second textbook under study.

- **Unit 1: *Game Changers***

In this unit, which is dedicated to history and ways of transport non-white representation is non-existent. Actually, all the historical and relevant personalities are white (Archduke Franz Ferdinand, Richard the Lionheart, Anne of Cleves, Yuri Gagarin, Neil Armstrong, William Shakespeare, and Queen Elisabeth I).

In addition, the title of the unit (*Game Changers*) and the fact that no non-white characters are portrayed in it, could wrongly imply that no person who is not white had special relevance in the history of both the world and the inventions related to transports.

- **Unit 2: *Going Global***

The title of this unit does justice to the racial representation, since here we find a greater number of non-white people. Furthermore, the representation of both races is slightly equal, except in terms of academic activities, where white people still prevail.

It is also worth noting the fact that we found a greater number of images in which both whites and non-whites coexist.

- **Unit 3: *It's Our Planet***

Here, racial representation is practically equal, but black people have a greater depiction in a text titled *The Great Green Wall*, which is accompanied by a set of images in which several women are portrayed working the field, an activity in which white people are not portrayed in any of the coursebooks under study.

- **Unit 4: *The Way We Live***

This unit, which deals with aspects such as family, relationships, customs, and traditions, is also fairly equal concerning racial representation. It is also very interesting how when it comes to festivals, this coursebook not only focuses on Western countries, as it is usual, but also on others with a large percentage of non-white populations such as India, Vietnam, and China (Onam Festival, Indian roots in Notting Hill's annual carnival, Vietnamese New Year, and family ties in China).

- **Unit 5: *Mother Nature***

Although in this unit there are few human figures as it is dedicated to nature and the weather, white people double the number of non-white people. In addition, just in the same way as in book 1, non-whites are depicted as victims of natural disasters (in this case, floods).

- **Unit 6: *Trending Now***

In unit 6, the number of white figures and characters is, again, significantly higher. In fact, they are always the ones who enjoy the greatest depiction in all categories, except for celebrities, in which we do find the same number of both whites and non-whites (Mark Zuckerberg, Jojo Siwa, Jake Mitchel, Ryan Kaji, Shion Kaji, and Loann Kaji).

- **Unit 7: *The Unexpected***

Here, the representation of the non-white race is again practically non-existent, since we only find one person, compared to the other nine, who are white. However, it should be noted that at least he is a well-known character: Manu Prakash, the inventor of the foldscope.

- **Unit 8: *All in the Mind***

In unit 8, which deals with memory, fears, and phobias, the difference in terms of racial representation is once again enormous, since all of its characters are white.

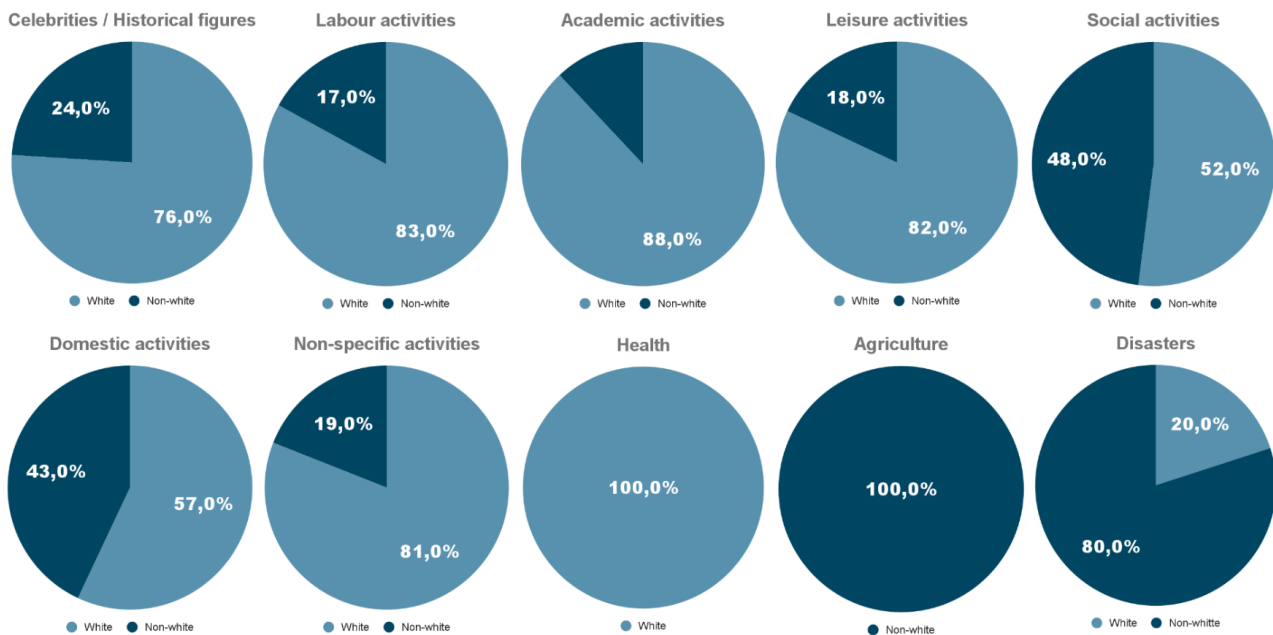
- **Unit 9: *Find Your Touch***

Unit 9 deals with talents and abilities, so we would expect a very varied pictorial representation due to the wide range of possibilities that these themes present when it comes to including images of people. However, it is white people who enjoy, once again, a greater representation in all the chosen categories.

- **The rest of the sections: *Fast Finishers, Culture Quizzes, Collaborative Projects, and Appendix***

It is in the rest of the sections where the disparity in racial representation becomes even more noticeable, specially in the categories dealing with celebrities, leisure, and domestic activities, in which the number of white characters is significantly higher than non-white's.

**Figure 8: Graphical representation of the activities performed by white and non-white characters from a pictorial perspective in book 2<sup>23</sup>**



The pie charts above show that there is a huge disparity in the appearance of white and non-white characters, as many of the categories are highly sectorised.

We can note how non-white people are under-represented in categories dealing with celebrities and labour, academic, leisure, and non-specific activities.

In addition, we can see that non-white people prevail as victims of natural disasters, something that, as stated before, addresses negative stereotypes towards them.

Then, domestic and social activities are fairly equal when it comes to racial representation, mostly due to the fact that this second coursebook includes several images of different festivals, traditions, and parades around the world.

Finally, it would be also important to bear in mind that the health category is only occupied by white people, leaving non-whites with no representation, whilst the opposite happens in the agriculture category, in which only non-white people are portrayed. Besides, the images dealing with the agriculture category are directly related with hard work,

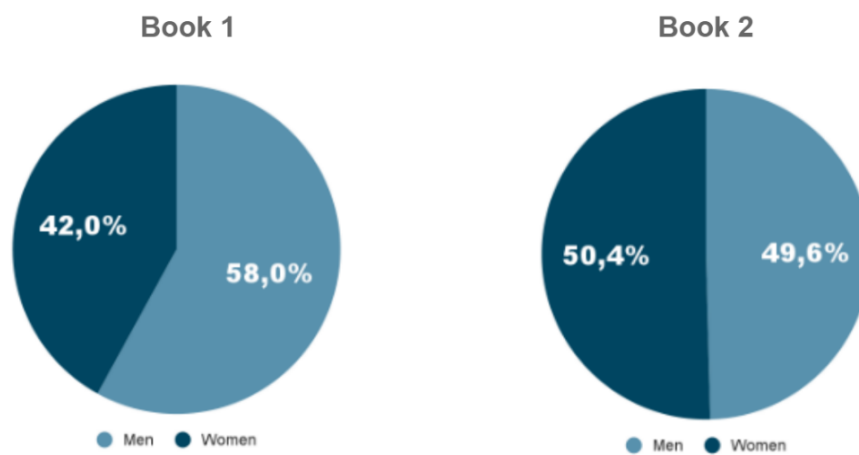
<sup>23</sup> Book 2 refers to Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington Books.

precariousness, lower social class, and poverty, an aspect that could also portray negative stereotypes towards racialized people.

#### 4. DISCUSSION

The results obtained from the study of both textbooks could lead us to think that equity in terms of gender equality has been achieved, however, it is necessary to go further and check and compare all the graphs that have been developed throughout this paper.

Figures 1 and 3: Appearance of characters of both genders in both of the books under study



If we look back at the pie chart in figure 1, we can see how male representation was slightly greater than that of females' in the first analysed coursebook. Then, if we compare both figures 1 and 3, we could wrongly think that equality in terms of gender representation between men and women have been achieved in book 2 since the difference in the number of male and female characters is tiny and almost non-existent, women even becoming the ones with a greater pictorial representation.

Nonetheless, the development of the pie charts included in figures 2 and 4 (pages 15 and 20, respectively) brings to light the fact that the equality achieved is only pictorial, since the activities carried out by the characters in the photographs are quite polarised, usually in favour of men.

In fact, in the question of the activities performed by both genders, figures 2 and 4 show how, in some cases, there is a significant setback in female representation, as in sports

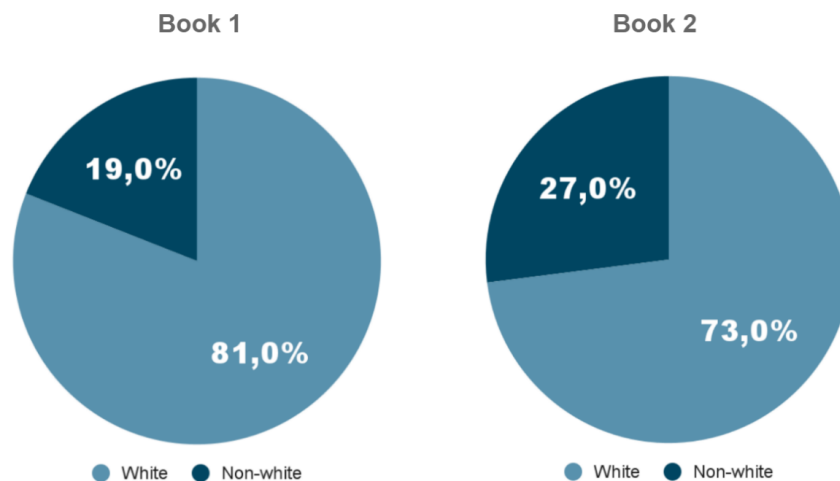
activities, in which it goes from 50% to 27%, or in labour activities, from 31% to 21%, so we could say that not only has real equity not been achieved in terms of the number of men and women, but there has also been a regression in terms of the presence of female figures in activities that have generally been socially considered as "masculine".

In addition, it is also worth noting how in both books it is women who have a greater appearance in domestic activities such as familycare, childcare, and housecare, whilst men enjoy greater representation when it comes to celebrities and historical figures.

Apart from this, it is somewhat surprising that there are some categories in which gender representation barely undergoes modification, as in the case of domestic and academic activities, achieving total equity in the latter.

Finally, we could also call attention to how the categories of non-specific, artistic, and health activities undergo a significant increase in the number of female characters, being the first of them the one that contributed the most to the false illusion of gender equity and equality in figure 3 (p. 17).

Figures 5 and 7: Presence of white and non-white characters in both of the books under study



When it comes to racial representation, although it is true that the number of non-white figures increases in the second coursebook, it is considerably low in both of them, being this increase practically negligible between the two textbooks (only an 8% difference).

Then, a closer inspection of the pie charts in figures 6 and 8 (pages 26 and 31, respectively) reveal that non-white people only enjoy superior pictorial representation when it comes to activities related to disasters and agriculture, a fact that being represented only by them, can make us confirm that it reflects negative stereotypes.

Moreover, although non-white celebrities and historical figures representation also increases in the second textbook (from 22% in book 1 to 24% in book 2), it doesn't even reach a quarter of the total well-known characters, an aspect that could make students understand that only white people have been relevant in history.

Likewise, it is equally worrying how non-whites are underrepresented in the health category, in which all of its characters are white in both textbooks, and suffer a noticeable decline in the academic category, in which they go from 36% in book 1 to 12% in book 2.

Having said all this, we could affirm that little improvement has been made in terms of ethnic equality, with non-white people being those who enjoy less pictorial representation in almost all the categories chosen in both coursebooks, except those of agriculture, disasters and domestic activities (the latter only in book 1).

## **5. A PROPOSAL FOR COUNTERACTING NEGATIVE STEREOTYPES**

It would be important to bear in mind the current debate between those who consider that published materials should be aware of gender and ethnic equality in order to avoid negative stereotyping, dismissive attitudes, and harmful beliefs against social minorities, and those who do not think that they should have such a crucial role.

As I have indicated throughout the different sections of this research, I do believe that those who design and create any kind of teaching and learning materials should be aware of this issue. In fact, and according to what the UNESCO (2005, n.p) indicates, “at every level and in every subject area, textbooks can be important vehicles for promoting human rights, including the principles and practices of non-violence, gender equity and nondiscrimination”.

In fact, along the same lines as what UNESCO states, Brugeilles and Cromer (2009, p. 16-17) suggest that “textbooks and learning materials which incorporate rights-based values thus become a central vehicle for the delivery of quality education, which in turns seeks to fulfil the promise for all members of the human family to live in dignity and peace”.

Having said this, it is clear that my personal opinion is that, ideally, it should be the teaching and learning materials that present equitably aspects such as ethnic and gender representation, but if that is not the case, the teacher should address this issue with the purpose of encouraging respect for diversity in the classroom, aiming that this is reflected in society in the future.

Since there are different opinions regarding this issue, I would also like to pay special attention and note the current debate around the role published materials entail, since not everyone agrees on teachers just making use of them. Instead they encourage them to prepare and create their own materials rather than relying on what the publishers produce.

Below, there is a list of proposals addressed to teachers of English as a second language that aims to combat the negative stereotypes present in secondary education textbooks towards women and people of non-white ethnicities:

- (1) Work with listening audio clips dealing with different non-British or American Anglophone contexts (India, South Africa, Nigeria, etc).
- (2) Create materials which invite students to describe images in which women prevail (both white and non-white).
- (3) Play music by women of a variety of ethnicities (Beyoncé, Doja Cat, Black Pink, etc) and work with their lyrics.
- (4) Hold in-class debates regarding gender and ethnic representation.
- (5) On International Women's Day, encourage students to give presentations and conduct research on relevant women in history (both white and non-white).
- (6) Avoid focusing only on talking about the United Kingdom and the United States of America when referring to English speaking countries and introduce others such as India, Jamaica, and Liberia.

From my point of view, the six proposals presented above could be very interesting and useful strategies to work in class, since they all have a feminist and ethnic awareness and perspective that aims to introduce topics related to both aspects in the daily life of students in order to normalize them and make them see and appreciate them as part of a diverse and enrichment society.



## 5.1 ACTIVITY I: A DEBATE ABOUT GENDER AND ETHNIC EQUALITY

As we have seen throughout the development of this research, and taking into account the different opinions regarding whether textbooks should or should not have this crucial role, I strongly believe that ELT materials do need to be concerned about depicting gender and ethnic issues equitably, but this is not always the case. Thus, the teacher could implement some activities (like the ones presented above) in order to adapt the topics studied in the classroom to today's society, which is increasingly characterised by being more diverse, open, and globalised.

If I had had the opportunity to work this subject matter with the students I taught during my internship in a secondary high school, I would have liked to put the following proposal into practice, which has been designed aiming to be addressed to 4<sup>th</sup> ESO students, who are supposed to have an A2 - B1 level:

Firstly, I would tell students that in the following lesson we are going to debate about the representation of women and non-white characters in their student's book, so they will need to take a look at it at home in order to develop their own ideas and opinions. I might also want to explain concepts such as race, ethnicity, and gender identity in order to avoid possible difficulties or misunderstandings when the debate takes place, and tell them to pay special attention to the activities that those characters are performing.

The next day, I would ask them about what they have found out about, so they will start sharing their different opinions. Once they are done, make the following questions: *Do men and women carry out the same activities? Is there any activity in which men or women prevail? What about white and non-white characters?*

Then, I would encourage them to share their ideas in order to let the debate continue, and when they already reach an agreement on the activities men, women, white, and non-white human figures perform, I would ask them if they consider this could boost negative stereotypes. The following questions may be useful if students run out of ideas: *What about sports? Why do you think men appear more often in this kind of activity? Is it fair? Do you know any famous female football players?* Do not forget to name all the categories that you have considered (sports, health, academic, artistic, domestic, etc), and even ask them to tell if they would add any others in order to enrich the debate.

Then, move into the final part of the debate and ask them to share possible things that we could do in the classroom in order to counteract the negative stereotypes discussed previously, and specially in the English subject. If they face any difficulties to start making proposals, I would encourage them about the idea of looking for information about any white and non-white women they consider relevant or that they admire and then make a presentation about them to lower courses and groups, propose looking for information about the culture and peoples of English speaking countries in continents like Africa, Asia, Oceania, and South America, and how it is possible that English is spoken in places as far away from the UK and the US.

Once they have finished the debate, I would ask students to highlight the most important ideas and aspects that have been discussed and take note of all of them. I could also take advantage of this moment to ask questions such as: *Have any of the arguments your classmates have given changed your point of view? Do you think teachers should look at gender and ethnic representation before choosing the coursebook that will be used in the following academic year? Do you consider this a relevant aspect?*

It would also be important to bear in mind that some students might raise negative and even harmful responses. If this unlikely situation takes place, I would not hesitate to reject any statement or reasoning that may be sexist, chauvinist, or xenophobic. If this happens, I would try to support my arguments by raising the fact that the differences between ethnic groups are a cultural aspect that must be maintained, carefully cared for, and appreciated, since it enriches us as a society and it is important that each group preserve and celebrate its own identity signs.

Regarding sexist and chauvinist arguments that may be made, I would attempt to counteract them by making them reflect about women's role in society by playing video clip<sup>24</sup> dealing with this issue so they can critically develop an opinion. I would ask questions like: *Could your grandmother open a bank account without your grandfather's permission? Do you think that is fair? What would you think if you needed a man's permission to do anything you wanted to? Do you consider there are "male" and "female" activities? So why do men prevail in the sports category and women in the domestic category? Do you think women are not keen on sports and men care about their families and homes?*

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<sup>24</sup> See Appendix: Video 1

After that, I would ask them to write a brief summary of what has been discussed in class so that students can come to a conclusion. Besides, I would seek to put some of the proposals they have made into practice during the academic year aiming that this activity has not been in vain and that students are conscious and aware of such important aspects as inequalities due to gender, rare, and ethnic reasons when it comes to learning materials, aiming that, on the not so distant future, they can be eradicated.

Additionally, in the lessons to come, it could also be interesting to take advantage of what was done in the previous activity in order to work and improve the writing skill, which would be an activity that I would rather implement with the higher courses (1<sup>st</sup> and 2<sup>nd</sup> Bachillerato groups) since it requires a higher level of proficiency. For example, they could practise writing a formal complaint and address it to the textbook's publishing house, a formal email, or even a blog post in which students included their personal experiences and beliefs, depending on what must be taught according to the course's syllabus.

## **5.2 ANTICIPATING THE STUDENTS' LANGUAGE NEEDS**

In order for students to be able to face the debate activity proposed in subsection 6.a and obtain successful and profitable results, the teacher would need to anticipate the language needs of the learners.

Since I would address the previous activity to 4<sup>th</sup> ESO students who are supposed to have an A2 - B1 English proficiency level, it is essential to check what the Common European Framework of Reference for Languages (henceforth, CEFR), a document developed by the Council of Europe that describes what pupils need to learn to communicate effectively in one or more languages, dictaminates these students should be able to do in terms of oral interaction to participate in a formal in-class debate.

Having this been said, students with an A2 English proficiency level:

Can generally follow changes of topic in formal discussion related to their field which is conducted slowly and clearly.

Can exchange relevant information and give their opinion on practical problems when asked directly, provided they receive some help with formulation and can ask for repetition of key points if necessary.

Can express what they think when addressed directly in a formal meeting, provided they can ask for repetition of key points if necessary.

(Council of Europe, 2020, p.76)

Then, students with a B1 English proficiency level:

Can follow much of what is said that is related to their field, provided interlocutors avoid very idiomatic usage and articulate clearly.

Can put over a point of view clearly, but has difficulty engaging in debate.

Can take part in routine formal discussion of familiar subjects which is clearly articulated in the standard form of the language or a familiar variety and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.

(Council of Europe, 2020, p. 76)

In addition, since I will introduce new vocabulary throughout two different video-clips from which students will have to extract the ideas that they consider most relevant and new terms, it will also be crucial to look at what the CEFR states regarding audio-visual comprehension, so I can choose the materials that best adapt to the competences that it collects.

Hence, the CEFR establishes that, when it comes to understanding oral information when watching TV, a movie, or any other kind of videos, students with an A2 proficiency level:

Can identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary.

Can follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow.

Can follow changes of topic of factual TV news items, and form an idea of the main content.

(Council of Europe, 2020, p. 53)

Then, pupils with a B1 proficiency level:

Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear.

Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.

Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

(Council of Europe, 2020, p. 53)

After looking at what the CEFR states, I believe that students should already be able to use modal verbs (including those of obligation), the Present, Past and Future Simple, and ways to express agreement and disagreement.

The students I worked with during my internship in a high school were able to use all the mentioned tenses, and I even taught them the use of modal verbs, which I would actually say was just a review of what they studied during the previous academic years. However, I do consider that it would be essential to introduce vocabulary dealing with the topics of gender and ethnicity, some ways of expressing agreement and disagreement, and how to take part in a debate. Below, I will propose some activities and actions to take in order to improve these aspects and skills during different lessons:

- **Lesson 1**

Firstly, in order to introduce the new vocabulary dealing with gender and sexism, I would play a video<sup>25</sup> by the Council of Europe about preventing and combating sexism, which include very useful new terms, subtitles, and a slow, easy-to-understand voiceover. In this way, students would be practising their listening skills. After playing the video for

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<sup>25</sup> See Appendix: Video 1 (p. 60)

several times, students will have to write the new vocabulary on their notebooks, and all together we will share the aspects that have most caught our attention from what was explained in the video, thus making a brief summary.

Then, the new vocabulary dealing with race would also be introduced by playing a short clip<sup>26</sup> which introduces concepts such as race and racism. The same methodology would be applied here: the video clip would be played several times so students can take notes of ideas they consider relevant and write down new vocabulary. Afterwards, we would also brainstorm about what caught our attention and which the most relevant aspects are in order to make a brief summary all together.

Once we are done, I would ask students to share the new vocabulary terms that they have taken as notes in order to write them on the whiteboard thus creating a vocabulary list which divides the new terms into nouns, adjectives, verbs, and phrasal verbs.

At this point, I would also explain some of the terms I introduced in the previous sections, which would be of important relevance to participate in the debate and could be also added to the glossary (e.g. *gender, race, ethnicity, gender identity, etc*).

The following is a possible glossary that I have created after extracting the vocabulary that I considered useful from the video-clip in order to face the future in-class debate:

**Table 7: Possible new vocabulary dealing with gender, race, and ethnicity**

Nouns	Adjectives	Verbs	Phrasal verbs
Sexism	Safe	Act	Look after
Behaviour	Diverse	Impact	Take care of (sth/sb)
Appearance	Discriminatory	Perform	
Stereotype	Powerful	Portray	
Prejudice	Superior	Conform	
Racism	Inferior	Belong	
Culture	Damaging	Damage	

<sup>26</sup> See Appendix: Video 2 (p. 60)

Belief	Fair	Share	
Identity	Ethnic		
Justice			
Chauvinism			
Gender			
Race			
Ethnicity			

- **Lesson 2**

This second lesson will focus on practising expressing agreement and disagreement, something that will be very useful when it comes to sharing different ideas and opinions during the future debate.

In order to do so, the teacher would propose a list of different sentences to do so, and make special emphasis on explaining the correct use of the form *I agree / do not agree / disagree with you* since Spanish speaking students usually tend to incorrectly add the form of the verb to be after the subject of the sentence (*\*I am agree with you*).

The following is a set of useful sentences that I would propose to 4<sup>th</sup> ESO students to express an opinion, agreement and/or disagreement:

**Table 8: Useful sentences to express agreement and / or disagreement**

Giving an opinion	Agreement	Disagreement
I think that...	I agree with you	I do not agree with you
I consider that...	That is exactly how I feel	I disagree with you
From my point of view...	I share the same opinion as...	I see what you mean, but...
It is clear that...	I have to side with (sb) on this one.	I see your point, however...
I would say that...		I don't agree at all

		I can understand your point of view, but...
		I'm afraid I don't agree that...

Once the meaning of the sentences is clear, a video<sup>27</sup> in which four different people share their opinions about a game that took place last night will be played, so students will be able to check how to use the previously introduced sentences in a real life situation.

Later, I would ask students to tell what happened in the video clip and ask questions such as: *Who agrees with the girl wearing red glasses? Who does not? How did they express agreement and disagreement?*

Since any kind of language needs and difficulties that students may have should be taken into account, I would also pay special attention to pronunciation. Thus, after finishing with the discussion, I would propose a brief activity in order to improve the students' pronunciation of the phonemes /ə/ and /i:/, in the words *agree* and *disagree*, due to the fact that Spanish learners usually tend to have difficulties in pronouncing the vowel sounds of the English language since their mother tongue has only five.

In order to do so, I would suggest as a possible strategy to help them overcome this challenge, showing and teaching them the International Phonetic Alphabet (henceforth, IPA), which represents the speech sounds in written form.

In this way, I would introduce different groups of words whose meaning has nothing to do with each other but which share the previously mentioned phonemes.

Then, I would start comparing and pronouncing those words, aiming that they realise that they are not pronounced in the same way, and then asking students to do the same, so that they can also internalise the different sounds and relate them to their corresponding symbol in the IPA.

Below, I introduce a table including words sharing the phonemes /ə/ and /i:/, with which I would encourage students to practice and improve their pronunciation:

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<sup>27</sup> See Appendix: Video 3 (p. 60)



**Table 9: Words sharing the phonemes /ə/ and /i:/**

/ə/	/i:/
agree	agree
disagree	disagree
about	be
again	me
never	need
away	three
different	see
system	eat

Once the pronunciation of the chosen phonemes has been practised and worked, we would move into the next part of the lesson, in which the teacher would divide the class into groups of four people and propose the following statement: *Imagine that we have to choose a day to take the next English exam. The teacher proposes taking it on Monday (so you will have to study during the weekend) or on Friday (so you will have the weekend free but will have to study during the afternoons after school). Two of you prefer taking the exam on Monday, while the others want to do so on Friday. Make a debate and get to an agreement on which the best option is.*

Students would then have to put the previously presented sentences into practice and establish a conversation in which different opinions and ideas have to be shared in order to get to a conclusion. In the meantime, the teacher would be moving around the classroom solving possible questions and difficulties that may arise and checking that they are doing fine and the discussions are progressing correctly. Finally, all the groups would share the conclusions they have reached aloud, so it could be checked if most of the groups agree or not on which day they would prefer to take the test.

This lesson would finish with the teacher asking students to take a look at the difference in the number of male, female, white, and non-whites characters and the type of

activities that each of them perform at home in order to be prepared and ready to face the next day's debate.

Moreover, it could also be useful to provide them with a list of categories like the ones I presented before (health, sports, domestic activities, celebrities and historical figures, etc) so it is easier for them to identify any disparity they may see when checking the images in their students' books. I would also encourage them to create any other categories they may find relevant.

- **Lesson 3: the debate**

This third lesson would be entirely dedicated to the development of the debate, which would be in turn divided into different steps:

- ❖ **1<sup>st</sup> step**

I would begin the lesson by asking students what they have found. In order to do this, the following proposed questions may be useful:

- Have you noticed any difference in the number of male and female characters? And how about between white and non-white people?
- Is there any category in which we can find more men or women? How about white and non-white people?
- Have you created any other categories apart from the ones I told you? Do the rest of the class think they are relevant? Why or why not?

Once we are done, we would move into the next part of the debate, which will essentially focus on stereotypes.

- ❖ **2<sup>nd</sup> step**

Now that all the categories have been established and we have a clear idea of which characters enjoy a greater representation and in which of the categories that happens in a more obvious way, I would formulate the following questions:

- Do you think that the fact that men prevail in the sports category could represent a negative stereotype against women?
- What is your opinion about women appearing more carrying out domestic activities? Do you think men are worse at performing these tasks?
- Do you think this also happens in real life?
- Your fathers don't participate with the housework?
- How many of the girls in this class practice any sport?
- Do you consider there are not any relevant sports women? Do you know any?
- Why is it that more men than women come to our minds when we think of famous athletes?

Although it was possible to do so in the previous step, now students should be making use of the studied sentences to express an opinion, agreement, and disagreement, so in case they are reluctant to use any of them, I could encourage them by asking:

- Does anyone share the same opinion as X?
- I know what X means, but could anyone share a different point of view?
- Do you all agree/disagree with what has just been said?
- X has just made a very good point. What is your opinion about it?

### ❖ 3<sup>rd</sup> step

In this third step of the debate, I would ask students to propose possible actions to take in order to mitigate the negative effects of the stereotyping against women and non-white people that was previously argued, especially from the English subject. I would also make it clear that there is no place for harmful opinions and that whenever another person's opinion is addressed, we all should be polite and respectful.

In the unlikely event that it is difficult for them to make new suggestions, to inspire them throughout different questions and imaginary situations:

- Imagine that the author of our students' book asked you for advice in order to develop a new coursebook. Which advice would you give them?
- What do you think about the idea of giving a presentation about a relevant non-white woman on Women's Day?

- Did you know that there are countries in Africa, Asia and South America in which English is also spoken? Do you think that should also be taken into account and addressed in the English classroom?
- Do you consider we the teachers should take gender and ethnic representation into account when choosing the coursebooks to use during the next academic year? What aspects do you recommend I take into account to make a good decision?

#### ❖ 4<sup>th</sup> step

Finally, I would ask students to write a brief summary of the conclusions reached during the debate and which the most important aspects that have been commented on are. Furthermore, I would also encourage them to include if any of their classmates has made a good point that has made them change their opinion and if they consider this kind of activities and topics have helped them to become aware of topics and issues they had never considered before.

## 6. CONCLUSIONS

As we have seen throughout the different sections of this work, this research aimed to analyse gender and racial representation in two different ELT materials by considering and taking into account the portrayal and activities carried out by men, women, white, and non-white characters.

After comparing the different sets of pie charts included in the analysis section of this dissertation, we have proved how gender equality when it comes to pictorial representation seems to be achieved in book 2, whilst book 1 seems to have a subtle preference for the male gender.

However, if we look closely and more carefully at the activities they perform in the individual pie charts I created from the division of those occupations characters carried out into categories, we can confirm that this equity is not real, since male figures still prevail in almost all the selected categories (sports, historical figures and celebrities, etc), while women enjoy a greater representation in tasks that have socially been considered as “femenine” (domestic, leisure, etc).

Then, regarding the aspect of ethnicity, little improvement has been made, since non-white people only enjoy a greater representation when they are depicted and portrayed as victims of natural disasters and peasants in both of the coursebooks under study, an aspect that is considerably stereotypical and harmful towards them, since they only occupy a more relevant position when they are represented as sufferers and members of the lower social classes, something that does not occur with white characters.

In conclusion, and to summarise everything that has been stated so far, we could say that I have been able to see how these published learning materials have been designed with a specific audience in mind and without a real feminist, racial, and ethnic perspective taken into account. However, it would also be crucial to note that my study is limited to only the two coursebooks under study, so the conclusions I have reached cannot be generalised.

In addition, ethnic and gender representation should be cautiously and seriously considered by those who publish any kind of learning and teaching materials in order to avoid students from internalising negative stereotypes and perpetuating them towards any social minority in the not so distant future, thus aiming to achieve a fairer and more tolerant society in the face of diversity.

Moreover , I would also like to add that a study with a larger corpus of published texts accompanied by interview data with both publishers and authors, might reveal different results and have significant implications for urging those in charge of designing and publishing ELT textbooks to update those learning materials in order to achieve gender and race equality that is so present in both the Spanish (LOMCE) and current educational regulations in the Canary Islands, and in its competence-based approach, in which the social and civic competence plays an essential role in the process of making students understand the concepts of equality between men and women, different ethnic or cultural groups, and living together in society.

Finally, I feel the need to highlight the fact that redressing imbalances in published materials can be best achieved by teachers creating their own and inviting critical analysis by students of any coursebooks that they may be using in class, including those studied for other subjects.

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## 8. APPENDIX

**Table 1: Presence of both sexes from a pictorial point of view**

Unit	Book 1 <sup>28</sup>		Book 2 <sup>29</sup>	
	Male characters	Female characters	Male characters	Female characters
Cover	0	1	3	7
Introduction	9	4	6	4
1	10	10	13	2
2	18	5	21	27
3	39	18	8	16
4	8	4	16	17
5	9	14	4	6
6	9	8	10	16
7	12	10	7	3
8	16	21	7	9
9	16	15	10	13
Culture kit	12	3	-	-
Fast finishers	-	-	27	24
Culture quizzes	-	-	24	14
Collaborative projects	-	-	3	5
Appendix	-	-	25	22
<b>TOTAL</b>	<b>158</b>	<b>113</b>	<b>184</b>	<b>185</b>

<sup>28</sup> Book 1 refers to Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books.

<sup>29</sup> Book 2 refers to Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington Books.

**Table 2: Book 1: Activities performed by both sexes from a pictorial perspective**

	Book 1 <sup>30</sup>																	
	Sports		Leisure		Celebrities		Labour		Domestic		Non-specific		Artistic		Health		Academic	
Unit	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Cover	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Introduction	2	-	3	2	-	-	-	-	1	1	1	-	-	-	-	-	-	1
1	-	-	-	1	-	-	1	1	2	4	7	3	1	-	-	-	-	-
2	-	-	-	-	-	-	9	-	-	-	11	5	-	-	-	-	-	-
3	-	-	4	-	13	10	2	1	2	-	14	8	3	-	-	-	1	-
4	-	-	1	1	3	-	-	-	-	-	-	2	-	-	-	-	3	-
5	-	-	-	1	5	8	-	-	-	-	2	3	4	2	-	-	-	-
6	-	-	2	1	2	-	2	4	-	1	3	2	-	-	-	-	-	-
7	2	3	-	-	3	-	2	1	-	-	-	3	-	-	4	2	1	1
8	-	-	8	8	-	-	-	2	1	1	4	7	-	1	-	-	3	2
9	-	-	-	-	-	-	5	2	-	-	1	2	2	-	-	-	8	11
Culture kit	-	-	-	-	7	1	3	-	-	-	1	2	-	-	1	-	-	-
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>18</b>	<b>14</b>	<b>33</b>	<b>19</b>	<b>24</b>	<b>11</b>	<b>6</b>	<b>7</b>	<b>43</b>	<b>37</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>16</b>	<b>15</b>

<sup>30</sup> Book 1 refers to Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books.

**Table 3: Book 2: Activities performed by both sexes from a pictorial perspective**

	Book 2 <sup>31</sup>																	
	Sports		Leisure		Celebrities		Labour		Domestic		Non-specific		Artistic		Health		Academic	
Unit	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Cover</b>	-	-	3	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Introduction</b>	2	-	1	2	-	-	1	-	-	-	1	1	-	1	1	-	-	-
<b>1</b>	-	-	-	-	5	2	4	-	-	-	4	-	-	-	-	-	-	-
<b>2</b>	2	-	9	11	2	-	1	-	-	2	4	6	-	1	-	-	3	7
<b>3</b>	3	3	-	1	1	1	-	-	-	-	4	7	-	-	-	-	-	-
<b>4</b>	-	-	-	2	3	-	-	-	3	4	5	5	6	5	-	-	-	1
<b>5</b>	-	-	-	-	-	1	-	1	1	-	3	4	-	-	-	-	-	-
<b>6</b>	1	-	2	3	4	2	-	1	-	-	3	8	-	1	-	1	-	-
<b>7</b>	-	-	-	-	5	1	1	-	-	-	1	1	-	-	-	-	-	1
<b>8</b>	-	-	2	2	-	1	-	-	-	2	4	3	-	1	-	-	1	-
<b>9</b>	-	1	2	3	1	3	-	-	-	-	5	6	2	-	-	-	-	-
<b>The rest of the sections</b>	14	4	11	10	16	8	4	1	20	18	7	20	-	2	-	1	6	1
<b>TOTAL</b>	<b>22</b>	<b>8</b>	<b>30</b>	<b>41</b>	<b>35</b>	<b>19</b>	<b>11</b>	<b>3</b>	<b>24</b>	<b>26</b>	<b>23</b>	<b>61</b>	<b>8</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>10</b>

<sup>31</sup> Book 2 refers to Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington Books.



**Table 4: Presence of white and non-white characters from a pictorial point of view**

Unit	Book 1 <sup>32</sup>		Book 2 <sup>33</sup>	
	White characters	Non-white characters	White characters	Non-white characters
Cover	0	1	10	0
Introduction	10	1	7	2
1	8	10	13	0
2	15	7	28	19
3	65	3	13	10
4	8	5	19	14
5	21	1	8	4
6	12	3	20	6
7	21	3	9	1
8	30	9	14	0
9	22	6	18	5
Culture kit	13	5	-	-
Fast finishers	-	-	44	5
Culture quizzes	-	-	39	10
Collaborative projects	-	-	7	3
Appendix	-	-	28	18
<b>TOTAL</b>	<b>225</b>	<b>54</b>	<b>261</b>	<b>97</b>

<sup>32</sup> Book 1 refers to Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books.

<sup>33</sup> Book 2 refers to Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington Books.

**Table 5: Book 1: Activities performed by white and non-white characters from a pictorial perspective**

	Book 1 <sup>34</sup>																			
	Celebrities		Labour		Academic		Leisure		Social		Domestic		Non-specific		Health		Agriculture		Disasters	
Unit	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW
Cover	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Introduction	-	-	-	-	1	1	7	-	-	-	2	-	-	-	-	-	-	-	-	-
1	-	-	1	1	-	-	2	1	-	-	-	6	5	2	-	-	-	-	-	-
2	-	-	8	-	-	-	-	-	-	-	-	-	6	2	-	-	-	-	1	5
3	23	2	3	-	-	-	3	1	-	-	4	-	22	-	-	-	-	-	-	-
4	5	-	-	-	1	2	1	-	-	-	-	-	1	3	-	-	-	-	-	-
5	13	1	1	-	-	-	1	-	-	-	-	-	6	-	-	-	-	-	-	-
6	2	-	-	3	-	-	3	-	-	-	1	-	6	-	-	-	-	-	-	-
7	2	1	3	-	-	2	4	-	-	-	-	-	5	-	7	-	-	-	-	-
8	-	-	3	-	1	-	13	1	6	-	2	8	5	-	-	-	-	-	-	-
9	-	-	5	2	13	4	1	-	-	-	-	-	3	-	-	-	-	-	-	-
Culture kit	5	3	4	-	-	-	-	-	-	-	-	-	3	2	1	-	-	-	-	-
<b>TOTAL</b>	<b>50</b>	<b>7</b>	<b>28</b>	<b>6</b>	<b>16</b>	<b>9</b>	<b>35</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>14</b>	<b>61</b>	<b>9</b>	<b>8</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>5</b>

<sup>34</sup> Book 1 refers to Marks, L. & Devlin, E. (n.d). *English world 4 Student's Book*. Burlington Books.

**Table 6: Book 2: Activities performed by white and non-white characters from a pictorial perspective**

	Book 2 <sup>35</sup>																			
	Celebrities		Labour		Academic		Leisure		Social		Domestic		Non-specific		Health		Agriculture		Disasters	
Unit	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW	W	NW
Cover	-	-	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-
Introduction	-	-	2	-	-	-	5	2	-	-	-	-	-	-	-	-	-	-	-	-
1	7	-	2	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-
2	-	-	1	1	6	1	8	6	3	-	5	6	2	5	-	-	-	-	1	-
3	2	-	-	-	-	-	5	2	3	1	-	-	3	1	-	-	-	6	-	-
4	3	-	-	-	1	-	2	-	-	11	4	3	9	-	-	-	-	-	-	-
5	1	-	1	-	-	-	-	-	5	-	-	-	1	-	-	-	-	-	-	4
6	3	3	1	-	-	-	9	3	-	-	-	-	6	-	1	-	-	-	-	-
7	5	1	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-
8	1	-	-	-	-	-	4	-	-	-	2	-	7	-	-	-	-	-	-	-
9	3	1	-	-	-	-	7	1	-	-	-	-	8	3	-	-	-	-	-	-
The rest of the sections	16	8	3	1	7	1	34	4	3	1	22	16	24	2	2	-	-	-	-	-
<b>TOTAL</b>	<b>41</b>	<b>13</b>	<b>10</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>84</b>	<b>18</b>	<b>14</b>	<b>13</b>	<b>33</b>	<b>25</b>	<b>64</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>4</b>

<sup>35</sup>Book 2 refers to Devlin, E. & Robyn, S. (n.d). *Teamwork 4 Student's Book*. Burlington Books.



**Video 1:**

Council of Europe (2020). *Sexism: See it. Name it. Stop it.* Human Rights Channel. Retrieved June 2022 from <https://human-rights-channel.coe.int/stop-sexism-en.html>

**Video 2:**

Center for Prevention MN. (2021, June 4). *What is race and racism?* [Video]. YouTube. <https://www.youtube.com/watch?v=ZJXhyZUbgn0>

**Video 3:**

Learn English by Pocket Passport. (2020, September 4). *Agreeing & Disagreeing | How to agree and disagree in English.* [Video]. YouTube. <https://www.youtube.com/watch?v=i2kbZXoT34Q>